The Islamic University of Gaza

Deanery of Graduate studies

Faculty of Education

Curriculum & English Teaching Methods Department

The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills

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A Thesis Submitted to the Curriculum & English Teaching Methods Department - Faculty of Education - in Partial Fulfillment of the Requirement for the Master Degree in Education

March, 2010

بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
The Islamic University - Gaza

عمادة الدراسات العليا
هاتف داخلي: 1150

الرقم ..... Ref ج س غ/35/2010/03/01

التاريخ ..... Date

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ **زياد يوسف دياب حبوش** لنيل درجة الماجستير في **كلية *التربية*/ قسم المناهج وطرق التدريس/اللغة الإنجليزية** وموضوعها:

The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills

وبعد المناقشة العلنية التي تمت اليوم السبت 20 ربيع أول 1431هـ، الموافق 2010/03/06م الساعة الحادية عشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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د. محمد عبد الفتاح حمدان	مناقشاً خارجياً	.....

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في **كلية *التربية*/قسم المناهج وطرق التدريس/اللغة الإنجليزية**.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ﴿١﴾ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ﴿٢﴾
ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ﴿٣﴾ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾ عَلَّمَ ٱلْإِنسَـٰنَ
مَا لَمْ يَعْلَمْ ﴿٥﴾

سورة العلق

DEDICATION

TO MY FATHER, WHO WAITED PATIENTLY

TO THE SOUL OF MY MOTHER

TO THE SOUL OF MY BELOVED DAUGHTER, NAHAR

TO MY DEAR WIFE, WHO MADE THIS JOURNEY EASY

TO MY BELOVED SONS, MOHAMMED AND OWAIS

TO ALL MY DEAR BROTHERS AND SISTERS

Acknowledgement

My deep thanks and gratitude are due to Allah, the Almighty, Who granted me knowledge and bestowed His everlasting mercies and bounties upon me during this long journey. Without His support and guidance, this work would not have been possible.

Then, I would like to acknowledge and extend my heartfelt gratitude and appreciation to the following faithful and sincere persons who have made the completion of this study possible:

First, I would like to thank my supervisor, Dr. Awad Kishta, for his support, advice and encouragement throughout this study; I am also grateful for his constant reminders.

My special thanks and gratitude are paid to Dr. Mohammed Atiya Abdulraheem who inspired me to conduct this study under this title.

I would like also to extend my thanks to Dr. Na'ilah Al-Khuzundar for her support, advice and encouragement.

My appreciation is to the principal, teachers and students of Az-Zaitoun Preparatory Boys' School where the study was carried out.

Once again, my deep thanks and appreciation exceed to my beloved family for their patience and consistent support during this period.

Special applauses are to my dear friends and colleagues, Khalid Isa, Mohammed Al-Mazloum and Kamal Abu Shamla.

Finally, I reiterate my cordial acknowledgement and high appreciation to all those who helped in this study.

Abstract

This study aimed at investigating the effectiveness of a suggested programme based on Multiple Intelligences (MI) theory on eighth graders' English reading comprehension skills. The targeted skills were skimming, scanning, making inferences, knowing the meaning of words through context and sequencing. To achieve this aim, the researcher employed a representative sample of 65 EFL male students studying at Az-Zaitoun Preparatory 'A' Boys' School which is run by UNRWA in the Gaza Strip. The participants were divided into two equivalent groups: a control group, 32 students, and an experimental one, 33 students.

Regarding the instrumentations, an achievement test and weekly quizzes, for the purpose of formative evaluation, were administered. Being used as a pre-test, the achievement test was meant to prove groups equivalence. Besides, it was used as a post test to measure any possible differences between the target groups. The collected data were analyzed and treated statistically through the use of SPSS.

The findings indicated that there were statistically significant differences between both groups, favouring the experimental one, only in skimming, scanning and knowing the meaning of words through context due to the programme implemented. Concerning the other remaining skills, no differences were observed. This was attributed to the fact that making inferences and sequencing are types of higher-order thinking skills that needed much more time to be mastered. It is also attributed to the bad psychological case the students had passed through because of a possible aggressive war on Gaza. It was also because students knew that the results of the post test would not be calculated and regarded in their school transcripts.

Additionally, implementing the effect size equation, the study revealed that the

programme had a medium effect size favouring the experimental group. Therefore, the findings are tentative waiting for other studies to be conducted in this regard. Taking into account this medium effect the findings showed, the researcher recommended the re-use of the programme on the same reading skills. Moreover, he recommended the use of MI theory on other language skills, and other school subjects as well.

ملخص الدراسة

"أثر برنامج مقترح قائم على استخدام نظرية الذكاوات المتعددة في تحسين مهارات فهم القراءة لدى طلبة الصف الثامن في مبحث اللغة الإنجليزية"

هدفت الدراسة إلى التحقق من أثر استخدام برنامج مقترح قائم على استخدام نظرية الذكاوات المتعددة في تحسين مهارات فهم القراءة في مادة اللغة الإنجليزية لدى طلبة الصف الثامن، حيث كانت المهارات المستهدفة كالتالي:

Skimming, scanning, making inferences, sequencing and knowing the meaning of words through context.

من اجل تحقيق هذا الهدف، طُبقت الدراسة على عينة ممثلة مكونة من 65 طالباً من مدرسة ذكور الزيتون الإعدادية (أ) للاجئين تدار من قبل وكالة غوث وتشغيل اللاجئين، وقد وزعت العينة على مجموعتين إحداها ضابطة،32 طالباً، والأخرى تجريبية، 33 طالباً.

و من أجل جمع البيانات، اعتمدت الدراسة على اختبار تحصيلي و اختبارات أخرى قصيرة وبطاقة تحليل للمحتوى. لقد استخدم الاختبار التحصيلي كاختبار قبلي وذلك للتحقق من مدى تكافؤ المجموعتين، واستخدم أيضا كاختبار بعدي وذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين. أما الاختبارات القصيرة فكانت بمثابة تقويم مرحلي للبرنامج المقترح.

بعد تحليل البيانات ومعالجتها إحصائيا، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية، ولقد اقتصرت هذه الفروق على المهارات الثلاث التالية فقط:

Skimming, scanning, and knowing the meaning of words through context.

أما فيما يتعلق بالمهارات الأخرى، فلم تسجل فروق دالة إحصائياً بين المجموعتين. ولقد عزا الباحث عدم وجود فروق إلى الحالة النفسية التي ألمّت بالطلاب قبل وأثناء تطبيق الإختبار البعدي وذلك بسبب الخوف الشديد من وقوع حرب محتملة وكذلك إلى معرفة الطلاب بأن نتائج الاختبار البعدي لن تعتمد ضمن شهاداتهم وضمن سجلات المدرسة الرسمية. وباستخدام "مربع إيتا" من أجل معرفة مدى حجم تأثير البرنامج تبين أن حجم التأثير كان متوسطاً.

آخذاً هذا الحجم المتوسط للبرنامج بعين الاعتبار، أوصى الباحث بإعادة استخدام نفس البرنامج على نفس المهارات. ولقد أوصى أيضا باستخدام وتفعيل نظرية الذكاوات المتعددة على مهارات لغوية أخرى وعلى مواد دراسية أخرى كذلك.

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Chapter I

Study Background

Chapter I

Background

1- Introduction

It is a matter of fact that language plays a pivotal and fundamental role in enabling individuals to communicate with each other. It is not beyond expectation that English has the lion share in this regard as it has been invading all fields of modern life such as education, industry, commerce, tourism, journalism, international employment, and even the manuals of electric machines people buy. Therefore, English is recognized worldwide as the major international language. As a result, it is being taught all over the world. Richards (2001, p. 1) confirmed that "[s]econd and foreign language teaching is one of the world's largest educational enterprises and millions of children and adults worldwide devote large amounts of time and efforts to the task of mastering a new language". Unsurprisingly, ministries of education worldwide and educational institutions do their best to design the best communicative curricula that enable their students to use this language skillfully, appropriately and effectively. Furthermore, many researches, covering different language skills, have been conducted in order to improve the way English is taught. For example, some researchers such as Lee (2004) and Greenfield (2003) examined the effect of computer-mediated courses on writing; and others examined the effect of concept map on English grammar such as Abu Nada (2008). Abu Shamlah (2009) and Razi (2004) examined the effect of schemata on English reading comprehension. Badr El-Din (2009) examined the effect of extensive reading on English reading achievement. Hamdan (2009) examined the effect of linguistic games on English reading. Gaines and Lehmann (2002) examined the effect

of the use of multiple intelligences theory on reading comprehension.

Undoubtedly, reading skill plays a decisive role in shaping students' educational future and it is more important to academic achievement than any other skill (Gisler and Eberts 2009, p. 1 of 2). It is one of the most important language skills for it affects all areas of one's life from early school stages to university, and maybe to a later stage. So it is crucial to take care of such a skill. This is, logically, because any reading problems, like any other problems if not solved, do not vanish over time. Rather, they often persist and become too complicated to solve. Based on this, school is considered the best place to teach such a skill and solve its potential problems. Unexaggeratedly, school is considered as a factory that produces excellent readers. West 1986 (cited in Dean 2003, p. 27) declared that "[r]eaders are made, not born, and they are made or unmade at school". It is important, here, to draw attention to the fact that some people still think that reading is simply and merely a linguistic skill since it deals with decoding letters and words. Armstrong (2003, p. 7) defied this traditional view and emphasized that "… reading and writing are not simply linguistic acts; they involve all of the intelligences [Gardner's eight intelligences], and many more areas of the brain are involved in literacy acquisition than has previously been assumed by educators working in the field." Thus, this study aimed at examining the effect of using a programme based on Gardner's Multiple Intelligences (MI) theory on students' performance in English reading comprehension texts.

Gardner (1983) believed that intelligence is not one; it is multi. According to Gardner 1993 (cited in Baum 2005, p. 7), "[m]ultiple intelligences theory was introduced against the backdrop of the traditional _and widely held_ view of intelligence as a unitary trait that can be adequately measured by an IQ test". Gardner

(1983) and (1999) proposed eight different types of intelligences, and asserted that one's being relatively undeveloped in one intelligence does not necessarily mean that he is undeveloped in the rest; he may be highly developed. Gardner 1999 (cited in Baum 2005, p. 10) stated:

> In most cases, however, strengths are distributed in a skewed fashion. For instance, a person may be skilled in acquiring foreign languages, yet be unable to find her way around an unfamiliar environment or learn a new song or figure out who occupies a position of power in a crowd of strangers. Likewise, weakness in learning foreign languages does not predict either success or failure with most other cognitive tasks.

After this short introduction, it becomes essential to know what the intelligences proposed by Gardner are. Amazingly, Gardner proposed eight intelligences, not one as the traditional view suggested. Seven of them were introduced in his 1983 book 'Frames of Mind'. These were: linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence; and later he added the eighth, naturalist intelligence (Gardner 1999, 41-44 & 47-52).

To sum up, one can notice how important reading skill is since it plays a very crucial role in people's life, not like any other skill; the deaf are a case in point. Deaf people do not speak or listen to other's speech, yet they learn how to read and write as well. The importance of reading springs as well form its effects on all areas of one's life. Thus it is so essential to tackle some of reading comprehension skills. In addition, reading is an outcome of integrated visual and cognitive processes (Millrood 2001, p. 117) and it involves activating many areas of brain (Armstrong 2003, p. 7). As a result, it is significant to activate as many of Gardner's intelligences as possible, according to the nature of the reading texts, in order to achieve effective and skillful learning. This

can be achieved, of course, when students feel confident and motivated as they will be taught according to their strengths.

2- Statement of the problem

The researcher believes that the problem of the present study springs from students' low achievement in reading comprehension part of English language achievement tests, lack of motivation and weak participation in class. This problem was documented through the researcher's teaching and exam-marking experiences and consultation of other teacher colleagues as well. Students' low achievement was attributed, according to the researcher experience and the consultation, to not having the necessary reading skills. Hence, it is so important to carry out such a study in order to improve students' reading skills and increase their achievement through using a suggested programme based on MI theory.

3- Research questions

The present study proposes the following major question:

- To what extent does Multiple Intelligences (MI) theory improve Grade Eight students' English reading comprehension skills?

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

1) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'total post test marks'?
2) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test?
3) Are there statistically significant differences at ($\alpha \leq 0.05$) between the

performances of both groups in relation to ‘scanning’ in the post test?

4) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘inferences’ in the post test?
5) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘knowing the meaning of words through context’ in the post test?
6) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘sequencing’ in the post test?

4- Research hypotheses

Based on the questions, the researcher hypothesizes the following:

1) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the ‘total post test marks’
2) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘skimming’ in the post test.
3) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘scanning’ in the post test.
4) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘inferences’ in the post test.
5) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘knowing the meaning of words through context’ in the post test.
6) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to ‘sequencing’ in the post test.

5- Purpose of the study

The overall purpose of this study is to improve eighth grade students' English language reading comprehension skills through the use of multiple intelligences theory. Accordingly, related suggestions and recommendations may be offered.

6- Significance of the study

The significance of this study springs from the fact that MI theory has been newly introduced to the field of education. Moreover, it is the first study, as far as the researcher is concerned, to be conducted in the field of English language in Palestine. For this reason, the study may be highly significant for:

- Curriculum designers: it provides them with any possibility of enriching the curriculum with a variety of activities and reading texts reflecting the MI theory.
- Teachers: it broadens their awareness of their student's intelligences/strengths which they are good at so as to provide them with suitable activities that help improve their performances.
- Students: it helps them identify the intelligences they are good at in order to draw plans for their future.
- Parents: it assists and guide them to deal with their children in the right manner especially when they get acquainted with the fact that one's being relatively undeveloped in a school subject does not necessarily mean that he is undeveloped in others or in all aspects of his life.

7- Limitations of the study

The study is applied within the following limitations:

- It is a six-week study in the first term of 2009-2010 scholastic year.
- It is conducted on grade eight male students enrolled at Az-Zaitoun Prep. 'A'

Boys School which is run by UNRWA in the Gaza Strip.

- It is conducted using the following sub-skills of reading: skimming, scanning, inferences, sequencing and knowing the meaning through context.
- It employs the following intelligences only: linguistic intelligence, logical/mathematical intelligence, bodily/kinesthetic intelligence, visual/spatial intelligence, interpersonal intelligence and intrapersonal intelligence. This choice was also consolidated and supported with a suggestion of university professors: Izzo Afanah, Dr. Awad Kishta, Dr. Sanaa Abu Daggah and Mohammed Atiyah, a university instructor.

8- Definition of operational terms

Reviewing related literature and other previous studies, the researcher adopted the following operational definitions as they were comprehensive, clear and direct to the point.

8.1_ Reading:

Millrood's (2001:117) defined it as "… a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience".

8.2_ Comprehension:

Bielby (1999, p. 146) and Lenz (2005 p. 1 of 5) stated 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.

8.3_ Intelligence:

Gardner (1999, pp. 33-34) defined intelligence as "a biopsychological potential to

process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". As a result, the concept of intelligence can be identified in the following items:

- The ability to solve problems since problem solving is one of the real daily life confrontations.
- The ability to create new solutions for expected problems.
- The ability to produce something that is sound and beneficial and has its valuable effect on a culture.

8.4_ Linguistic intelligence is the ability to use language successfully and efficiently both orally and in writing, spell words, learn new languages, use language to achieve some objectives and remember information (Gardner, 1999, p.42), (Teele, 1999, pp. 25-26) and (Christison, 1998, p9).

8.5_ Logical/Mathematical intelligence is the ability to use numbers and reason well, explore relationships, such as cause and effect, and make connections and draw conclusions (Teele, 1999, pp. 27-28) and (Christison, 1998, p. 9).

8.6_ Bodily/Kinesthetic intelligence is one's ability to use body language skillfully (such as hands, fingers, mouth, and facial expression), communicate with others and express ideas, feelings and emotions. It is also the ability to role-play and act out plays. (Gardner, 1999, p.42), (Teele, 1999, pp. 35-37) and (Christison, 1998, p. 8).

8.7_ Spatial/Visual intelligence is the ability to sense, enjoy and do art activities, maps, pictures, and charts. Additionally, it is the ability to visualize things and learn through movies easily. They are skillful at using colours (Gardner, 1999, p.42-43), (Teele, 1999, pp. 31-32) and (Christison, 1998, p. 9).

8.8_ Interpersonal intelligence points out one's ability to cooperate skillfully and

effectively with others. They can understand others' feelings, intentions, interests, and motivations (Gardner, 1999, p. 43).

8.9_ Intrapersonal intelligence refers to one's ability to understand his inner thoughts, feelings, strengths and weaknesses. They are excellent when learning by themselves; that is, they are self/independent learners. They do not like noisy places. They also know how to act and behave in specific situations such as when they are angry, happy, sad, or worried. (Gardner, 1999, p.43), (Teele, 1999, pp. 38) and (Christison, 1998, p. 9).

9- Abbreviations:

MI stands for Multiple Intelligences.

IQ stands for Intelligent Quotient

ELT stands for English Language Teaching.

EFL stands for English as a foreign language.

ESL stands for English as a Second Language

MEHE stands for the Ministry of Education and Higher Education.

UNRWA Stands for United Nations Relief and Work Agency.

GTC stands for Gaza Training Center.

PNA stands of Palestinian National Authority.

IUG stands for the Islamic University of Gaza.

UCAS stands for University College of Applied Sciences.

Chapter II

Literature Review

Chapter II

Literature Review

Introduction:

According to the purpose of this study, which aimed at investigating the effectiveness of a suggested programme based on multiple intelligences on eighth graders' reading comprehension skills, this chapter is divided into two parts. The first is a theoretical framework that is concerned with issues related to reading such as (definition, importance, types and skills of reading, and levels of reading), and other issues related to intelligence such as (definition, IQ test, Turstone's view, environmentalist and hereditarians views of intelligence, Gardner's Multiple Intelligences (MI) theory, some criticism on MI theory, intelligence and learning styles, MI theory and education and MI theory and reading).

The second part discusses some previous studies that other researchers have conducted in concern with MI theory and reading comprehension. Brief details are given; and suggestions as well as recommendations of their studies are drawn through the discussion. Then the researcher presents his comments on those previous studies.

Part one

Theoretical Framework

I- Reading

Reading is one of the most important skills, if not the most, among language skills. It is the barrier between one's being literate and illiterate. Unlike reading, a person who does not hear (not having the listening skill) is not called illiterate unless he does not read. Reading affects all aspects of people's lives: academically, socially, economically, and psychologically. For example, academically, "[n]othing is more important to academic achievement than being a good reader" (Gisler and Eberts 2009, p. 1 of 2). This is because reading is very much part and parcel of every activity in the classroom. The researcher believes that nothing is called pure reading, listening, speaking or writing. Such language skills to some extent interweave. When a lesson or an activity is not a reading one, students still need to read certain things, with full comprehension, such as rubrics, answers to certain questions, instructions to be performed or choices given.

For new language learners, reading is so beneficial and important. Mikulecky (1986, p. 1) listed some of the benefits learners of a new language can achieve:

- Reading helps you learn to think in the new language.
- Reading helps you build a better vocabulary.
- Reading makes you more comfortable with written English.
- Reading may be the only way to use English if you live in a non-English-speaking country.
- Reading can help if you plan to study in an English-speaking country.

In addition to these benefits, Li-juan (2007, p. 19) pointed out that "[i]n English foreign language teaching, reading comprehension is one of the most important factors

in assessing a learner's linguistic competence".

These benefits are really important motives for reading. But, whatever the reason behind reading is, it should add new perceptions to one's mind not to be only a source for supporting old ideas. It should also enable a reader to record or report information by putting it in new words or transferring it into other format. Therefore, mental processing of information is essential (Bielby, 1999, pp 148-149).

1_What is reading?

Many definitions were given to reading. Yet, none contradicted with the other; they were rather complementary. Reading was defined as "…turning the collection of symbols seen upon a piece of paper into 'talk', or in the case of silent reading, into an image of speech sounds" (Moyle 1968, p. 23). Obviously, this is a passive kind of reading since it stated nothing about understanding or processing, which is an activation of the mental abilities required.

Unlike Moyle (1968), Crowder (1982:116) pointed out that "[r]eading is connected with almost all mental activities that there are! (for that reason, it has been called "visually guided thinking")". This is more comprehensive than Moyle's but less than Millrood's (2001, p. 117) who thoroughly and comprehensively defined it as "… a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience".

Accordingly, reading is not a passive process or a mere decoding of letters and words; rather it must include: visual decoding, mental processing of what has been decoded, and relating it to one's experience. So, when students read, they should not focus on memorizing patterns and practicing fluency; this is a passive view of reading. Strang 1967 (cited in Dean 2003, p. 29) clarified that "[r]eading is more than seeing

words clearly, more than pronouncing printed words correctly, more than recognizing the meaning of isolated words. Reading requires you to think, feel, and imagine".

Similar to Milrood's, except the issue of relating reading to one's experiences, Zintz (1975, p. 8) stated that "[r]eading has been defined as a process of thinking, evaluating, judging, reasoning, and problem-solving". Although nothing is mentioned about visual ability which is the first step taking place in the process of reading, it is implicitly there as one can not think of something unless he sees or visualizes it. Besides, the above mentioned mental abilities are very useful and important in reading. But, the question that is raised is: can a child employ these abilities in the early stages of school, or even at grade eight which is the target group of this research? It is strongly believed that a child possesses these abilities in oral language even before he/she gets to school (Zintz, 1975, p. 9). Thus, he/she will not face great difficulty in employing and activating them in reading.

2_Reasons for reading:

Whatever the reading material is, people read for different reasons. The motive behind reading a menu at a restaurant or a manual of a machine is different from that of reading a passage in a textbook or a novel in a bus. Harmer (1991, p. 182) and Harmer (2001, pp. 200-201) divided the reasons into two main categories: instrumental and pleasurable, or for usefulness and for interest.

1- **Instrumental/Usefulness motive:** It is to read because there is some kind of usefulness that tells the reader something he needs to know. Reading textbooks at school, instructions on a machine ticket, road signs and manuals of machines are examples of this type.

2- **Pleasurable/Interest motive:** It is to read for pleasure, amusement, and

intellectual prompts and stimuli. Reading a newspaper, poetry, novels and magazines are a case in point.

The researcher believes that a combination of both types can be so beneficial to students at schools. This is because they can provide fun and amusement, which greatly reduce boredom, and knowledge and usefulness, which increase academic achievement.

3_Reading in Islam

The need to be literate and cultivated has been emphasized in Islam through many verses of the Holy Qura'an and Hadiths (Prophet Mohammed's sayings and actions). Unsurprisingly, the first word, not even verse, revealed to Prophet Mohammed (peace and blessings of Allah be upon Him) was 'Read' as an imperative verb. Then, the verse was completed. Allah the Almighty say in the verse which roughly means "Read! In the Name of your Lord Who has created (all that exists). He has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen" (Holy Quran, Part 30, Surat Al-Alaq, Verses 1-4). Being the first revealed verse of the Holy Qura'an emphasizes the importance of knowledge, education and civilization.

The strong interest, motivation and enthusiasm towards reading and education are not a mere theoretical framework in Islam. Rather, it is an action and behaviour. It is not just a slogan Islam adopts, but a practice. This was observed just after the battle of Badr, the first battle imposed on Muslims, in which Muslims defeated the Quraysh army, an Arab tribe used to torture Muslims. After the battle, Prophet Mohammed offered the prisoners of Quraysh a great deal by which they can get rid of slavery and prison. The deal pointed out that each prisoner had to teach 10 Muslims how to read and write; upon doing so, they would be free. Soon later, the illiterate Muslim nation

became an educated and civilized one (Al-Mubarakfouri 2005, pp. 210-211).

Unexaggeratedly, Prophet Mohammed (peace and blessings of Allah be upon Him), 14 centuries ago, used lots of the teaching aids being used in modern schools nowadays. This was to convey his Message to his followers and others in the most productive and effective way. For instance, He

- Gave real life examples: He employed palm trees to show and demonstrate that a Muslim should treat others kindly though they may treat him badly or throw him with stones as people do with palm trees to get their fruit (Sahih Al-Bukhari 1, p. 60, Hadith No. 61).
- Asked direct questions: "Do you know who the bankrupt is?" (Sahih Muslim, p.1040, Hadith No. 2581).
- Used hand movements: He said: "I and orphan guardians are as close to each other in paradise as those fingers: the index and the middle fingers" (Sahih Al-Bukhari 2, p. 618, Hadith No. 5304).
- Told stories.
- Gave live models to be imitated: how to pray (Sahih Al-Bukhari 3, p. 685, Hadith No. 6008) and how to perform pilgrimage (Sunan An-Nasa'i, p. 342, Hadith No. 3062).
- Used drawings: he drew a straight line and other zigzag ones to exemplify the path of Allah leading to Paradise versus the devil's paths pushing and dragging people to Hill (Musnad Al-Imam Ahmed, p. 436, Hadith No. 4437).

Therefore, Islam showed great interest and importance to education in general and reading in particular. And Muslims are requested to take this matter seriously to re-attain their past glory.

4_Types of reading:

Reviewing and searching many books and articles related to reading, the researcher found that there was no clear cut answer whether this was a type or a skill of reading. Thus, for example, skimming and scanning were classified as skills of reading by Beare (2009 p. 25), while Mikhailov (1998, p. 1 of 3) classified them as types of reading. However, this is not very problematic as long as they have the same aim, to improve students reading and increase their comprehension. Harmer (2001), Harmer (1991), Bielby (1999), Nofal (2003), Mattingly 1979 (cited in Nofal 2003), Hennings (1982) and Abu Shamla (2009) considered the following as types of reading.

4.1_Extensive and intensive reading

Most researchers like to differentiate between the two types. Whereas extensive reading means to read at length, for pleasure and in slow and relaxed way, intensive reading is likely to be more focused, less relaxed and dedicated to achieve study objectives. What is more, extensive reading is done by students themselves as it is written at their level and chosen by them; and also it takes place by the help of teachers (Harmer, 2001, p. 204).

The researcher thinks that both types have merits and demerits. In this case, sound and reasonable combination of both types is recommend to be implemented in *'English for Palestine'* textbooks which include one type of reading, intensive. Because extensive reading tends to be at length, slow and written at students' level, it will be of great benefits as it improves their linguistic competences and grants them confidence. As a result, it is advised that new reading texts should be introduced to attain advantages of both types.

4.2_Top-down and bottom-up

Harmer (2001, p. 201) illustrated the difference between both types using a very clear example. Top-down reading is much similar to looking down on a forest from a plane or a lookout on a mountain; and bottom-up is much similar to one's studying individual trees within the forest as he is in the middle of it. For more illustration, bottom-up focuses on individual information such as sounds, words, phrases, and then put them together to attain the whole picture, and top-down focuses on the overall picture.

Adopting either type pretty much depends on a reader's purpose. Thus, for example, if a reader needs to have an overview/main idea of a text, top-down is the appropriate and recommended type. On the other hand, if he needs to look for details, bottom-up is advisable. So, top-down seems to be whole-to-part reading and bottom-up seems to be part-to-whole reading. Seemingly, both types are very close to skimming and scanning, successively.

4.3_Reading aloud

In a teacher-training course, held at Gaza Training Center (GTC) at UNRWA from 27th June to 2nd July 2009, a trainer claimed that teachers had not to bother themselves with teaching reading aloud. This claim was attributed to the fact that most readings taking place in life are silent readings. This had no logical justifications or foundations except what has been mentioned. Imagine a child, before entering school, had never been read to or talked to, since talking to others is very similar to reading aloud, what would his situation or linguistic level be? Surely, he would have lacked one of the most important communication skills, speaking. If students do not have the chance to read aloud, how would their teacher make sure that their pronunciation of

certain words or sentences is correct? Thus, reading aloud is a practical necessity and a very important skill in foreign language learning classrooms (Davies and Whitney 1985, p. 71). But before students are requested to read aloud, they should listen to a model reading either by a tape or by a teacher. An article on the world web entitled *'Types of reading'* (2006, p. 1 of 5) further illustrated that this type of reading is very essential for the following reasons:

- It can model sound and appropriate speed, expression and comprehension.
- It extends a student's listening vocabulary which is the base for reading vocabulary.
- Enjoyable aloud-reading increases a student's motivation and thus participation and achievement.
- Taking a form of a story-telling, it enhances comprehension as this always activates more than one intelligence, such as linguistic, kinesthetic, visual, interpersonal, musical, and others.
- It helps build trust between a teacher and students.

Furthermore, it creates motivation, as all students like to read aloud to show their ability of reading. Being a teacher of EFL, the researcher always faces this to the extent that students get upset if they are not given the chance to read loudly, but this should be after a model. It also helps learners to master intonation, stress and pitch.

4.4_Word by word reading

It refers to the pauses that a reader makes after each word he reads. This sort of reading will not maintain the minimum rate of intelligibility even if each word is read and understood correctly (Mattingly 1979 cited in Nofal 2003, p. 37). Imagine a lecturer addressing his speech pausing after each word. How much comprehension would

listeners obtain?

4.5_Critical reading

"Critical reading extends the notion of comprehension beyond simply understanding what has been presented by linking it into your existing corpus of knowledge. It involves evaluating what has been comprehended" (Bielby 1999, p. 159). According to Harmer (2001, p. 118), critical reading is to read for critical analysis in order to judge the truth of some information in a text. In other words, it is not a mere absorbance of what the writer writes; it needs a reader to decide whether what he has read is a fact or opinion, judge whether it is right or wrong, and decide if it suits his needs and interests.

4.6_SQ3R

This type of reading aims at helping students to understand a reading material in some depth. SQ3R stands for Survey, Question, Read, Recite and Review (Mikhailov 1998, p. 2 of 3), (Hennings 1982, p. 27), (Pound 2009. pp. 1-4 of 4) and (Mifflin 2003, pp. 153-154).

Survey: In this step, students survey things like titles, sub-titles, pictures and charts in order to get the general idea of the target material.

Question: Having attained the general idea, students generate questions they feel they are important and need to be answered.

Read: Now, students read the passage again to look for answers to the questions they have generated.

Recite: This step requires students to say out their answers to each other.

Review: Finally, Students read again as a kind of feedback so as to find out what they have missed, that is, to correct possible mistakes, or verify correct answers.

In order to use SQ3R effectively, Hennings (1982, p. 27) suggested some considerations that should be taken into account. These are:

- Students should be well trained.
- Students should implement what they have trained on individually.
- Students should implement what they have trained on cooperatively and recite what they have found to each other.

4.7_Silent reading:

As the name indicates, it is supposed to be performed silently without lips movement. This is one of the most important types of reading as most of readers' readings take place silently whether reading an academic book, a magazine, a novel or a newspaper. Thus and in addition to the importance of reading aloud mentioned above, teachers are also required to help and train students on how to increase their eye span which is "the quantity of words a reader's eye can catch from a written line at one glance" (Abu Shamla, 2009, p. 15).

Silent reading is faster than reading aloud. This is mainly because eye movements, upon which silent reading depends, are faster than lips' movement. Because of this, according to Mattingly 1979 (cited in Nofal 2003, p. 37), more comprehension is obtained as explained above, in word-by-word reading.

5_Comprehension

Reading is strongly connected with the term *comprehension* since the ultimate goal of all instructional readings, beyond academic achievement, is to create readers who are able to comprehend different sorts of texts. Therefore, it is hardly to find a book about reading that does not approach comprehension. So what is comprehension? Grellet (1995, p. 3) and Lenz (2005 p. 1 of 5) stated that comprehension is the ability to

construct meaning from a text through decoding the writers' words and using previous knowledge about the target text in order to expand and modify one's understanding and knowledge. So it is strongly recommended to integrate what students' previously know about the text at hand because this is considered the cement that helps organize and create cohesion among the ideas latent in that text.

Unexaggeratedly, not having previous knowledge about the target text is a problematic issue which hinders students' comprehension (Abu Shamla 2009, p. 37). Imagine, for example, both Palestinian and Australian groups of students reading a text about 'Rugby'; its leagues, rules and regulations, and championships; undoubtedly, the Australian group will attain much more comprehension than the Palestinian one. This is mainly attributed to the fact that Palestinians, in general, have not, most likely, seen the game played, or even heard of it.

5.1_Factors that affect reading comprehension:

There are different factors that affect reading comprehension. According to Lenz (2005. pp. 1-2 of 5), these factors are:

- Previous knowledge of target topic (schemata).
- Knowledge of language structure.
- Knowledge of text structure and genres.
- Knowledge of cognitive and meta-cognitive strategies.
- Reasoning abilities.
- Motivation.
- Level of engagement.
- The quality of the reading material in terms of organizing and the writing itself.
- Lack of ability to decode and recognize words.

- Lack of language skills and strategies.
- The type of instructions.

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

6_Reading comprehension skills

Dean (2003, p. 6) clarified that "… like the performance of a symphony reading is a holistic art". Accordingly, in order to achieve comprehension, reading must employ and integrate certain sub-skills since each sub-skill does not stand alone, exactly like a symphony. The importance of such sub-skills logically springs from their ability to differentiate between passive unskilled readers and active skilled ones, and being the bricks that, combined together, construct a beautiful house as well. In addition, teaching such sub-skills require: suitability to students' levels, systematic steps, responsiveness to students' needs, authenticity of materials, diversity of materials and others (Lenz 2005, pp.4-5 of 5). If the reading material is much above students' level, it will be frustrating and disappointing as they will not comprehend it. On the other hand, if it is much easier and simpler, it will not add any new information to its readers; and thus it is a waste of time. The reading material should also meet students' needs and interests as this enhances and develops their motivation and increases their participation in class.

Thus, readers must develop these skills that help them comprehend what they read and use this as an aid to improve reading. As it has been mentioned above in 'types of reading', there is no clear cut answer of which exactly the types of reading are and which exactly the skills of reading are. However, Harmer (2001. p. 118), Harmer (1991, pp. 183-184), Bielby (1999, p. 155), Millrood (2001, p. 118), Mikulecky (1986, p. 2)

and Mifflin (2003, pp. 373-374) recorded the following as reading skills.

6.1_Skimming:

Bielby (1999, p. 155) confirmed that "[s]kimming is the process of flipping through the pages fairly fast, trying to locate the sort of places where you might find what you are looking for", or looking at the topic sentence as it very often tells the main idea of the paragraph or text. In other words, it refers to students' ability to identify the main ideas which are the core and essence of the reading material (Hennings, 1982, p. 3). Harmer (2001, p. 202) defined skimming as the ability "to take in a stream of discourse and understand the gist of it without worrying too much about the details … [it] means running your eyes over a text to get a quick idea of the gist of a text)". Thus word by word reading is not recommended as it hinders comprehension.

Identifying a main idea, which comes as a result of fast reading, helps readers achieve more comprehension (Mikulecky 1986, p. 1). In order to identify a main idea, two questions should be asked: "what is this about?" and "what does the writer want to say about this?" (Mikulecky 1986, p. 2)

Types of skimming:

Konstant (2003, p. 35) proposed three types of skimming. They are:

1- "Skimming to overview": The purpose is to identify what a reading passage is basically about.
2- "Skimming to preview": It is a way of re-reading a passage in order to gain as much information as possible.
3- "Skimming to review": This is used when a reader has already finished reading a text and now he needs to refresh and familiarize himself with its content.

Skimming is also considered as a base or a prerequisite for scanning. Harmer

(2001, p. 202) mentioned that “[t]his [skimming] will help them [students] when and if they read for more specific information [scanning]”.

6.2_ Scanning:

It means that a reader's brain is seeking specific information, such as words, names and answers to specific questions, that is meaningful to him faster than he can "consciously pay attention" (Bielby 1999, p. 155). According to Harmer (1991, p. 183), scanning is the ability of students to read a text for particular bits of information they are searching for. Therefore, it is not preferable for such students to read every single word for this will prevent them from achieving the ultimate goal of reading, comprehension. Rather it is a skill to learn how not to bother yourself reading certain issues (Beare 2009, p. 25) and (Bielby 1999, p. 146).

6.3_Knowing the meaning of words through context:

Similar to letters, which are the basic units of a word, words are the basic units of a sentence. Not less important than skimming, scanning or any other reading skill, knowing the meanings of words plays a very pivotal role in making comprehension possible. Yet, knowing the meaning of every single word is not the end. Therefore, dictionary is not always preferable as it consumes much of reading time, and thus makes readers forget what they have just read (Faust 2002, pp. 4-5) and (Mikulecky 1986, p. 2). Consequently, boredom will exist. Because of this, students must be trained to figure out the meanings of new words using the following strategies: contextual analysis and structural analysis (Hennings 1982, p.35).

6.3.1_Contextual analysis:

It refers to students’ ability to figure out the meaning of a word written in a sentence, not in isolation. Sometimes, reading a phrase is enough; other times students

may need to read more than a sentence (Faust 2002, p. 5). Discussing how to increase children's vocabulary, Moyle (1968, p. 45) noted that "… we should encourage the child to make use of context, that is to use his understanding of meaning when reading and thus enlarge his vocabulary through reading". Crowder (1982, p. 97) agreed on the same notion that "[w]ords are very seldom perceived in isolation but occur instead in their natural habitat, in meaningful sentences and phrases". Importantly, contextual clues are not just sentences. They include definitions latent in the text, full description, pictures, charts, synonyms, and antonyms (Hennings 1982, p. 36).

Of course, the more students progress in age and knowledge, the more they master such an important skill. Moyle (1968, pp. 44-45) stressed that unlike adults who would probably read beyond the words they do not know, children would not; they would hesitate. They need to be instructed to do this as continuous instruction leads to mastery. Additionally, Moyle (1968, p. 44) advised that exposing students to too many new vocabulary at once would be an obstacle which handcuffs their strengths to use the contextual clues and thus affect their achievement. Ilg and Ames 1950 (cited in Moyle 1968, p. 50) confirmed that "…the relationship between the understanding of words and reading achievement is very high". Because of this, new words should be gradually introduced.

Moreover, according to psychologists, new information, including new words, should be reviewed and repeated to students five times, not three, in order to be lodged in students' long-term memory (Bielby 1999, p. 156). This suggestion disregards the widely spread view, at UNRWA schools in Gaza, that new words should be introduced or repeated three times only. Although it seems very tiring, surely it is more effective and efficient than three times. Apparently, the more students are exposed to and drill

information, the better their achievement is.

6.3.2_Structural analysis:

It refers to students' ability to use roots of words and affixes in order to figure out the meanings of new words. For example, when a student knows, from previous teaching, that suffixes such as *ion*, *er*, and *or* make words function as nouns, it will not be impossible for him to figure out the meanings of *action*, *player*, and *governor* provided he knows the roots: act, play and govern (Hennings, 1982, p. 35). It also refers to a reader's ability to identify the word type (noun, verb, adjective and so on), or use clause markers such as who, which, where, whose because they might give the meaning of a noun (Faust 2002, pp. 5-15).

6.4_Making inferences/ drawing conclusions

Like their essentiality in interacting with this world, making inferences and drawing conclusions are also essential in the reading process (Seyler, 1998, p. 217). The difference between them is time; whereas making inferences takes place during reading, the latter takes place after a reader finishes reading (Faust 2002, p. 18). As defined by Seyler (1998, p. 218), "[a]n inference is a conclusion based on evidence. An inference is an assumption about something that is unknown based on something that is known". In another way, such a skill requires students to "… be able to pick up meanings [information] implied rather than stated directly by a speaker or writer. To do this requires that students be able to identify subtle clues" (Hennings 1982, p. 7). This is because words usually imply more information than just the meaning. So, students need to dive between lines to infer certain information related, for instance, to age, place, sport, and others. Consider the following example.

Mum: When he was in grade 6 at school, Tom got the highest marks in London.

Dad: Yes. He was great. Oh! Would you like tea and cake or coffee and cake?

Mum: Coffee and cake, please.

Dad: Waiter! Coffee and cake, please.

Waiter: Ok, sir.

To answer a question like ***How old Tom was when he was at grade 6,*** students need to infer the right answer through using the *'grade 6*' clue. Similarly, they need to use *'waiter'* and *'coffee and tea'* to infer that the speakers are at a restaurant. To figure out *UK*, they need to use the *'London'* clue.

Importantly, confusion is sometimes generated when it comes to the difference between a guess and an inference. Further illustration by Seyler (1998, p. 224) clarified that unlike guesses, inferences are based on evidences or clues latent in the target text; and they are most likely correct. That is why it is important to get acquainted with the features of appropriate inferences. Seyler (1998, p. 226) mentioned that appropriate inferences should "… cover all the details in the passage", "... not contradict any of the details in the passage" and "… explain the writer's ideas, not the reader's ideas, about the topic".

6.5_ Prediction:

According to Grellet (1995, p. 17), prediction refers to "the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues". It was also reported that to predict what a text or a book is about, a reader needs to identify what kind of a text is this, that is to identify its genre and thus the writer's purpose can be identified, activate his schemata, and use some key words and phrases from the body/content of the text; and in a case of a book, to preview the title, table of content and the preface (Harmer, 2001, p. 200) and (Seyler, 1998, pp 26-28).

6.6_Sequencing:

It is the ability to know in which order certain events happen. Such a skill helps readers make decisions about relationships in a text. Therefore, a good reader always pays attention to how a writer presents his passage and what clues he uses such as first, then, next, later and finally (Faust 2002, p. 18).

6.7_Distinguishing facts from opinion:

Mifflin (2003, pp. 379-380) stated that facts are information and data that are often confirmed and proven true. They might be incorrect as well. They come as a result of direct experience and observation often including data such as numbers, dates, times and names of places, cities, people and events. With regard to opinions, Mifflin (2003, p. 380) outlined that they are sentences expressing feelings, emotions, attitudes, judgments and preferences. They can not be confirmed true because they basically depend on personal understanding and perceptions of the subject being read. In order to identify that this is an opinion, for example, a reader can get benefit of certain clues. For instance, he can use adjectives such as more beautiful, better, nicest, most interesting, or qualifying words such as a lot, most, often, usually, seldom, rarely, or words indicating possibility such as may be, could be, apparently, possibly, probably and seemingly Mifflin (2003, pp. 380-381).

6.8_ Summarizing:

According to Pearson Education Incorporation (2009a, p. 1 of 2), summarizing refers to a reader's ability to put a written or spoken text in a shortened version using his own words. To do this, a reader should focus on the main points of the text and some major supporting details as well. This skill also gives a clear indication that comprehension exists.

6.9_Note-taking:

Reading short texts, stories, books, novels, articles or researches is considered a significant element of one's academic studies. Having difficulty in memorizing and recalling the main ideas and important details, students should be trained and taught how to take notes (Hennings 1982, p. 3). The notes taken from reading texts will have a key role in making reading comprehension, and other language skills such as writing, possible. Like any other skill, students need to be taught how to take notes in order to help them focus their reading. According to Mifflin (2003, p. 237) and Bielby (1999, p. 160), note-taking can be of many benefits to students:

- It helps students organize their understanding.
- It assists them in developing their memory.
- It helps them organize new knowledge.
- It helps them select the important and needed information.
- It saves time and effort.

To achieve effective and efficient note-taking, a reader needs to comply with certain steps as stated by Gerow and Lyng (2009, p. 1 of 4) and Mifflin (2003, p. 238). Some of these steps are:

- Do not write down everything. Always focus on key points.
- Write only key words or short sentences.
- Try not to change the meaning when using your own words.
- Keep the notes in order so you do not mix ideas up.
- Continuously review your notes as this helps you achieve lasting memory.

Furthermore, based on their purpose of reading, students can use a variety of techniques of note-taking. In addition to writing-down technique, students can use

charts, maps, drawings, tree diagrams and spider grams (Davies and Whitney 1985, p. 96).

6.10_Cohesion:

(Bielby 1999, pp. 55-57) stressed that cohesion refers to students' ability to weave and unite different ideas of a text using different markers such as pronoun references (anaphoric and cataphoric references), definite articles, and others.

1. **Pronoun references:**

a- Anaphoric reference

It backwardly refers to something that has been already mentioned.

For example: 'when John went to the shopping center, ***he*** saw ***his*** old friend Allen'.

In this sentence, ***he*** and ***his*** backwardly refer to John.

b- Cataphoric reference

It forwardly refers to something to be mentioned later.

For example, 'when ***he*** went to the shopping center, John saw his old friend Allen'.

In this example, ***he*** forwardly refers to John.

2. **Definite article 'the'**

For more clarification, consider the following two examples.

- A boy ran into the road. The boy got run over.
- A boy ran into the road. A boy got run over.

In the first example, 'the boy' refers to the same boy in the first sentence. But, in the second example, 'a boy' in the second sentence does not refer to 'a boy' in the first sentence. Hence, two different boys are mentioned in the second sentence.

6.11_Visualizing:

According to Pearson Education Incorporation (2009b, p. 1 of 2), visualizing refers to readers' ability to produce and generate pictures in their minds based on the text they read or words they hear. This helps them be more involved in reading; and thus more understanding is obtained. Students can put this skill into practice through writing and drawing. They can also visualize settings, characters and actions (McKown and Barnett 2007, p. 20).

7_Schemata and its importance:

Knowing language elements and constituents are not the only factors needed to make a piece of discourse comprehensible. "Pre-existing knowledge" of the world is not less important (Harmer, 2001, p. 199). Pre-existing knowledge (Schemata) is the previous knowledge a reader holds, related to the text at hand, and meant to be used to facilitate comprehension (Hamer 2001, p. 199) and (Seyler 1998, p 32). Astonishingly and going beyond the limits, a claim has been proposed that previous knowledge of a topic helps a reader raise and increase his scores on a reading test more than reading skills do (Seyler, 1998, p. 32).

8_Steps of reading:

Gray 1948 (cited in Zintz 1975, p. 8) pointed out that there are four steps taking place in a reading process: "perception, comprehension, reaction, and integration". Perception is one's being able to say out words as a meaningful unit; comprehension is the ability to construct "useful ideas" through using words in a context; reaction refers to readers' judgment or opinion about what an author writes; and the last is the ability to incorporate the information, idea or notion, into the reader's background of experience so that it becomes useful to him.

9_Levels of reading:

Franz (2009, p 1 of 2) noted four levels of reading: independent, instructional, frustration, and capacity. With regard to the independent level, it is the highest level at which fluent reading, personal satisfaction, one error in 100 words, 90% comprehension and freely selected materials are observed. Instructional level refers to the highest teaching level at which students demonstrate no more than 1 error in 20 words with 75% comprehension. Though the materials, which are to be silently read, are challenging at this level, student can do independent work with the help of their teacher. Frustration level is the lowest level at which obvious difficulties cause confusion, frustration, and tension in the reading situation; and thus too low comprehension of the ideas or concepts is seen. Finally, the capacity level refers to the highest level of comprehending the information read to a student. In other words, it is the saturated level at which students can not receive any more information.

10_Reading problems facing EFL learners:

Being an EFL teacher and checking students reading-related answers, the researcher believes that there are many problems facing and preventing students from achieving comprehension. According to Mourtaga (2008, p. 1), these problems can be categorized as follows:

- Problems related to the misunderstanding of the reading process.
- 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.

With regard to the problems of the first category, they are teacher-related problems. Teachers in reading lessons usually concentrate on word recognition, meanings, spelling and pronunciation. This passive view of reading is strongly reflected

on the way those teachers teach their students who are consequently affected by this way. For example, some teachers request students to put their index fingers on a word and say it out. This causes slow reading with less or scarcity of comprehension. This is because finger and lips movements are slower than eyes movements. This misunderstanding of reading springs from the teachers' ignorance of what reading process is (Mourtaga 2008, p. 2). This is what some teachers usually adopt in their reading classes.

The second type of problems refers to the number and frequency of difficult words in the target reading text, sentence complexity, deactivation of schemata, and lack of motivation.

The third type of problems refers to the difference between Arabic and English alphabets. They, for instance, are different in terms of number and shape. There are 28 letters in Arabic and 26 letters in English. Arabic alphabets are also written from right to left. Furthermore, both English and Arabic have different spelling and sound systems. Where Arabic has three vowels only, English has six vowels. In addition, Arabic has correspondence between letters and sounds; that is 28 letters give 28 sounds. On the other hand, English does not have correspondence; that is 26 letters give 43 sounds. This means that English is a non-phonic language while Arabic is. This system is unfamiliar to Arab learners of English. For example, the letters 'th' are pronounced /Ɵ/ as in 'thick' and /ð/ as in 'this', and 'gh' is pronounced /f/ as in 'cough' and sometimes is not pronounced as in 'thought'. This causes confusion for Arab learners. Besides, some letters are not found in either language. For example 'v' is not found in Arabic; and thus some Arab learners of English may pronounce it as /f/ (Mourtaga 2008, pp. 7-8) and (Amer's lecture on comparative linguistics at the IUG, 2008). The researcher, as

well, documented similar problems. Some of his students pronounced the 'gh' in 'neighbour' as /gh/.

Cluster consonant is a problem too. Whereas English allows three consonants between two vowels, Arabic allows only two. Thus, some Arab learners tend to insert a vowel between these consonants. For instance, 'first' is read as /fɜːrist/, and 'against' is read as /əgenist/ (Amer's lecture on comparative linguistics at the IUG 2008). The researcher is in agreement with Amer (2008) as he faced such a problem with some of his students.

Li-juan, J. (2007, pp. 20-21) and Sehlaoui (2001, p. 618) outlined some other problems such as:

- Bottom-up approach of teaching where word-sentence-passage sequence is followed.
- Teacher-centered interaction.
- Texts do not meet students' needs and interests. This problem is found in *English for Palestine* grade eight textbook. There is a reading passage about dinosaurs, their names and the reasons behind their extinction. The researcher believes that it is one of the most difficult lessons grade eight students face.
- Texts are not related to students' culture.
- Social surroundings such as home, school and friends do not encourage reading as a habit. The researcher believes that the Palestinian community, unfortunately, does not encourage their children to practise reading. Public libraries are almost empty. School libraries, as well, are rarely busy.

In agreement with El-Fagawi (1993, p. 14), Nofal (2003, pp. 39-40) also added that some Arab learners are hesitant lacking confidence and not well trained on using

reading comprehension skills in early stages of school.

11_Solutions of those problems:

Away out of these problems, Li-juan, J. (2007, pp. 20-21), Sehlaoui (2001 p. 620) and Mourtaga (2008 pp.10-12) proposed some promising and productive solutions, such as:

- Increase students' motivation and interests.
- Expose students to English as much as possible.
- Give students chances to use English as many as possible.
- Follow extensive approach to reading.
- Let students practise much writing and reading. For example, students are asked to summarize a certain paragraph as summary comes after reading.
- Activate students' schemata.
- Lower students' anxiety.
- Integrate reading with other language skills
- Create a purpose for reading using task-based and problem-solving activities.
- Use minimal and sentence pairs. For instance, 'pad' and 'bad', and 'I bought a new van because my car is small' and 'I bough a fan because it is hot'.

Reviewing literature related to MI theory and based on the findings of Gaines and Lehmann (2002), Reidel et al. (2003), Burman and Evans (2003), Uhlir (2003), Buschick et al. (2007), Abdulkader et al. (2009) and others, the researcher concluded that employing multiple intelligences (MI) theory is a promising and productive solution to improve reading comprehension. Having identified students' low achievement in reading comprehension, the above mentioned researchers employed MI-based programmes and classroom activities to overcome this problem. At the end of

their researches, they documented significant achievement and improvement which was attributed to the use and activation of MI theory. Thus, the researchers has adopted MI.

12_Reading in *English for Palestine*:

Palestinian schools in the Gaza Strip and the West Bank are either private schools or public ones run and supervised by either government or UNRWA. Before the establishment of the Palestinian National Authority (PNA), English was taught from grade 7 through 12. Then the PNA decided to implement EFL on elementary schools starting from grade one. Therefore, new English curriculum was designed, *English for Palestine*.

English for Palestine consists of a series of modern, communicative multi-level curricula implemented on grades 1 through 12. Eighth Grade curriculum is one of these curricula. The components of Grade 8 are:

- **Student's book** which presents the new language and provides classroom activities for practice and recycling.
- **Work book** which provides additional practice material for class and home use.
- **Teacher's book** which includes and provides teachers with detailed, step-by-step lesson notes and model test.
- **Audio cassette** which presents all the listening activities. (*English for Palestine* Grade Eight text book, Cover page).

The student's book consists of 18 units where each unit consists of 6 lessons aiming at developing students' competence in the four language skills (listening, speaking, reading and writing). Lessons 1 and 2 cover the following: 'vocabulary and listening', and 'language and speaking or vocabulary and speaking'. Lessons 3 and 4 tackle reading and vocabulary, and language and speaking. Lessons 5 and 6 focus on

listening and speaking or listening and understanding.

In lessons 3 and 4, students read a passage to answer comprehension questions which vary from general understanding questions to detailed-answer ones. Then, word-building activities are often followed such as looking in the passage to get the meaning or opposite of words. Thus, students can enhance and broaden their vocabulary storage and comprehension level (*English for Palestine* Grade 8 teacher's book, p. 7). The reading passages vary, as well, in terms of the topics tackled. For instance, students' interests (such as sports, internet and mobiles), Islamic and Arab culture (such as religion, customs, traditions, food, and music), and other cultures are all addressed and discussed in those reading texts through the whole book.

Although the third and fourth lessons employ a variety of reading comprehension skills, teachers still use the traditional way of teaching, teacher-centered approach (Mourtaga 2008, p. 1). For example, memorization, rote learning, repetition after a model given by teachers and reading aloud are common activities taking place inside classrooms.

Although grade eight textbook is rich in a diversity of reading comprehension exercises, these exercise address two types of intelligences: mathematical/logical and linguistic. The researcher reached this conclusion after he had analyzed the exercises of the reading comprehension lessons in terms of multiple intelligences theory in order to find out what types of intelligences are present in the targeted exercises. He concluded that mathematical/logical and linguistic intelligences dominated. It seemed that the curriculum designers had been influenced, when designing the reading texts, by the IQ test and the traditional view of intelligence which focus on two intelligences only: mathematical/logical and linguistic. It also seemed that they had been influenced by the

curriculums being taught in Egypt, the nearest neighbour country to Palestine and whose curriculums used to be taught in the Gaza strip a few years ago, where mathematical/logical and linguistic intelligences dominated. Abdulkader et al. (2009, p. 675) stated that "all levels of learning [in Egypt] are devoted to and depending on linguistic and logical [mathematical] abilities as the curricula planners believe in the g factor which is measured by the intelligence tests". Thus, the researcher aimed at designing the suggested programme which included reading exercises with a diversity of intelligences. The included exercises addressed the same reading passages latent in *English for Palestine* grade eight textbook.

13_How to teach reading?

In order to efficiently achieve and improve students' reading comprehension, three stages of classroom teaching should be applied to EFL reading instruction. According to Li-juan, J. (2007, pp.20-21), these stages are:

a- Pre-reading stage:

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

b- While-reading stage:

As the name suggests, reading activities take place during the actual reading. It focuses on developing students' reading skills through answering multi-level-comprehension questions such as general understanding questions, detailed-answer questions and high-order thinking questions.

c- Post-reading stage:

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

To conclude, one can notice how important reading skill is since it is a word revealed by Allah the Almighty and plays a very crucial role in people's life, not like any other skill; the deaf are a case in point. Deaf people do not speak or listen to others' speech, yet they learn how to read and write as well. The importance of reading springs as well form its effects on all areas of one's life, especially academic achievement (Gisler and Eberts 2009, p. 1 of 2). On that basis, it is so essential to tackle some of reading comprehension skills and use them in an integrated and holistic way as playing a symphony is (Dean 2003, p. 6). In addition, reading is an outcome of integrated visual and cognitive processes, and it involves activating many areas of brain. As a result, it is significant to activate as many of Gardner's intelligences as possible, according to the nature of the reading texts, in order to achieve effective and skillful learning. This can be achieved, of course, when students feel confident and motivated as they will be taught according to their strengths.

II– Intelligence

Undoubtedly, humans are the most distinguished and blessed creatures on earth. Allah, the Almighty, say in the verse which roughly means: “And indeed We have honoured the children of Adam…” (Holy Qur’an, part 15, Surat Al-Isra’, verse 70) and “Verily, We created man in the best stature (mould)” (Holy Qur’an, Part 30, Surat At-Tin, Verse 4). One of the most distinguishing aspects of human is ‘mind’ and thus intelligence as it really has profound effects on one’s life: psychologically, socially, educationally and economically. Moyle (1968, p. 47) affirmed that intelligence is "… an ability which enters into all tasks". Considering this situation and the inevitable and consistent development happening in this world, “…intelligence is evolving, always changing, always progressing, never ending, dynamic, explosive, [sic] powerful” (Kaplan, 2007, p. 2 of 4). Therefore, “[t]here is probably no aspect of contemporary psychology that is more misunderstood by the general public than intelligence” (Christison, 1998, p.2). To sum up, there is controversy over the definition of intelligence; many different definitions have been given by psychologists.

1_What is intelligence?

Many definitions were given to intelligence. Traditionally, “… intelligence has often been defined as the “ability to learn”” (Weinland, p. 1975, p. 15). Galton 1869 (cited in Kail and Pellegrino 1985, p. 9) believed that “…simple sensory, perceptual, and motor processes formed the fundamental elements of human intelligence”. Besides, Kail and Pellegrino (1985, p.13) mentioned two other views about intelligence; they are whether intelligence is “a series of independent specific mental faculties [or] … more general and global”.

1.1_IQ test and intelligence:

Furthermore, Christison (1998, p.2) asserted that the commonly adopted definition of intelligence is whatever scores people obtain in an Intelligent Quotient (IQ) test. Based on this view, the smartest person is the one who achieves the highest score in such a test. It is important to remember that the IQ test was first designed, according to Kail and Pellegrino (1985, p. 5), by Alfred Binet in the early 1900s when he was assigned by the French minister of education to study retarded and non-retarded children. That is, to study which children would fail and which would succeed. Such an IQ test was criticized by modern psychologists as it measured "a narrow range of verbal/linguistic and logical/mathematical abilities" (Christison and Kennedy, 2001, p. 1 of 8).

1.2_Environmentalist and hereditarian views:

Another view about intelligence is the environmentalist one. Environmentalists, such as Leon Kamin (cited in Browne-Miller 1994, p. 4), believed that differences in IQ scores are attributed to social, cultural or environmental influences. Hence, the more developed the surrounding environment is, the better children's mental abilities and performance are. That is, a person living in a very wealthy family is more intelligent than a person living in a poor family. Or, white people are more intelligent than others because they are provided with the necessary verbal skills required in an IQ test (Borich, 2004, pp. 49-50). Contrarily, hereditarians, such as Arthur Jensen (cited in Browne-Miller 1994, p. 4), believed that intelligence is something "… genetic, inherited, and fixed at birth", and heredity is the major factor that determines intelligence, not the environmental or social factor (Borich, 2004, p. 50).

It is not beyond expectation that this view, if widely spread, will negatively consolidate racial discrimination and ignite hatred among people. Gardner (1999, p. 2) mentioned that Galton “thought that intelligence ran in families, and so he looked for intelligence in the offspring of those who occupied leading positions in British society”. It is so surprising to get acknowledged that such pioneer psychologists believed in such awkward thoughts. In addition to racism it can create and ignite, real-life experiences discard this since so many intelligent people come from countryside, black families or poor villages. According to Encyclopedia of World Biography (2009, 2 of 4), the football legend, Pelé, “grew up in an extremely poor neighborhood”. In addition, Sayyid Qutb, an Egyptian Islamic writer and thinker, was brought up in a poor rural family. And his father was a farmer (Answers Encyclopedia 2009, p. 1 of 28).

1.3_Turstone’s view (1938):

Baum, Viens, and Slatin (2005, p. 8) recorded that Thurstone (1938) proposed a multifactor theory about intelligence in which "seven factors or primary mental abilities" were reflected: "verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and inductive reasoning". They (ibid) also added that Guliford (1967), “claimed up to 150 separate factors”.

In short, the above mentioned definitions and views focus on two major directions: actions and mental processes. With regard to actions, it refers to how well a person can perform a certain task such as writing a story, discovering something, designing a machine, and others. With regard to the other direction, it refers to mental processes that help such previously mentioned tasks happen. Thus, either each intelligent behaviour is produced by a specific mental process or there is one single mental ability that produces all intelligent behaviours (Kail and Pellegrino (1985, p. 4).

According to Arnold and Fonseca (2004, p. 131), Spearman's theory argued that intelligence is singular known as (g) factor and based on three abilities: linguistic, mathematical and spatial.

Although some of the traditional theories may share Gardner's in the notion of multiplicity of factors, Gardner argued that the main key element in his theory, productivity or "creation of products", has no presences within most of the theories of intelligence (Gardner 1983 cited in Baum, Viens, and Slatin 2005, p. 10). In agreement with Gardner, Sternberg cited in Kaplan (2007, pp 1-2 of 4) reported that intelligence is "a functional balance" among the abilities of analysis, creativity and practicality. That is, successfully intelligent people should be able to analyze, create and apply.

1.4_Multiple Intelligences Theory:

Another view about intelligence is that of Gardner's. It is Multiple Intelligences (MI) theory in which he has been countering the traditional widely spread and dominant view that "intelligence is a single faculty and that one [person] is either "smart" or "stupid" across the board" (Gardner, 1999, p.34). His pioneering view about intelligence indicated that all people have at least eight different intelligences working unequally (Gardner, 1999, pp. 41-44 & 47-52). Although everyone possesses these intelligences, they are not equally developed (Larsen-Freeman, 2000, p. 170). More specifically, Gardner (1999, p. 31) stated:

> In most cases, however, strengths are distributed in a skewed fashion. For instance, a person may be skilled in acquiring foreign languages, yet be unable to find her way around an unfamiliar environment or learn a new song or figure out who occupies a position of power in a crowd of strangers. Likewise, weakness in learning foreign languages does not predict either success or failure with most other cognitive tasks.

Interestingly, a person who masters Math easily, for example, is not necessarily more intelligent than another who struggles in learning it. The second person may be better in learning other subjects. More interestingly, the skills within one type of intelligence are also not equally developed. Fore example, with regard to linguistic intelligence, a person might master reading and spelling, but not writing (Teele 1999, p. 26).

According to Christison and Kennedy (2001, p. 1 of 8), Gardner also asserted that Intelligence is one's "being able to apply one or more of the intelligences in ways that are valued by a community or culture". This means that a person should use his intelligences in a way that pleases people around him. Thus, if a person employed some of his intelligences in a vicious behaviour, this would not be called intelligence. Additionally, Gardner (1999, p. 3) clarified and gave further illustration of the reasons behind his theory stating:

> At the same time, in the light of scientific and technological changes, the needs and desires of cultures all over the world have undergone equally dramatic shifts. We are faced with a stark choice: either to continue with the traditional views of intelligence and how it should be measured or to come up with a different, and better, way of conceptualizing the human intellect.

Based on this, Gardner (1999, pp. 33-34) defined intelligence as "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". To sum up, the concept of intelligence can be identified in the following items:

- The ability to solve problems for problem solving is one of the real daily life confrontations.
- The ability to create new solutions for anticipated problems.

- The ability to produce something, or the sound and beneficial effort that has its valuable effect on a culture.

Amazingly as stated above, Gardner proposed eight intelligences, not one as the traditional view had suggested. Seven of them were introduced in his 1983 book 'Frames of Mind'. These were: linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence; and later he added the eighth, naturalist intelligence (Gardner 1999, pp. 41-44 & 47-52).

1.4.1_Types of intelligences

The following description provides more illustration about the new taxonomy of intelligences.

Linguistic intelligence is the ability to use language successfully and efficiently both orally and in writing, spell words, learn new languages, use language to achieve some objectives, tell stories, remember information, play word games, and do word processing on a computer (Gardner 1999, p.42), (Teele 1999, pp. 25-26) and (Christison 1998, p. 9). It is important to realize that "… not all students can perform at high level with every one of the linguistic skills" (Teele 1999, p. 26). This indicates that some students may master telling stories, but not writing. Others may master answering numerical mathematical questions, but not verbal ones.

Logical-mathematical intelligence is the ability to "analyze problems logically, carry out mathematical operations, and investigate issues scientifically" (Gardner 1999, p. 42). Put another way, it is the ability to use numbers and reason well, explore relationships, such as cause and effect, make connections, and use experiments to examine things (Teele 1999, pp. 27-28) and (Christison 1998, p. 9).

Musical intelligence: Students with intelligence are skilful at learning sounds, singing, and performing and composing music. They are also good at identifying rhymes, intonations, and pitches (Gardner 1999, p.42), (Teele 1999, pp. 33-35) and (Christison 1998, p. 9).

Bodily-kinesthetic intelligence is one's ability to use body language skillfully (such as hands, fingers, mouth, and facial expression), communicate with others, express ideas, feelings and emotions, and process information. They are also good at acting out plays, and doing laboratory experiments (Gardner 1999, p.42), (Teele 1999, pp. 35-37) and (Christison 1998, p. 8).

Spatial-visual intelligence is the ability to sense and enjoy art activities, maps, pictures, and charts. People with this intelligence can visualize things and learn through movies easily. They are skillful at using colours (Gardner 1999, p.42-43), (Teele 1999, pp. 31-32) and (Christison 1998, p. 9).

Interpersonal intelligence points out one's ability to cooperate skillfully and effectively with others. Such people are friendly and sociable, thus they have many friends. They can understand others' feelings, intentions, interests, and motivations (Gardner 1999, p. 43).

Intrapersonal intelligence refers to one's ability to understand his inner thoughts, feelings, desires, strengths and weaknesses. This helps such people know how they are different from or similar to others. They also know how to act and behave in specific situations such as when they are angry, happy, sad, or worried. Further, they like to be alone. They are excellent when learning by themselves; that is, they are self/independent learners. They do not like noisy places (Gardner 1999, p.43), (Teele 1999, pp. 38) and (Christison 1998, p. 9).

Naturalist intelligence points out the ability to recognize and classify living and nonliving things such as clouds, mountains, rivers, trees, animals, birds, and so on so forth (Gardner 1999, p. 48) and (Christison and Kennedy 2001, p. 2 of 8).

1.4.2_Criticism on MI theory:

Wikipedia encyclopedia (2009, p. 2 of 11) and Gilman (2001, p. 8 of 13) noted that MI theory has been criticized of lacking empirical evidences, being incompatible with environmental and genetic influences, and those intelligences are just new names to talents and learning styles. Another criticism is that although the theory has proven beneficial to schools, it does not have "new thinking on multiple constructs of intelligence", but it resembles the early multifactor theories of intelligence, such as Thursotne's (1938) in which he stated that "a single factor (g) cannot explain the complexity of human intellectual activity" (Morgan 1996 cited in Gilman 2001, p. 7 of 13).

Regarding empiricism, Gardner (1999, p. 85) refuted this criticism stating that he had documented hundreds of empirical studies in his book ‘Frames of Mind’. And accordingly, “the actual intelligences were identified and delineated on the basis of empirical findings from brain science, psychology, anthropology, and other relevant disciplines”. He also added that other scholars reinforced his claim of the presence of some intelligences through other empirical studies (ibid).

With regard to the second criticism, Gardner (1999, p. 87) asserted the availability of “the constant and dynamic interaction, from the moment of conception, between genetic and environmental factors”. More specifically, he challenged if any “contemporary scientist” can question the influence of genetic factors on intelligence (ibid). On the other hand, he stressed that environmental factors not only “come into

play at birth", but also "before birth" (Gardner, 1999, p. 88). In addition, Richards and Rodgers (2001, p. 115) and Bruetsch (1998, p. 1) maintained that intelligences are not fixed; rather they can be cultivated, improved, expanded and enhanced. In agreement with this notion, Armstrong, Kennedy and Coggins 2002 (cited in Arnold and Fonseca 2004, p. 122) also maintained that intelligence is not an innate attribute that is fixed and not improvable. Intelligence can be developed and increased by experience, training and progress of age. Sternberg 1995 (cited in Borich 2004, p. 54) also emphasized the notion that intelligence can be taught, and classroom is the appropriate environment to do it.

Third, according to Gardner (1999, pp. 83-84), a learning style, applied to "an indefinite range of content", is an approach to take in information; while intelligence, applied to a specific content, is a psychological and biological ability to process the received information. The following example given by (Baum, Viens, and Slatin, 2005, p. 26) provided further illustration. Imagine someone taking in/receiving information, such as a poem. Now, the way he is receiving the poem is called a learning style which may be "auditorily", in hearing, or "visually", in reading. This preference of learning can be used in other contents. On contrast, the way this person is processing the poem, of course psychobiologyically, is called intelligence. He may use direct words to construct meaning, that is, linguistic intelligence; use his visual intelligence by which he visualizes certain images in his "mind's eye"; or use intrapersonal intelligence by which he relates the poem to his own experiences, feelings and emotions.

Baum, Viens, and Slatin (2005, pp. 25-26) mentioned some differences between a learning style and intelligence. These can be tabulated as follows:

Intelligence	Learning style
Everyone has all types of intelligences	Not everyone has all learning styles
How to process and understand information	How to take in information
Refers to psychobiological abilities	Refers to concrete tools such as light, sound, furniture, time of day, colours

Although both intelligence and a learning style are different, Gardner (1999, p. 85) stated that "[p]erhaps the decision about how to use one's favored intelligence reflects one's preferred style".

Fourth, Gardner 1999 (cited in Gilman 2001, p. 3 of 13) differentiated between his theory and others' stating that productivity is a main key which is not found in other theories and thus not tested in a traditional IQ test.

1.4.3_MI theory and Education:

It is important to understand that MI theory was first written as a psychology science. Then it was adopted by educators to be implemented in education. Gardner (1983, p. xv) admitted that "… it was educators, rather than psychologists, who found the theory to be of most interest".

Additionally, the psycholinguistic aspect of second language acquisition focuses on the integration of the mental structures and the skills involved in learning (Ellis 1997, p. 51). This along with the sociolinguistic aspect, as Gardner emphasized the social and cultural acceptance of a production, is considered the core of MI theory. Gardner cited in Baum, Viens, and Slatin (2005, p. 10) emphasized that "creation of products" should be accepted and valued by a society.

Although MI theory seems similar to earlier teaching methods and approaches, like communicative approach, in emphasizing individual differences and aiming at reinforcing "individualized instructions, autonomous learning, learner training, and learner strategies" (Richards and Rodger 2001, p. 115), it has much more influence on language teaching programmes (Larsen-Freeman, 2000, p. 169). This influence that MI theory possesses is mostly because it provides eight different ways to teaching and learning. In order to teach using these eight ways, teachers, first, should be aware of their students' strengths, and then use a variety of aware-based activities reflecting the target intelligences (Larsen-Freeman, 2000, p. 170). Wikipedia encyclopedia (2009, pp. 5-6 of 11) further demonstrated that Gardner's theory provided a broader and more comprehensive vision of teaching since teachers will use different techniques, activities and exercises that address all students, not just a specific type of students who master, for example, linguistic and logical intelligences.

Another way of how to implement MI theory in teaching is to build "self-access activity corners" in which each corner represents one of the eight intelligences. Within these corners, students work individually, in pairs or in groups choosing the corner that addresses their dominant intelligence (Richards and Rodger 2001, p. 119).

Providing eight different ways in teaching and learning is one of the most significant characteristics of this theory. This is called "8-in-1 strategy" (Lazear 1991, p. 17). This strategy is one of the most productive strategies that guarantees involvement of all students in the target material and provide effective teaching and learning (ibid); the aim that all developmental and educational programs and approaches look forward. Because of this, teachers are invited to figure out what is the best way in which their students learn in order to achieve effective education. Based on this, it is not fair to deal

with students from a perspective of one single and specific type of intelligence since they may be excellent at others.

In addition, MI theory is getting much further than just one teaching period or two, or even a whole unit plan. MI-based schools have been designed. Richards and Rodger (2001, p. 117) asserted that many schools in the United States redesigned their educational programs around MI theory. Kornhaber 2004 (cited in Wikipedia Encyclopedia 2009, p. 5 of 11) affirmed that a study of 41 MI-based schools concluded and showed hard-working teachers and students, respect, cooperative work, more engagement in classrooms, and high achievement through students' production of high quality work. MI theory has attracted the attention of many educators, and "hundreds of schools are currently using its philosophy to redesign the way it educates children" (Armstrong 2000a p. 1 of 3).

Teele (1995, p. 70) described that MI-based school is not an isolated entity. It has a very comprehensive social climate in which lots of interactions and relationships within and with the local community take place. This is because "students are at the core of the school's philosophy". She (ibid) also added that this social climate

> addresses the relationships and interaction between teachers and students, teachers and other teachers, teachers and parents, students and other students, students and principal, students and parents, principal and teachers, school and board, principal and parents, and the overall involvement of the business and community with school.

Like salt and spices to food and colours to a beautiful portrait, emotions and feelings make teaching and learning tasty, attractive and productive. MI-based programs or curriculua aim at making students not only master reading comprehension skills but also read with feeling and passion. They also aim at making students relate what they

read to their lives and personal experiences. For example, instead of just reading flat sentences such as: “The cat sat on the mat”, students are supposed to relate it to their experience so as to be “My cat Scooter sat on the out bathroom mat” (Armstrong 2003, pp. 89-90). Similarly, Kong (2009, p. 133) emphasized the important impact of learners’ affective factors that can be brought in the process of learning. This is simply due to the fact that affective factors are part and parcel of students’ motivation. Therefore, if students love a lesson or a subject, their motivation will inevitably increase and thus their achievement.

1.4.4_MI theory and teaching reading:

MI is a great opportunity for good second language learners. These learners, according to Arnold and Fonseca (2004, p. 123), are often regarded as “talented people with special verbal abilities who possess more than one code to understand and acquire knowledge”. It is important, here, to understand that “reading and writing are not simply linguistic acts; they involve all of the intelligences [Gardner’s eight intelligences], and many more areas of the brain are involved in literacy acquisition than has previously been assumed by educators working in the field” (Armstrong 2003, p. 7). Because of this, it is highly recommended for teachers to activate MI-based teaching and let their students choose the reading comprehension texts that suit their dominant intelligence (Gaines & Lehmann 2002).

Unfortunately, this issue could be inapplicable at the Palestinian schools due to the nature of English textbooks taught and the restrictions imposed on teachers and students who are confined and a path fixed. English curricula include prescribed and unchangeable reading comprehension texts which are mandated materials. Away out of this problem, teachers are advised to choose and design a variety of activities, ways,

techniques and exercises reflecting the target intelligences (Christison and Kennedy 2001, p. 2 of 8). Reidel, Tomaszewski, and Weaver (2003, p. ii) confirmed that "[c]ommitment [of teachers] involves having all necessary materials, creating multiple intelligence activities that coincide with the reading curriculum content, and allotting time for successful completion of such activities by the students".

More to the point, due to the time assigned to each class/teaching period at schools, it becomes impossible to teach every activity using eight intelligences. It is tiring and time consuming; not practical. Because of this, intelligence-focused lessons are other appropriate alternatives (Lazear 1991, p. 9). In these lessons, one intelligence is incorporated and focused on in one teaching period. Nevertheless, other intelligences can never be completely ignored because they are somehow involved. Larsen-Freeman (2000, p. 172) and Armstrong (2000a, p. 2 of 3) emphasized that it is not necessarily for every intelligence to be present in every lesson plan. Consequently, teachers do not have to teach something using all eight ways; rather, they need to decide on which the most effective way is. This is because teaching using all eight intelligences will probably change the ultimate goal behind teaching, from achieving reading comprehension into a mere application or activation of these intelligences. Baum, Viens and Slatin (2005, p. 37) pointed out:

> Applying MI theory is not about making the intelligences the end goal or about teaching everything in eight different ways. Rather MI theory is a means to an end. The starting block is the set of goals toward which the theory will be applied. It is fundamental to identify goals first, and then consider how MI can assist in their attainment.

The traditional way of teaching reading, in which students keep sitting on their desks receiving information, does not suit highly bodily-kinesthetic students. Other

ways of teaching reading should be considered focusing on students as "movers, builders, touchers, and squirmers" (Armstrong 2003, pp. 36-37).

With regard to visually intelligent learners, they should not be roughly pushed out of their strengths onto a merely "linguistic landscape". They need to be given chances to visualize what they have read in order to bridge the gap between a written text and their strengths (Armstrong 2003, p. 52).

As for musical intelligence, it is commonly known among educators that many English words sound musical. Thus, it is so beneficial to exploit such a feature to teach reading words or sentences whether silently or aloud. This can be of great help and benefit when teaching things as new words, poetry and songs because sometimes teaching students "the delicious flavors of the sounds of words" is not less important than their meanings. In addition, students need to be given the freedom to do rhythmic movements such as finger tapping, feet moving and humming (Armstrong 2003, pp. 60 & 66).

Logical/mathematical intelligence is not only related to dealing with numbers, it can also be related to linguistic skills. For example, identifying the meaning of a word through contextual clues requires students to have logical-mathematical intelligence as they need to find out the relation between the target word and other clues, or sometimes they need to dismantle long words into their roots (Armstrong 2003, p. 73).

Although reading is a receptive skill, it is active and can be taught bodily and in an interesting way as well. Armstrong (2003, p. 31) suggested that it is a very fruitful technique to help beginning readers master their reading skill through making them write what they read because "writing is actually just a highly kinesthetic way of reading". One more technique, the researcher suggests that having read a passage or a

paragraph, students can act it out, or they can express it in drawing.

The researcher also suggests that students can use their visual intelligence in a reading lesson. They can visualize settings and characters of poem, a novel or a short story in order to process meanings. They can also imagine that they are part of a story taking the role of one of the characters. Also, they can use intrapersonal intelligence through relating certain events to their own experiences. They can also share feelings with the characters.

1.4.5_Benefits of MI

Some of the influential benefits of MI theory, as suggested by Larsen-Freeman (2000, p. 170), are that:

- Students will become conscious of the intelligences they master.
- MI facilitates acquiring languages though students are of a variety of levels.
- MI helps low achiever find other potential strengths to achieve more success (Christison and Kennedy, 2001, p. 1 of 8).
- It reduces boredom (Arnold and Fonseca (2004, p. 125).

1.4.6_Comments on the use of MI-based teaching

Teachers who used MI theory recorded and documented positive findings. Teele (1995, pp. 73-74) documented some of these comments. For example, a fourth grade teacher said: “As our first year closed out, I could see a new confidence and the level of self-esteem had grown in our students”. Another said: “I see my students changing from separate individuals to sharing one another's talents and accomplishments”. A third teacher stated: “I see these students bloom like flowers as they see themselves succeeding”.

Not only teachers did record positive comments, but also students who were taught through MI theory did. Teele (1995, p. 77-78) recorded some. A sixth grade student said: “They [teachers] teach us to look at values, what is right and wrong. I feel if the teachers did not teach with multiple intelligences it would be real dull”. Another student said: “I really liked the class because I enjoyed drawing”.

An MI-based study by Gaines and Lehmann (2002) concluded that students showed reasonable mastery in using reading skills that enabled them achieve comprehension. They also became autonomous readers asking questions when they read. Another study, conducted by Burman and Evans (2003), showed that with MI-based teaching and parents’ involvement, students demonstrated a marked improvement in reading vocabulary word. Like Reidel, Tomaszewski and Weaver (2003) and Buschick (2007) concluded that students, at the end of an MI-based intervention, had the ability to choose the books and activities that addressed their dominant intelligence. Hence, they became more engaged and motivated in the learning process, and thus improved their reading comprehension. On the other hand, few studies showed little improvement. Fore example, Uhlir (2003) emphasized that the students who had undergone MI-based teaching displayed a slight improvement.

These are really promising comments and conclusions pushing the researcher forward to go on conducting this study hoping to make a change and help both teachers and students to achieve better teaching and learning.

2_ Conclusion:

In conclusion, it was observed that intelligence was one of the most distinguishing aspects of humans. It was also a controversial term among psychologists. That is why it was given different definitions by different scholars such as Thurstone

1938 (cited in Baum, Viens and Slatin 2005, p. 8), environmentalists and Gardner (1983). Although some of the traditional views about intelligence were in agreement with Gardenr's in term of multiplicity of factors such as Thurstone's, Gardner's view focused on productivity which is not found or focused on by the traditionalists. It also focused on that this productivity should be beneficial and of a great value to a society.

In addition, MI theory was proposed as an encounter view against the IQ test which addressed only mathematical and linguistic intelligences. In spite of all criticisms against MI theory, it has been widely used in education. Many teachers world wide used it in their classes and in different school subjects. This was because it had suggested eight different intelligences (Gardner 1999, p. 34). These eight intelligences enabled educators to create a productive and effective teaching-learning process through teaching students according to the intelligences they master (Lazear 1991, p. 17) and (Larsen-Freeman 2000, p. 169).

Furthermore, many schools were designed around the fundamentals of the theory (Richards and Rodger 2001, p. 117). Besides, many positive comments in terms of achievement and motivation were documented by students, parents and teachers (Teele 1995, pp 73-78).

Part Two

Previous Studies

Introduction:

This part of chapter two is divided into three parts. The first tackles studies that examined the effect of MI theory on reading comprehension. The second tackles studies that examined the effect of MI theory on EFL and ESL classrooms, classroom motivation and participation and other school subjects such as Science. The final part tackles studies that investigated the effect of some different variables, other than MI, on reading comprehension such as prior knowledge activation, cooperative work, the activation of higher-order thinking skills, linguistic games and others.

A_ Studies that used MI in reading

Abdulkader, Gundogdo and Eissa (2009)

In their two-month study, the researchers aimed at using MI-based programme to improve word recognition and reading comprehension skills of 60 fifth grade students studying at Kafr El Sheik Governorate in Egypt. The researchers shed lights on the following reading comprehension skills: guessing the meaning of words through context, grammar skills, prediction, reasoning and inferences. The subjects of the study were randomly selected and divided into two groups, 30 students each, boys and girls. One of the groups was an experimental one and the other was a control one. Before implementing the programme, both groups were proved to be equivalent in terms of age, IQ, word recognition skills and reading comprehension skills through a pre-test. The same test was used as a post-test to measure any possible differences in the achievement of either group. The findings of the study showed that the experimental

group gained more achievement in the word recognition and the test of reading comprehension skills. To conclude, the researcher strongly recommended the use of MI theory in education in general and in teaching reading comprehension and word recognition in particular.

Buschick (2007)

During a three-month research, the four teacher researchers aimed at increasing reading motivation and improving reading comprehension of 133 students divided as follows: 26 second graders, 25 fourth graders, 46 sixth graders, and 33 eighth graders. Lack of students' motivation and reading comprehension strategies, and the use of only two intelligences (verbal/linguistic and interpersonal) were diagnosed as the main problems using a 15-item observation sheet, a 9-question student survey and a teacher survey. Reviewing related literature, the researchers decided to implement Gardner's MI theory to overcome the detected problems. With the incorporation of such theory, findings revealed:

- more engagement of students in silent reading.
- students' having no problem or tension in approaching new words.
- ability of students to enjoy reading as a recreational activity at home.
- willingness and enthusiasm of students to visit libraries to choose books that appeal to their intelligences.
- teacher researchers became more tolerant of students' needs and behaviors that are attributed to their dominant intelligence.

Checking the number of the participants of Buschick's (2007) in all places in which they were mentioned, the researcher found that they are not 133. They are 130.

Chen (2004)

The researcher aimed at examining the effect of using MI theory in large computer-assisted EFL classes on students' general abilities in the four language skills. These large classes were problematic as they were teacher-centered. So the study also aimed at changing the teaching-learning process form a teacher-centered into a learner-centered. To conduct this study, the researcher used 100 EFL Taiwanese University students divided into two classes, 50 each. Each class was divided into seven groups where each adopted specific intelligence. The subjects were requested to use multimedia to perform some activities such as role-plays, conversations, presentations of any topic they like and describing photos of one another. The data collected through a midterm exam, a final reading comprehension exam and classroom observation were analyzed. The findings showed that MI-based teaching proved to be effective to promote student-centered (cooperative) learning. Thus, students were very active and highly motivated. Accordingly, improvement in the four skills was observed and documented.

Reidel, Tomaszewski and Weaver (2003)

The researchers conducted their 12-week action research in order to motivate, encourage, and improve reading comprehension skills of 90 fifth grade students who were divided into three classes, 30 each. The target skills were: phonic skills, inferences, drawing conclusions, comparing/contrasting, sequencing and cause/effect skills. MI theory was applied in order to achieve this goal. Data were collected through the use of pre and post test and an observation checklist. Based on the intervention made by the teacher researchers, students showed an obvious improvement in reading comprehension, skill mastery, motivation and participation.

Burman and Evans (2003)

This MA action research aimed at improving reading skills of two first grade classes in a small rural Mid-Western town. The problem, difficulty in memorizing, recalling and reading words related to reading texts, was documented through conducting parental and student surveys, and classroom assessment and checklists. Scrutinizing the literature related to the target topic, the researchers concluded that library visits, word reading practice, MI use and an increase of parental support would be an effective solution. The same tools used to identify the problem were used as post-intervention tools. With the activation of MI and an increase of parental involvement, the target sample exhibited obvious and considerable mastery of reading words. Finally, the researchers recommended the implementation of a variety of MI-based activities in reading lessons and the activation of parents' role in promoting reading skills.

Uhlir (2003)

Uhlir's 16-week study sought to improve students' academic reading achievement through the use of Gardner's MI theory. A fifth grade class of 26 students was the sample of her study. The problem, lack of motivation to read, lack of strategic reading and low achievement in tests, was detected through student survey, assessments, classroom observation and checklists. The researcher focused on the following reading skills: skimming for general understanding, inferences, drawing conclusions, comparing/contrasting, cause/effect, and sequence. Reviewing related literature, the researcher found that using MI strategies and guided practice of reading skills is an effective solution. After intervention, posttest scores were compared to pretest ones, classroom observation and parent and student surveys were analyzed. Consequently, although the findings indicated a slight increase and growth in students'

achievement on reading-skill tests, significant and remarkable motivation was also observed through students' cooperative learning.

Cluck and Hess (2003)

Through incomplete and late-delivery homework, weak classroom participation and low achievement in reading tests, the researchers identified that the target subjects demonstrated a lack of motivation in ESL reading classes. Thus, the researchers planned to implement MI theory in order to overcome the problem described above. The 4-month study was implemented on three classes: a 4th grade, a 5th grade and a 6th grade. The data were collected through a comparison between before-intervention and after-intervention surveys, teachers' observation checklists, homework completion and reading tests results. The findings showed improvement in students' interest and motivation; and thus an increase in classroom participation was observed. This was obvious through some signs given by students such as their annoyance from anything interrupting their MI-based lesson even if that thing was beloved to them. Accordingly, students demonstrated growth in the reading test results. With regard to homework, it was slightly improved. At the end, the researchers recommend the use of MI in all learning aspects.

Gaines and Lehmann (2002)

The researchers, in their action research, aimed at improving students' performance on reading comprehension through using Gardner's MI theory. The study was conducted on two fourth grade classes from different schools and different suburbs in USA. The problem of the four-month study lied in that students lacked appropriate and sufficient reading sub-skills to enable them construct meaning from texts. Some of the targeted sub-skills were: connecting texts to prior knowledge, making predictions,

questioning, visualizing, inferring, skimming, synthesizing and using contextual clues to guess meanings of word. The problem was identified through "surveys, teacher-constructed tests, district-adopted tests, Illinois Standard Achievement Tests, Burns and Roe's Informal Reading Inventories, and anecdotal records" (p. i). After the intervention, data collected through the same tools used in identifying the problem showed significant improvement in students' performance in reading comprehension.

Codis, Parks and Soldweded (2002)

The aim of this 15-weekk study was to improve and enrich the vocabulary and English language skills of ESL students enrolled in a school in America through incorporating MI theory. The study sample was 20 kindergarten and early childhood ESL students who demonstrated weak development in language vocabulary; and thus they showed deficiencies and difficulties in the areas of conversation, communication, listening and reading skills. The target problem was documented through teacher surveys, parent surveys and a pretest. Reviewing literature, the researchers identified a promising solution. It was the development and designing MI-based activities serving the target problem. Analysis of the data obtained through a posttest, a teacher observation checklist and tape recordings of students' language revealed a positive and significant effect of MI on students' vocabulary and all language skills mainly expressive and receptive except in listening for read-aloud stories. As the study sample, 20, was divided into 3 groups, the small-group instruction may have had an effect. So the researchers recommended that other research can be conducted on other samples in order to have more reliable results. They also recommended the continuation of MI-based research on other fields.

Parker, Quigley and Reilly (1999)

This study aimed at improving reading comprehension through the use of a combination of two techniques; literacy circles and multiple intelligences (MI) theory. With regard to literacy circles, students-to-students discussion of a target reading text was adopted rather than question-and-answer techniques. As for the other technique, MI-based activities were designed. The problem of the 16-week study was documented through student reflective journals, teacher reflective journals and reading comprehension test scores. The subjects of the study were two 3rd grade classes of 26 students each and a 5th grade class of 23rd students. The data were obtained through a verity of tools: pre and post student reading surveys, pre and post reading comprehension tests and peer interviews. During intervention, the researchers used formative evaluation through the use of student reflective journals, teacher reflective journals and an accelerated reading program in which students visited local libraries and read outside the classroom so as to discuss in class what they previously read. Analyzing the obtained data, the researchers observed that the majority of students showed improvement and growth in reading comprehension, attitudes and motivation towards reading both academically and for pleasure and cooperative work versus autonomous work.

Gens (1998)

This 12-week study aimed at improving students reading comprehension skills through strengthening their intelligences. The targeted subjects of the study were 1st grade students, 19, and 2nd grade students, 60, studying at a school in Chicago in USA. The evidence of the problem was identified through low achievement test scores, teachers' records and journal writing. Having identified the problem, the researchers

designed MI-based learning centers and lesson plans for reading materials selected from trade books to be implemented on the subjects. During intervention, data were collected through weekly tests, review of students' portfolios and standardized tests. The standardized test, named as Gates-MacGinitie Reading Test, was used as both pretest and post-test. As for the evaluation, the intervention was evaluated both formatively through the weekly tests and students' portfolios and summatively through the standardized test. The findings indicated that both groups showed remarkable growth in reading comprehension development. At the end, the researchers strongly recommended to expand and widen the use of MI theory, mainly MI-based learning centers.

Anderson (1998)

Conducting this 10-week action research at an upper middle class in Illinois, the researcher aimed at increasing retention of a foreign language vocabulary, Latin, and reading comprehension cohesion using MI theory and memory enhancement tools. The problem of the study was identified through teacher observations, students' test scores and student questionnaire. The 100 seventh and eighth graders were divided into four groups according to their learning style preference identified through an MI questionnaire. The after-intervention data, collected through a Latin vocabulary quiz and a whole-material learned quiz testing reading comprehension cohesion, were analyzed and showed improvement in the scores of both quizzes. The findings also indicated that this improvement was attributed to the use of MI theory. Additionally, the subjects showed more interest and eagerness in the way they taught.

Comment on the previous studies - A:

Studying the above mentioned studies, the researcher concluded the following:

Apparently, all studies agreed that there were deficiencies in students' reading comprehension though most of their subjects lived in an English speaking environment, USA, except Abdulkader et al. (2009) whose subjects were Arabs living in Egypt and Chen (2004) whose subjects were Taiwanese EFL learners. Since native speakers and ESL learners, living in America, demonstrated these deficiencies, it is not beyond expectation that EFL learners demonstrate these problems. Accordingly, this conclusion strongly supports the need for the current study and pushes it forward.

All the above studies indicated that MI-based teaching had a remarkable, positive effect on students' reading comprehension. This was, according to those studies, due to the fact that students were taught according to their strengths; that is according to the intelligences they master. For that reason, those studies strongly recommended the implementation of MI-based teaching and activities. Unlike those studies, which used MI-based activities and lesson plans, the current study used an MI-based programme, which included a student book with MI-based activities, lesson plans and a teacher's guide elaborating classroom activities and interactions.

English language skills (reading, listening, speaking and writing) are very broad variables to be examined at once as they include many other sub-skills. So, it could be almost impossible to investigate the effect of MI theory on EFL in general including all skills and their sub-skills. Based on this, to obtain much more accurate and reliable results, these skills should be lessened and specified. Consequently, like all previous studies, except Chen (2004), the present study specified its aim in one target skill, reading. Additionally and more specifically, the current study specified the sub-skills of

reading. Hence, it is in agreement with Gaines and Lehmann (2002) in the sub-skills of 'skimming', 'inferences' and ' using contextual clues to guess meanings of word', and with Reidel, (2003) and Uhlir (2003) in the sub-skills of 'inferences' and 'sequencing'. The current study is also in agreement with Abdulkader (2009) in the following reading sub-skills: inferences and guessing the meaning of words through context.

The tools used in these studies varied and differed from one study to another. For example, Abdulkader et al. (2009) used only pre and post tests. Burman and Evans (2003) and Uhlir (2003) used the same kind of tools; parent and student surveys, classroom observation checklists and pre and post tests. Gaines et al. (2002) used pre and post tests, student reading surveys and teacher records. Reidel (2003) employed pre and post tests and observation checklists. Parker et al. (1999) employed pre and post surveys, pre and post tests and peer interviews. The current study used pre and post tests to identify groups' equivalence and after-intervention achievement and weekly quizzes to formatively follow up students' progress.

Using a variety of tools is usually considered as an indication of reliable findings. But seemingly it was not the case with some of these studies. Their findings seemed to be relatively unreliable due to the way in which the groups of participants were treated, especially with those that used only one group such as Uhlir (2003) or two groups such as Burman and Evans (2003) and Gaines and Lehmann (2002). In each of the above mentioned studies, all groups of participants were experimental, that is, all received the same interventions. This was attributed to the nature of the research, action research. Accordingly, how would the improvement and progress be attributed only to the use of MI? There could have been other factors that made this improvement and progress happen such as natural knowledge improvement or the progress of age. For

that reason and in order to achieve more reliable findings, the researcher used two groups of participants: an experimental group and control one. Thus the difference in result between both groups whether positively or negatively can be attributed to the intervention made.

B_ Studies that used MI in EFL, ESL and Science Classes

Saricaoğlu and Arikan (2009)

The study aimed at examining the relationship between MI theory and students' success in grammar, listening and writing, gender and parental education. The subjects of the study were 144 male and female students enrolled in an intermediate-level EFL course at Erciyes University. To achieve the aims of the study, the researchers adopted the descriptive approach of research. Thus, the data were obtained through students' scores of the language skills mentioned above and an MI inventory consisting of 70 Likert-type items addressing seven of Gardner's intelligences. The findings showed that there was no significant difference related to gender in students' intelligences. They also revealed that bodily-kinesthetic, intrapersonal and spatial intelligences had a low relationship with the subjects' grammar scores. In addition, there was no relationship between the subjects' intelligences and parental education. In conclusion, the researchers recommended other implantation of the study on upper level students in order to have a much clearer picture. They also recommended the use of MI theory in other language skills.

Owolabi and Okebukola (2009)

Identifying students' reading inefficiency, manifested in their results of Science exams, the researchers sought to investigate the effect of two teaching methods on Science students' reading ability. The employed methods were MI-based activities in

which students had an opportunity to activate their potentials and strengths and a study group method in which students were divided into groups of five and had the chance to discuss topics among each other. Additionally, a third group was taught through a traditional method in which students listened to their teacher's explanations and wrote down notes. The subjects of the study were ninety Science students studying at Junior Secondary III classes of three randomly selected schools in Nigeria. The data collected through reading ability test and student reading efficiency questionnaire were analyzed. Based on the analysis, the findings revealed that MI method had the most significant effect in facilitating students' achievement in Science followed by the study group method; and then came the traditional method with the least effect.

Mahdavy (2008)

The purpose of this study was to examine the relationship between MI theory and students' listening proficiency in TOEFL and IELTS listening test scores. The participants of this study were 151 Iranian university English language majors. All participants, 151, took an MI questionnaire and TOEFL test; and 117 out of the 151 took an MI questionnaire and IELTS test. Being applied on both groups, the questionnaire and the tests scores were analyzed. The analysis of data indicated that students of both groups obtained the highest mean scores in interpersonal intelligence and the lowest mean scores in naturalist intelligence. This analysis also revealed positive correlation between MI questionnaire scores and both TOEFL and IELTS listening scores. But the intelligences had no significant contribution to students' performance on both tests; only linguistic intelligence had significant contribution.

Kaya (2007)

This 4-week study aimed at examining the effect of MI-based teaching on 8th Grade Turkish students' achievement in Science and their attitudes towards it. The sample of the study was 60 students studying at a public middle school in Istanbul. They were divided into two groups taught by the same teacher and consisted of 30 students each. The first group was a control group, taught in the traditional way, and the second group was an experimental one, taught by MI-based teaching. The method of teaching was MI-based learning centers (groups). After responding to an MI survey, students were classified and engaged in the centers (groups) according to the intelligence they master. That is according to their strength. Analysis of the collected data revealed significant differences in both students' achievement and attitudes towards science in favour of the experimental group. In conclusion, the researchers recommended the use of MI teaching in Science topics other than "acids and bases" which was the target topic of this study.

Armstrong and Rentz (2002)

In central Illinois in USA, two classes (1st grade and 8th grade) demonstrated lack of motivation and deficiencies in listening, movement and memory retention. The problems under study were identified through a teacher questionnaire, teacher checklists and an assessment pretest. To solve these problems, the researchers aimed at utilizing an MI-based project, authentic assessment and brain-based learning to be implemented in 15 weeks. Analysis of the data collected through a post-test and observation checklists to measure motivation revealed significant increase and development in listening skills, motivation, movement and memory retention.

Kaya and Ebenezer (2001)

The purpose of this study was to investigate the effects of MI-based activities on 7 graders' attitudes toward and perception of Science. The subjects of the study were 50 students divided into two groups, 25 students each, studying at a middle school in Ankara, Turkey. One of the groups was a control group and the other was an experimental one. After a 4-week treatment, data were collected through a posttest (attitude and perception questionnaire). The questionnaire was piloted on a randomly selected group which had as the same characteristics as the study sample. Unlike the pretest scores which were equivalent in both groups, the posttest scores showed significant differences between the control and the experimental groups favouring the experimental one. Finally, the researchers recommended the use of MI on Science topics other than the one addressed in their study, atom and atomic properties.

Burhorn, Harlow and Norman (1999)

The purpose of this 3-month study was to employ an MI-based project and cooperative learning activities in order to improve students' motivation and classroom behaviours (social skills) which negatively affected academic achievement. This problem was identified through teacher observation checklists, student attitude surveys and tapings. To conduct this action research, the researchers used 22 third grade and 24 kindergarten students studying at two different schools in western Illinois in the USA. The data were collected through teacher observation checklists, teacher surveys and student self-reflections. Analysis of the collected data revealed a decline in the number of disengaged students' behaviours, an increase in the quality and number of students' social skills and an improvement in their desire and motivation to learn. At the end, the researchers advised other researchers to include field trips, guest speakers and guest

demonstration as part of future MI-based interventions.

Comments on the previous studies - B:

The above mentioned studies have some similarities and differences. For example, all of them are in agreement in terms of the independent variable used, MI theory. Yet they are different in terms of the dependent variables. Where Armstrong and Rentz (2002) worked on listening skills, motivation and memory retention, Owolabi and Okebukola (2009) worked on reading in a Science class. Where Burnhorn et al. (1999) aimed at improving and increasing students' motivation, Kaya and Ebenezer (2001) aimed at improving students' achievement in Science.

Moreover, some of those studies adopted the same research type and others adopted a different type. Kaya and Ebenezer (2001), Owolabi and Okebukola (2009), Kaya et al. (2007) adopted the experimental type of research using experimental and control groups. The current research is in agreement with those studies in this regard and disagrees with the following ones where Mahdavy, B. (2008) and Saricaoğlu and Arikan (2009) adopted the descriptive type of research. In addition, the study in progress is also in agreement with Kaya and Ebenezer's (2001) in terms of piloting the data collection tool; it piloted the pre test on a randomly selected group. Regarding the findings, all the above mentioned studies achieved their goals and documented significant improvements due to the implementation of MI theory.

C_ Studies that examined other variables (than MI) on Reading

Abu Shamla (2009)

The purpose of this study was to examine the effect of a suggested programme based on activating prior knowledge on 8 graders' reading comprehension skills. To achieve this aim, the researcher adopted the experimental type of research method.

Thus, he conducted his study on 80 female students enrolled at a school in Dair Al balah in the Gaza Strip. The subjects were divided into a control group and an experimental one, 40 students each. Before treatment, both groups were proved to be equivalent in terms of reading comprehension and age. Analysis of the data which were collected through a post test indicated that activation of prior knowledge before reading lessons had a remarkable effect on students' reading comprehension. Therefore, there is a significant difference between both groups favouring the experimental one. In conclusion, the researcher recommended the implementation of such a programme on other English language skills and school subjects.

Hamdan (2009)

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

Badr El-Deen (2009)

Badr El-Deen aimed at developing reading comprehension skills of 9th graders through the use of extensive reading strategy in a 7-week project. The targeted skills were skimming, scanning, guessing meaning of words through context and making inferences. The sample of the study was 111 female students divided into 3 groups. Two groups were experimental form Roquia high elementary girls' school in Gaza; and one control group was from Mustafa Hafiz high elementary girls' school in Gaza. Analysis of the data collected through pre and post tests indicated that the experimental groups showed more achievement than the control one. Thus, the researcher recommended the use of extensive reading strategy in other grades and other language skills.

McKown and Barnett (2007)

The purpose of this study was to improve reading comprehension through the use of higher-order thinking skills of 16 2nd grade students and 17 3rd grade students. The problem of the study was documented through the use of teachers' observations and students' written responses on comprehension texts. The employed skills were predicting, making connections, visualizing, inferring, questioning and summarizing. The method of teaching was to introduce one comprehension skill at a time. After being given a model by the teacher on how to employ the target skill, students practised employing the skill in a whole class setting. They then work on the same skill in small groups. At the end, students work on the same skill as well individually. The researchers used three tools for the purpose of data collection. These were: teacher observation checklists for both classes and student questionnaires to measure students' awareness of the reading strategies they used. Test Ready's Practice Reading Comprehension Test was also used on the 3rd grade students. Additionally, State

Snapshots of Early Literacy Test was also administered on the 2nd grade students. After 16 weeks, analysis of data indicated improvement and growth in students' reading comprehension scores. Consequently, this kind of intervention was strongly recommended to be implanted on other school subjects as it was proved to be effective.

Caposey and Heider (2003)

This action research aimed at investigating the effect of cooperative learning on English reading comprehension. The problem, lack of reading comprehension, was identified through teacher observations, students' participation and standardized tests. The targeted students, a 4th grade and a 7th grade classes in western Illinois, USA, were divided into groups as to be ready for cooperative learning strategy. The treatment continued 10 weeks. The after-treatment data were collected through parents' survey to identify parents' views about students reading behaviour, students' survey in order to identify their views toward reading and vocabulary posttest. The results of the tools mentioned above were compared to the results of the same type of tools administered previous to treatment. Analysis of the results showed that students of both groups achieved vocabulary mastery; and thus significant higher scores were obtained. Additionally, the teachers of both groups observed good cooperative work among students and an improvement in student reading comprehension. As for parents' surveys, they revealed parental satisfaction with students' reading behaviour. In conclusion, the researchers recommended the use of cooperative learning in other school subjects.

Berg, Cressman and Pfanz (1998)

Because of the lack of vocabulary development, grades 2, 3 and 4 students of an elementary school in Illinois in USA demonstrated deficiencies in reading

comprehension. The problem was identified through parent and students surveys, student reading surveys and a reading comprehension pretest. Consequently, the purpose of the 16-week study was to improve the target students' reading comprehension through developing their vocabulary. The method of teaching adopted by the researchers was an implementation of story-related activities, graphic organizers and vocabulary games. The same tools used to identify the problem were used as post-intervention data collection tools. The findings of the study revealed improvement in students reading comprehension and vocabulary and growth in their motivation.

Comments on previous studies - C:

A thorough reading of the above mentioned studies helped the researcher conclude the following. All the above mentioned studies are in agreement in terms of their aims. They sought to improve reading comprehension; thus, they worked on the same dependant variable. Although they investigated the same dependant variable, they varied in terms of the independent ones. For example, where Caposey and Heider (2003) employed cooperative work strategy, Berg, Cressman and Pfanz (1998) employed vocabulary-developing strategy. Where Badr El-Deen (2009) employed extensive reading strategy, Abu Shamla (2009) activated students' previous knowledge, schemata. As for the current study, MI theory was used.

Aiming at improving reading comprehension, these studies still had some dissimilarities. For instance, Caposey and Heider (2003), Berg et al. (1998) tackled reading comprehension as a whole without identifying what reading sub-skills they targeted. On the other hand, McKown and Barnett (2007), Badr El-Deen (2009), Abu Shamla (2009) and Hamdan (2009) identified their target reading sub-skills. Except 'Sequencing', the skills used in the present study were in agreement with those used in

Badr El-Deen's (2009): 'Skimming', 'Scanning', 'Guessing the meaning of words through context' and 'Making inferences'. 'Making inference' is also a common reading skill between the present study and McKown and Barnett (2007).

Furthermore, although the previous studies employed a variety of data collection tools, they (unlike the study in progress) did not use formative evaluation. A tool that is very important in identifying any possible changes step by step.

Conclusion:

To conclude, this chapter was divided into two parts: theoretical framework and previous studies. The theoretical framework was concerned with issues related to reading such as (definition, importance, types and skills of reading, reading in Islam, levels of reading and reading in English for Palestine), and other issues related to intelligence such as (definition, IQ test, Turstone, environmentalist and hereditarian views of intelligence, Gardner's Multiple Intelligences (MI) theory, some criticism on MI theory, intelligence and learning styles, MI theory and education and MI theory and reading).

The second part cited some previous studies that earlier researchers have conducted in concern with MI theory and reading comprehension. Brief details are given and suggestions as well as recommendations of their studies are drawn through the discussion. Then the researcher gave his comment in regard to these previous studies.

Similarities and differences

Reading comprehension skill is a very important skill in English language. Thus, it includes and consists of many of sub-skills. Therefore, to study this main skill, one should specify what sub-skills he needs to investigate. Accordingly, unlike Chen

(2004), Burman and Evans (2003), Caposey and Heider (2003) and Berg et al. (1998) who investigated the reading skill as a whole without specifying what reading sub-skills they targeted, the current study specified the reading sub-skills following the steps of Gaines and Lehmann (2002), Reidel, (2003), Uhlir (2003) andAbdulkader (2009), McKown and Barnett (2007), Abu Shamal (2009), Badr El-Din (2009) and Hamdan (2009).

Unlike, Uhlir (2003), Gains and Leman (2002), Burman and Evans (2003), Parker et al. (1999) and Anderson (1998) who adopted an action research, the researcher adopted an experimental research where he employed two groups: an experimental and control. This gave more reliable results as the control group, which was not available in those studies, is used to neutralize any possible external factors.

Besides, the researcher is in disagreement with all studies (which used only activities or just lesson plans) expect Abu Shamla (2009) and Abdulkader et al. (2009) which used a suggested program. The study in progress used a suggested programme in which many elements have been identified such as: definition, objectives, components (student's book, lesson plans and teacher's guide), formative evaluation exercises and summative evaluation test.

Moreover, the researcher benefited form Gaines (2002), Reidel et al. (2003), Abdulkader et al. (2009), Abu Shamala (2009) and Badr El-Din (2009) in terms of obtaining group equivalence. He also benefited from Gens et al. (1998) who used weekly quizzes as formative evaluation.

Chapter III

Methodology and Procedures

Chapter III

Methodology and Procedures

Introduction:

This chapter describes the procedures the research has gone through. It gives a thorough description of the methodology of the study, the population, the sample, the data collection tools and the statistical treatment of the findings.

1_Research design:

The researcher adopted the experimental approach of research. Such an adoption was due to the nature of the research which aimed at finding the effectiveness of an MI-based programme on English reading comprehension skills. To achieve the aim of this study, two groups were chosen, an experimental one and a control one. The experimental group was taught reading according to the MI-based programme which activated a variety of students' intelligences in each lesson. And the control group was taught reading through the traditional method which focused on silent reading to answer certain questions without focusing on activating students' intelligences.

2_Population of the study:

The population of the study consisted of all eight male graders enrolled at UNRWA schools of the eastern Gaza educational area, 14963 students.

3_Sample of the study:

The representative sample of the study consisted of 65 grade-eight students divided into two classes at Az-Zaitoun Preparatory 'A' Boys School. One of the classes represented the control group of 32 students; and the other represented the experimental one of 33 students.

4_Research instrumentations:

In order to collect the data that help achieve the aim of the research, the researcher employed the following tools:

1- A checklist of reading skills.

2- An achievement test (pre and post test).

3- An MI-based analysis of the reading texts.

4- A suggested programme.

4.1_ Choice of the reading skills checklist:

Some English reading comprehension skills, appendix (1), were collected by the researcher through reviewing related literature, previous studies, the teacher's guide of Grade Eight English textbook and English Language Curriculum, consulting experts in the field of English language and its methodology such as supervisors and teachers, and the researcher's own experience as a teacher of grade eight.

In addition, the researcher collected some of these skills in a training course, at Gaza Training Center run by UNRWA, where 24 English teachers including the researcher attended that course which was held from 27th June to 2nd July 2009. The participants were asked by different trainers, in different sessions, to list the reading comprehension skills they had used in their classes. After deep discussions among the participants from one side and between the trainers and the participants from another side, modifications were made to what was suggested. Consequently, these skills were gathered and the list was designed. On the next day and taking advantage of the presence of the trainees, the researcher gave the above mentioned list to the trainees and requested them to choose the five most important skills that they think eight graders needed and did not have. Table (3.1) shows these skills.

Table (3.1)
The Five Most Important Reading Skills

Reading skills	Percentage of importance
Skimming	95.8%
Scanning	95.8%
Knowing the meaning of words through context	91.6%
Inferences	87.5%
Sequencing	87.5%

Except sequencing, these skills obtained in table (3.1) were very much in agreement with the skills targeted by Badr El-Din (2009). This confirmed how important these skills were. The study was also in agreement with Uhlir (2003) in skimming, making inferences and sequencing, with Gaines and Lehmann (2002) in making inferences, skimming and guessing the meaning of words through context and with Abdulkader et al. (2009) in making inferences and knowing the meaning of words through context.

4.2_ Designing the achievement test (pre and post test):

Designing the test passed through the following steps.

4.2.1_ Aims of the test:

The test, appendix (2), aimed at measuring the achievement of the control group and that of the experimental one. Being used as a pretest, it aimed at proving that both groups were equivalent in terms of obtaining English reading comprehension skills. Then being used as a post-test, it aimed at identifying any possible progress and difference in the achievement of both groups.

4.2.2_ Validity of the test:

Before administering the test, it was proved valid. According to Mackey and Gass (2005, pp. 106-107), a test is considered valid when it measures what is supposed to measure. Validity should also have "significance not only to the population that was tested, but, at least for experimental research, to a broader, relevant population" (Mackey and Gass 2005, p. 107). To ensure the validity of the pretest, the researcher examined the following:

a- Content validity of the test:

The test was designed according to a table of specification. In order to design such a table, the researcher, who had previously attended a training course, at UNRWA, about how to build a test, analyzed the activities and exercises of the reading passages latent in Grade Eight English textbook. To assure the reliability of the analysis, the researcher adopted the inter-rater type of reliability. Therefore, a supervisor of English language working at the Ministry of Education analyzed the same activities and exercises. Both analyses encompassed both the student book and the workbook. The following equation was used to compute the Coefficient of Reliability (CR) between both analyses.

CR= 2M / (N1+N2), since: CR: the coefficient of reliability.

M: the number of the agreed categories during analysis.

N1+N2: the summation of analysis categories (Holisti, 1969, p.142).

Table (3.2) shows the overall frequencies of the analyzed skills and the CR.

Table (3.2)
The Overall Frequencies and Percentages of the Analyzed Skills and the CR.

Skills	Researcher		Supervisor		Coefficient of Reliability CR
	Freq.	Percent	Freq.	Percent	
Skimming	11	10.5%	12	11%	91.7%
Scanning	49	45%	48	44.5%	98%
Inferences	34	31.5%	33	30.5%	97.1%
M. of W.	7	6.5%	8	7.5%	87.5%
Sequencing	7	6.5%	7	6.5%	100%

Table (3.2) shows that all reliability coefficients are high and acceptable, which mean that the analysis is reliable and applicable.

Of course, the percentages of the analyzed skills mentioned in table (3.2) were reflected in the pre-test. But, when designing the test items, the researcher found that these skills percentages needed some slight modifications in order to get rid of halves and quarters of items. Thus, the final percentages are shown in the following table of specification, table (3.3)

Table (3.3)
Table of Test Specification

Skills / Test Qs	Skimming 12.5%	Scanning 43.75%	Inference 31.25%	M. of W. 6.25%	Sequencing 6.25%	Total 100%
Q1	1 T. item 2 M. 6.25%	2 T. items 4 M. 12.5%	1 T. item 2 M. 6.25%	_____	_____	4 T. items 8 M. 25%
Q2	_____	2 T. items 4 M. 12.5%	1 T. item 2M. 6.25%	1 T. item 2 M. 6.25%	_____	4 T. items 8 M. 25%
Q3	1 T. item 2 M. 6.25%	2 T. items 4 M. 12.5%	1 T. item 2 M. 6.25%	_____	_____	4 T. items 8 M. 25%
Q4	_____	1 T. item 2 M. 6.25%	2 T. items 4 M. 12.5%	_____	1 T. item 2 M. 6.25%	4 T. items 8 M. 25%
Total	12.5%	43.75%	31.25%	6.25%	6.25%	16 T. items 32 M. 100%

b- Referee validity:

The test was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teachers; see appendix (3). According to their recommendations, some modifications were made.

c- Internal consistency validity

The researcher used Pearson Correlation Coefficient to compute the internal consistency of the test items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole. Table (3.4a) describes the internal consistency of the test.

Table (3.4a)
Internal Consistency Validities of the Test

Domain	Item	Correlation with domain	Correlation with test	Item	Correlation with domain	Correlation with test
Skimming	**1**	**0.662	**0.849	**9**	**0.726	**0.699
Scanning	**2**	**0.667	**0.669	**3**	**0.646	**0.859
	5	**0.862	**0.703	**6**	**0.491	**0.556
	10	**0.662	**0.849	**11**	**0.552	*0.377
	13	**0.791	*0.369			
Inference	**4**	**0.733	**0.873	**7**	**0.759	**0.699
	12	**0.706	**0.764	**14**	*0.395	*0.421
	15	**0.606	*0.398			
M. of W.	**8**	-	**0.763			
Sequencing	**16**	-	**0.532			

(*) the correlation coefficient is significant at (0.05) level. (r^{table} = 0.361)
(**) the correlation coefficient is significant at (0.01) level. (r^{table} = 0.463)

The researcher also computed the correlation of the test domains with the test as a whole. Table (3.4b) describes the results:

Table (3.4b)
Internal Consistency Validities of the Test

Domain	Correlation with total test score
Skimming	**0.723
Scanning	**0.760
Inference	**0.596
Words meaning	**0.763
Sequencing	**0.532

(**) the correlation coefficient is significant at (0.01) level.(r^{table} = 0.463)

Looking at the tables (3.4a & 3.4b), one notices that all correlation coefficients are significant at 0.05 or 0.01 levels. This means that the test has Internal Consistency Validity.

4.2.3_ Reliability of the test:

A test is regarded reliable when it gives similar results if it is administered twice within similar conditions (Mackey and Gass 2005, p. 128). The researcher computed the test reliability coefficients through:

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

2- Split Half Method:

It depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (3.5) describes (K_R20) and split half coefficients for the test domains:

Table (3.5)
(K_R20) and Split Half Coefficients of the Test Domains

Test Domains	(K_R20) coefficient	split Half coefficient
Skimming	0.862	0.842
Scanning	0.872	0.798
Inference	0.803	0.784
Words meaning	The reliability can't be applied because the domain contains one item only	
Sequencing	The reliability can't be applied because the domain contains one item only	
Total Test	0.904	0.886

The results show that the reliability coefficients are acceptable because they are above 0.70 (O'dah, 2002, p. 176), which means that the test is reliable and valid to apply.

4.2.4_ Description of the test items

The total number of the test questions was 4 making 16 test items. Each question consisted of 4 items where each item received 2 marks and represented 6.25% of the overall percentage. Thus, the total marks given to the test were 32.

Question 1 consisted of two short passages. Passage 1 had 3 test items. Item 1 was a multiple-choice one examining ***skimming;*** and items 2 and 3 were open-response ones examining ***scanning***. Passage 2 had one multiple-choice item examining the skill of ***inferences***.

Question 2 consisted of a passage with 2 open-response questions examining ***scanning***, a conversation with a multiple-choice question examining the skill of ***inferences*** and a passage having a multiple-choice question examining ***guessing the meaning of words through context***.

Question 3 consisted of two short passages. Passage one consisted of a multiple-choice question examining ***skimming*** and two open-response questions examining ***scanning***. Passage two consisted of one multiple-choice question examining the skill of ***inferences***.

Question 4 consisted of a passage with one true/false question examining ***scanning***, two multiple-choice questions examining the skill of ***inferences***, and the fourth test item of this question required students to arrange certain sentences to make a story examining the skill of ***sequencing***.

4.2.5_ The experimentation of the test:

In order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of students, 30, who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school and were from the same cultural and environmental background.

After the implementation of the piloting test, the researcher computed the test time.

$$\textbf{Test time} = \frac{\text{the time needed for the 1st student to leave the room + the time needed for the last student to leave the room}}{2}$$

Applying this equation, the researcher found that the time needed for the pretest to be applied was 80 minutes.

The researcher also computed the difficulties and discriminations factors of the test items. The piloting sample was divided into three groups as follows: the first group included the students who achieved the highest 27% of the scores (8 students), the second group included the students who achieved the lowest 27% of the scores (8

students), and the third group included the other remaining students. In order to meet the statistical conditions of the difficulties and discriminates analysis, the third group was excluded.

The difficulty factor of a test item was computed according to the following equation (O'dah, 2002, p. 125):

$$\textbf{Difficulty} = \frac{\textit{No. of correct responses to an item}}{\textit{No. of the students who responded to the same item}}$$

The discrimination factor of a test item is computed according to the following equation (O'dah, 2002, p. 127):

$$\textbf{Discrimination} = \frac{\textit{No. of correct answers to an item in the high-achieving group} - \textit{No of correct answers to that item in the low-achieving group}}{\textit{No. of the students in one group}}$$

Table (3.6) describes those factors:

Table (3.6)
Difficulty and Discrimination Factors of the Test Items

Item	Difficulty	Discrimination	Item	Difficulty	Discrimination
1	63.3%	25.0%	**9**	50.0%	62.5%
2	50.0%	87.5%	**10**	63.3%	62.5%
3	33.3%	50.0%	**11**	76.7%	25.0%
4	26.7%	50.0%	**12**	23.3%	50.0%
5	56.7%	87.5%	**13**	76.7%	62.5%
6	20.0%	50.0%	**14**	56.7%	50.0%
7	30.0%	25.0%	**15**	26.7%	37.5%
8	60.0%	87.5%	**16**	20.0%	25.0%

Table (3.6) shows the difficulty factors of the test items. As it is noticed, they range from 20% to 76.7%. These are statistically acceptable because, according to statistics indicators, they are in the acceptable range 20% - 80% (Abu Lebda, 1982, p. 339). Thus the test is within students' levels.

The discrimination factors of all test items are also acceptable since they are above 20% (Al-Zayoud & Elyan, 1998, p. 172). This means that the test items have good difficulty and discrimination factors.

5_ MI-based analysis of the reading passages

Reviewing literature related to MI theory, such as Gardner (1999), Armstrong (2000b & 2003), Teele (1995 & 1999), Lazear (1991) and Christison (1998), the researcher designed an MI-based analysis card, appendix (4). Then, the researcher analyzed the activities and exercises of the reading passages of the student's book and the workbook according to that card. Consequently, the researcher reached the following conclusion shown in table (3.7).

Table (3.7)
Results of MI-Based Analysis of the Activities and Exercises of Reading Passages

Intelligence	Frequencies	Percentages
Linguistic	77	54.6%
Logical/Mathematical	45	32%
Visual/Spatial	16	11.3%
Bodily/Kinesthetic	___	___
Interpersonal	2	1.4%
Intrapersonal	1	0.7%
Naturalist	____	____
Musical	____	____
Total	141	100%

To assure the reliability of the analysis, the researcher adopted the intra-rater type of reliability (reliability across time). This type refers to "one researcher's evaluations of data, attempting to ensure that the researcher would judge the data the same way at different times…" (Mackey and Gass 2005, p. 129). Based on this, the researcher reanalyzed the same activities and exercises a month later. The adoption of this type of reliability was because the researcher could not find another rater/person to help analyze the target texts. This could be attributed to the novelty of MI theory, especially in the field of education. Table (3.8) shows the findings.

Table (3.8)
Results of MI-Based Analysis of the Activities and Exercises of Reading Passages

Intelligence	Frequencies	Percentages
Linguistic	76	53.5%
Logical/Mathematical	46	32.4%
Visual/Spatial	16	11.3%
Bodily/Kinesthetic	___	___
Interpersonal	2	1.4%
Intrapersonal	1	0.7%
Naturalist	___	___
Musical	___	___
Total	141	100%

In order to treat both analyses statistically, the following equation was used to compute the Coefficient of Reliability (CR) between both analyses.

CR= 2M / (N1+N2), since:

CR = the coefficient of reliability, **M** = the number of the agreed categories during analysis, and N1+N2 = the summation of analysis categories (Holisti, 1969, p.142).

Table (3.9) shows the findings.

Table (3.9)
Frequencies and CR of MI-Based Analysis of the Reading Exercises

Intelligence	First analysis	Second analysis	Coefficient of Reliability CR
Linguistic	77	76	98.7%
Logical/Mathematical	45	46	97.8%
Visual/Spatial	16	16	100%
Bodily/Kinesthetic	___	___	___
Interpersonal	2	2	100%
Intrapersonal	1	1	100%
Naturalist	___	___	___
Musical	___	___	___

Table (3.9) shows that all reliability coefficients are high and acceptable, which mean that the analysis is reliable.

Obviously, the findings are very similar to the traditional view of intelligence and IQ test where linguistic and mathematical intelligences dominate. This is in line with the Egyptian curricula taught in Egypt, the nearest neighbouring country to Gaza. Abdulkader et al. (2009, p. 675) stated that "all levels of learning are devoted to and depending on linguistic and logical [mathematical] abilities as the curricula planners believe in the g factor which is measured by the intelligence tests". Thus, the researcher aimed at activating all intelligences except musical and naturalist. The choice of these intelligences was suggested by Professor Izzo Afana, Dr. Awad Keshta, Dr Sana' Abu Dagga and a university instructor, Mohammed Atiya.

6_ The suggested program:

This part of the chapter provides a description of the suggested program, appendix (5), in terms of its definition, objectives, resources/teaching and learning aids, content, evaluation, validity and time.

6.1_ Definition of the suggested program

Although an instructional program has been given many definitions by many educators, all definitions are very similar. For example, Al-Fara (1988, p. 175) pointed out that a suggested program is a teacher's well-organized competencies and experiences purposefully used for training and teaching taking into account a specific level of performance. Additionally, such a program is based on systematically organized elements. These are importance, objectives, content, learning activities, teaching and learning aids and evaluation.

A program can also be defined as "a group of well designed activities that aims to develop the knowledge, attitudes and skills of learners, promote their competencies, guide their thinking and improve their work performance" (Good, 1998, p. 613). According to Afana (1998, p. 75), a suggested program is a systematically-designed and organized educational unit which encompasses a group of activities, experiences, techniques and means of evaluation in order to develop certain and specific skills.

Based on the above mentioned definitions and taking into consideration the research nature, the researcher defined a program as a group of well-constructed classroom interactions which seeks to expand and develop learners' knowledge, attitudes, learning skills and intelligences through a purposefully chosen content, learning resources, activities and constant constructive evaluation.

6.2_ Program objectives

6.2.1_ General aim:

The program aimed at improving and developing grade eight students' English reading comprehension skills through the use of MI theory.

6.2.2_ Specific aims:

At the end of the lessons, students should be able to:

1) Read different types of texts to get the general idea of a text/paragraph (skimming).
2) Read different types of texts to answer questions about specific information, such as names, places, instruments and numbers. (scanning).
3) Read different types of texts to answer sequential information questions.
4) Guess meanings of words using contextual clues.
5) Read different types of texts to answer inferential information questions.

6.3_ Program principles

In order to achieve an effective teaching-learning process and the objectives of the program as well, some essential principles were taken into consideration:

- Individual differences among students were taken into account when designing the activities and exercises.
- The exercises were gradually introduced in terms of ease and difficulty.
- The exercises presented a variety of questions addressing and reflecting the target reading skills.
- The exercises presented a variety of questions addressing and reflecting different intelligences.
- The program provided a variety of sources/teaching-learning aids.
- The program was a student-centered; and the teacher was a facilitator, guide and director.

6.4_ Procedures of building the program

Building the program passed through the following steps:

1- Being a teacher of English and consulting other Grade Eight English teachers, the researcher had diagnosed the problem which was lack of reading comprehension skills as shown in students' low achievement. To make sure of the presence of the problem, the researcher implemented a diagnostic/pre test.

2- Reviewing literature, the researcher gathered information related to the present research that helped design and identify the program's definition, objectives, content, resources, activities, techniques and evaluation.

3- The third step referred to the actual teaching-learning classroom activities and procedures aiming at achieving the program's objectives and providing opportunities for students to participate. Put another way, it referred to the interactions taking place among the elements of the teaching-learning process inside the classroom.

4- The fourth step conducted both means of evaluation: formative and summative. This was to provide a clear picture of how the progress is going on step by step.

6.5_ Teaching-Learning aids

To achieve the aims of this program and create an effective teaching-learning process, the researcher used the following resources/teaching aids: blackboard – student's book – pictures – real objects – colouring pencils and posters – video tapes – miming – dramatization – cards – LCD – films and worksheets.

6.6_ Program content:

The program, as shown in appendix (5), encompassed three sections: a student's book, a teacher's book and a lesson-plan section.

1- Student's book:

The student book consisted of two main sections:

a- Reading passages: They were six adopted from *'English for Palestine'* Grade eight student's book. Each passage represented one lesson to be taught in two periods where each period's estimated time was 45 minutes.

b- Exercises: They had been created and designed by the researcher reflecting the target intelligences and serving the target reading skills as well. They also varied in terms of ease and difficulty addressing individual differences. Therefore, the first or/and the second exercises were always skimming.

The target reading skills had been chosen by grade eight English teachers; whereas the target intelligences had been nominated by university teachers.

2- Teacher's book:

The teacher's book included a very comprehensive explanation of how to perform classroom activities, which techniques suited which activities and which teaching and learning resources suited which activity. It also included key answers to the student's book questions.

3- Lesson plans:

The lesson plan of each lesson specifically explained and clarified the actual classroom procedures and activities that took place among the elements of the classroom environment such as a teacher, students, books and teaching-learning aids. It also identified the roles each element had to do and organized the time among the activities. The lesson plan enabled the teacher to move smoothly from one activity to another. All these can be effectively accomplished with the help of the teacher's book. In addition, there was a verity of teaching methods taking place in the classroom. They

varied from communicative to questioning, from silent reading to acting out and from situational to reasoning.

6.7_ Programme time-plan:

The time of implementing the programme is shown in table (3.10)

Table (3.10)
Time Distribution in Each Lesson

Lesson	Title	Time	
		Period 1	Period 2
1	Living with modern communications	45 Min	45 Min
2	Music is everywhere	45 Min	45 Min
3	The Story of Humans in Space	45 Min	45 Min
4	The healthy living quiz	45 Min	45 Min
5	The beautiful game	45 Min	45 Min
6	The meaning of money	45 Min	45 Min

As it is seen in table (3.10), each lesson has 90 minutes to be accomplished and divided into two teaching periods where each period has 45 minutes. Therefore, the programme needs 12 teaching periods to be accomplished in six weeks.

6.8_ Description of students:

The students participated in this program were all in grade eight aged nearly 13. Therefore, all had a 7-year experience of learning English. Additionally, the majority was from a very similar cultural, social and economical background.

6.8.1_ Controlling the variables:

To assure the results and avoid any possible external interference, the researcher controlled some variables that would affect, if not controlled, the findings of the research. Mackey and Gass (2005, p. 128) emphasized that "[i]t would be important that each group of students be relatively homogeneous. Were they not homogeneous, one can not be sure about the source of the results".

6.8.1.1_ Age Variable:

At the beginning of the term in which the research was conducted, UNRWA schools had separated over-age students from other students. This step had controlled the age variable. Yet, being a teacher at the school where the research was conducted, the researcher obtained the ages of the subjects. Treating the data statistically, the researcher found that there were no statistically significant differences between the two groups. Table (3.11) shows the findings.

Table (3.11)
Groups Equivalence in Terms of Age

Domain	Group	N	Mean	S.D	T-value	P-value
Age	Experimental	33	12.98	0.37	1.829	Not sig.
	Control	32	13.14	0.34		

(*) the critical value of t-test at 0.05 level (DF=63) = 2.00
(**) the critical value of t-test at 0.01 level (DF=63) = 2.66

Table (3.11) shows that the computed (t) value, 1.829, is less than the table (t) values. This shows that there is no significant difference between the control and the experimental groups in terms of their ages.

6.8.1.2_ Variable of general achievement in English language:

UNRWA schools had also separated the most low-achieving students, especially those who achieved low marks in Arabic and Maths. Yet, to avoid the interference of such a variable, the researcher obtained the subjects' English marks of the last scholastic year 2008-2009 and statistically treated them. The findings showed that there were no statistically significant differences between both groups.

Table (3.12) shows the findings.

Table (3.12)
Groups Equivalence in Terms of Last-Year English Test Marks

Domain	Group	N	Mean	S.D	T-value	P-value
English marks	Experimental	33	69.92	17.65	0.479	Not sig.
	Control	32	67.81	17.90		

(*) the critical value of t-test at 0.05 level (DF=63) = 2.00
(**) the critical value of t-test at 0.01 level (DF=63) = 2.66

Table (3.12) shows that the computed (t) value, 0.479, is less than the table (t) value. This shows that there is no significant difference between the control and the experimental groups in terms of their English marks of the last-year final test.

For more confirmation that both groups had similar level of English reading comprehension, the researcher conducted the refereed pretest. For relaxation, the subjects of both groups were offered some refreshments such as juice. Table (3.13) shows the findings.

Table (3.13)
Groups Equivalence in Terms of the Pre-Test Marks

Domain		Group	N	Mean	S.D	T-value	P-value
Pre test	***Skimming***	Experimental	33	2.73	1.57	0.451	Not sig.
		Control	32	2.56	1.37		
	Scanning	Experimental	33	6.97	3.62	0.302	Not sig.
		Control	32	7.25	3.86		
	Inference	Experimental	33	3.03	2.40	0.363	Not sig.
		Control	32	3.25	2.48		
	Words meaning	Experimental	33	1.03	1.02	0.128	Not sig.
		Control	32	1.06	1.01		
	Sequencing	Experimental	33	0.42	0.83	0.244	Not sig.
		Control	32	0.38	0.79		
	Total	Experimental	33	14.18	7.41	0.179	Not sig.
		Control	32	14.50	6.93		

(*) the critical value of t-test at 0.05 level (DF=63) = 2.00
(**) the critical value of t-test at 0.01 level (DF=63) = 2.66

Table (3.13) shows that each computed (t) value of each domain is less than the table (t) values. This indicates that there is no significant difference between the control and the experimental groups in terms of their marks in the pre test. Thus, both groups are equivalent in terms of their strengths in English reading comprehension.

According to the tables above (3.11, 3.12 and 3.13), both groups are proved to be equivalent before implementing the experiment on the experimental group.

6.8.1.3_ 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. The researcher conducted the experiment himself. This was also because he could not find other teachers who were familiar with the MI theory to help conduct the research.

6.8.1.4_ 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 the MI-based programme.

6.9_ Programme evaluation

The program passed through two different kinds of evaluation: formative and summative. In the former, the teacher researcher gave quizzes after each lesson, appendix (6), in order to follow up students' participation and find out the extent to which their answers were correct. While in the latter, the researcher used a post-test, appendix (2) to measure the difference in achievement between the experimental and the control groups.

6.10_ Program validity:

To prove the programme's validity, consultation of a group of referees specialized in the field of education was conducted. These referees varied from university professors to university and college tutors and from supervisors to teachers of English. Appendix (3) shows the names of these experts.

7_ Statistical analysis:

The researcher used the following statistical treatment.

- Percentages, relative means, T-test and frequencies were used to determine the level of achievement of the control and the experimental groups.
- Pearson correlation was used to compute the validity of the achievement (pre and post) test by computing its internal consistency.
- Split half and Kooder-Richardson techniques were used to determine the reliability of the achievement test.

8_ Procedures of implementing the programme:

1- The researcher gave the students an idea about the MI theory and how it was beneficial in helping them achieve their lessons.

2- During teaching, students were allowed to work together.

3- For more clarification and facilitation the researcher provided students with help and modeling when necessary. Then they worked in pairs in front of the class (open-pair); then they worked in pairs as they sat in their desks (close-pair). The teacher moved around offering help as necessary.

3- The six intelligences were employed in all lessons.

4- After each lesson and for constant feedback, the students were provided with formative evaluation sheets.

9_ Research procedures:

To achieve the aims of this study, the researcher followed the following procedures:

- Reviewing literature and previous studies to benefit from their samples, tools, methodology, results and recommendations.
- Identifying the instruments of the study.
- Designing a list of reading skills and refereeing it.
- Deciding on which the five most important skills 8th graders most needed were.
- Designing the achievement test (pre and post) and refereeing its validity and reliability to be applied on both groups.
- Developing and refereeing the MI-based programme in order to be applied on the experimental group.
- Obtaining a permission from the Islamic University of Gaza and the UNRWA to help the researcher conduct the study, appendix (7).
- Conducting the pre test to make sure of group equivalence.
- Applying the suggested programme.
- Conducting the post test and using SPSS for statistical analysis.
- Providing suggestions and recommendations based upon the results.

Chapter IV

Results: Analysis of Data

Chapter IV

Results and Data Analysis

1_ Introduction:

The study aimed at examining the effect of an MI-based suggested programme on eighth graders' English reading comprehension skills. In this chapter, the researcher offered the results of both formative and summative evaluations according to the statistical analysis of the collected data. The researcher also used the difference between students' marks in the pre test and their marks in the post test to deal with the true mark gained by students. The findings of the research were tackled with regard to the research questions. Therefore, the researcher employed different statistic formulas such as means of frequencies, percentages and t-test to show the final results of the collected data. Tables and bar graphs were also used to present and clarify the data.

In addition, effect size through (η^2) was used to measure and obtain the extent to which the independent variable, the programme, had an effect on the dependent variable, the experimental group's achievement.

2_ Formative evaluation results:

Before intervention, both the control and the experimental groups were proved equivalent in terms of the targeted English reading comprehension skills: skimming, scanning, inferences, guessing meanings of words through context and sequencing. During implementation of the programme, the researcher conducted formative evaluation quizzes, appendix (6), on both groups to measure any possible progress and differences in students' achievement step by step. At the end of the programme, the researcher conducted six formative evaluations.

Table (4.1) shows the findings of those evaluations.

Table (4.1)
The percentages that each reading skill obtained in the formative evaluation of the **control group**

Evaluation / Skill	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4	Evaluation 5	Evaluation 6
Skimming	56.25%	59.3%	65.6%	62.5%	75%	78.1%
Scanning	53%	56.25%	56.25%	59.3%	65.6%	62.5%
Inferences	40.6%	40.6%	43.7%	46.8%	42.4%	43.7%
M. of W.	40.6%	43.7%	46.8%	46.8%	56.25%	59.3%
Sequencing	28%	31.25%	34.3%	37.5%	34.3%	40.6%

Table (4.2)
The percentages that each reading skill obtained in the formative evaluation of the **experimental group**

Evaluation / Skill	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4	Evaluation 5	Evaluation 6
Skimming	57.5%	63.6%	66.6%	75.7%	81.8%	84.8%
Scanning	51.5%	57.5%	57.5%	66.6%	78.7%	78.7%
Inferences	39.3%	39.3%	42.4%	45.4%	42.4%	45.4%
M. of W.	42.4%	48.8%	48.8%	63.6%	66.6%	72.7%
Sequencing	30.0%	33.3%	36.3%	39.3%	39.3%	42.4%

In this part of the discussion, the researcher presented the results of the first type of evaluation, formative, conducted on both groups. Tables (4.1) and (4.2) show the percentages of the students who passed the quizzes items which represented those skills.

Evaluation 1 of both groups indicated that the experimental group showed improvement. Although the improvement was very slight, not covering all skills, it encouraged the researcher to continue and proceed on his study. This improvement continued in the second, third and fourth evaluations in all skills except for *'Inferences'*. Whereas *'Inferences'* in the experimental group got 39.3%, 42.4% and 45.4% in the 2nd, 3rd and 4th evaluations, the same skill in the control group got 40.6%, 43.7% and 46.8% respectively.

As for evaluation 5, the experimental group also showed improvement in all skills except for *'Inferences'* in which both groups obtained the same percentage, 42.4%. This was also considered as improvement favouring the experimental group. Evaluation 6 was the decisive one in which improvement was shown in all types of skills.

Reading tables (4.1 & 4.2) thoroughly, one can notice that the lowest percentages in the experimental group were in the skills *'Inferences'*, 45.4%, and *'Sequencing'*, 42.4%. This can be attributed to the fact that those skills are types of high order thinking skills and they need much more time than the time allotted to the study, six weeks. Nevertheless, this improvement, from one lesson to another, is considered as an indication to the importance of MI in developing English reading comprehension skills.

The following figures (4.1) and (4.2) help readers make a quick and easy comparison between both groups in all skills and evaluations.

Figure (4.1)
Formative evaluation of the Control Group

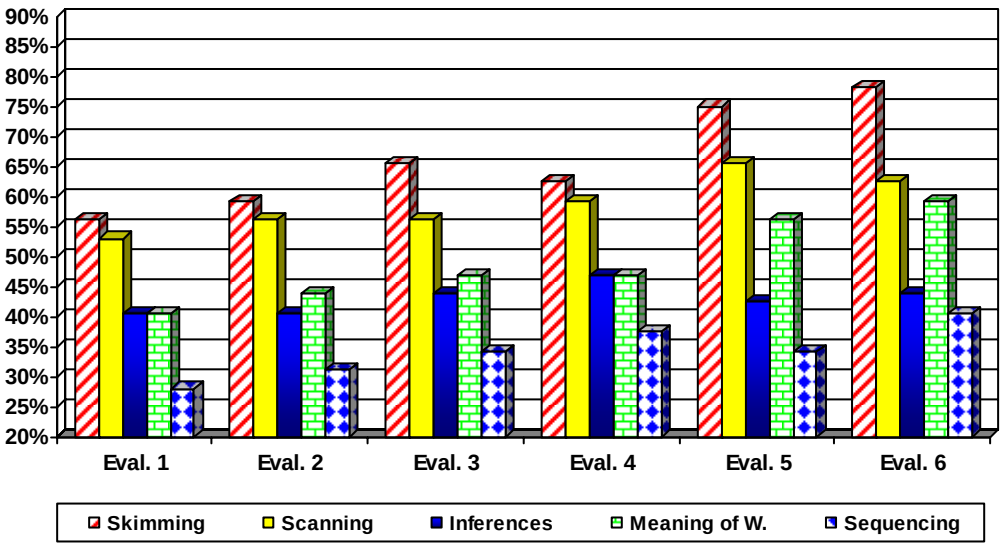
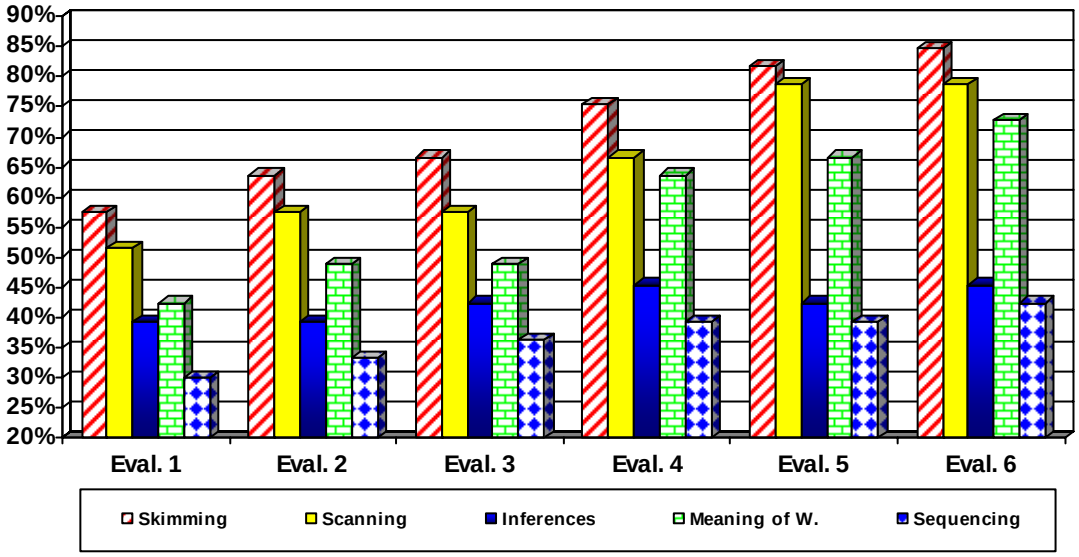


Figure (4.2)
Formative Evaluation of the Experimental Group



3_ Post-test results (Summative Evaluation)

The following part of this chapter describes the study findings:

3.1_Question (1) findings:

The first question inquired the following:

Are there statistically significant differences at (α ≤ 0.05) between the performance of the control group and that of the experimental one in relation to *the "total post test marks"*?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performance of the control group and that of the experimental one in relation to *the "total post test marks"*.

The researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the student. After

that, t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to the ***"total post test marks"***. Table (4.3) describes the results.

Table (4.3)
T-test result between the control and the experimental groups in relation to the **"total post test marks"**

Domain	*Group*	*No.*	*Mean*	*S.D*	*t-test*	*Sig. (2-tailed)*	η^2	*Effect Size*
Total test marks	Experimental	33	5.091	4.633	2.915**	0.005	0.119	Medium
	Control	32	2.000	3.869				

(*) the critical value for t-test at (0.05) level with d.f (63) = 2.00
(**) the critical value for t-test at (0.01) level with d.f (63) = 2.66.

Table (4.3) indicated that the (t) computed value, 2.915, was larger than the (t) table value, 2.66, in the post test. This meant that there were significant differences at (α = 0.01) between the experimental group and the control one in relation to the 'total post test marks' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 2.00, the mean of the experimental group was 5.091.

The following equation, according to Afanah (2000, p. 43) and Mackey and Gass (2005, p. 349), was employed to calculate the effect size:

$$\eta^2 = t^2 / (t^2 + D.F) \quad \text{Since: } D.F = n_1 + n_2 - 2$$

The calculated (η^2) values were interpreted according to table (4.4) (Afanah 2000, p. 38).

Table (4.4)
The critical values for effect size levels

Scale	effect Size levels		
	Small	Medium	Large
η^2	0.01	0.06	0.14

Implementing the effect size equation, the researcher found that the effect size of the programme, as shown in table (4.4), was medium and not much less than the large effect. This medium effect could be attributed to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills.

The finding of examining this hypothesis was in agreement with the findings of all the previous studies such as Gens, et al. (1998) Parker, Quigley and Reilly (1999), Anderson (1998), Uhlir (2003), Buschick et al. (2007) and Abdulkader, Gundogdo and Eissa, (2009) which showed significant improvement in students' reading comprehension.

3.2_Question (2) findings:

The second question inquired the following:

Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performances of the control group and experimental one in relation to "skimming" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of the control group and experimental one in relation to "skimming".

The researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the student. After that, t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to *"skimming"*.

Table (4.5) describes the results.

Table (4.5)
T-test result between the control and the experimental groups in relation to **"skimming"** in the post test

Domain	*Group*	*No.*	*Mean*	*S.D*	*t-test*	*Sig. (2-tailed)*	η^2	*Effect Size*
Skimming	Experimental	33	0.121	0.485	2.810**	0.007	0.111	Medium
	Control	32	-0.313	0.738				

(*) the critical value for t-test at (0.05) level with d.f (63) = 2.00
(**) the critical value for t-test at (0.01) level with d.f (63) = 2.66

Table (4.5) indicated that the (t) computed value, 2.810, was larger than the (t) table value, 2.66, in the post test. This meant that there were significant differences at (α = 0.01) between the experimental group and the control one in relation to skimming favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was -0.313, the mean of the experimental group was 0.121.

Implementing the above mentioned equation of the effect size, the researcher found that the effect size of the programme, as shown in the table, was medium and close to be a large effect. This medium effect could be attributed to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills.

The finding of examining this hypothesis was in agreement with the findings of the studies of Gaines and Lehmann (2002) and Uhlir (2003) which showed significant improvement in students' reading comprehension. The finding was also in agreement with Burman and Evans (2003) and Cluck and Hess (2003) though they did not specify the reading skills they targeted. 'Skimming' was thought to be implicitly targeted.

3.3_Question (3) findings:

The third question inquired the following:

Are there statistically significant differences at the level (α ≤ 0.05) between the performances of the control group and experimental one in relation to "scanning" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performances of the control group and experimental one in relation to "scanning".

The researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the student. After that, t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to *"scanning"*. Table (4.6) described the results.

Table (4.6)
T-test result between the control and the experimental groups in relation to **"scanning"** in the post test

Domain	*Group*	*No.*	*Mean*	*S.D*	*t-test*	*Sig. (2-tailed)*	η^2	*Effect Size*
Scanning	Experimental	33	2.364	2.356	2.645*	0.010	0.10	Medium
	Control	32	0.938	1.966				

(*) the critical value for t-test at (0.05) level with d.f (63) = 2.00
(**) the critical value for t-test at (0.01) level with d.f (63) = 2.66

Table (4.6) indicated that the (t) computed value, 2.645, was larger than the (t) table value, 2.00, and less than 2.66 in the post test. This meant that there were significant differences at (α = 0.01) between the experimental group and the control one in relation to scanning favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group.

Whereas the mean of the control group was 0.938, the mean of the experimental group was 2.364.

Implementing the effect size equation, the researcher found that the effect size of the programme, as shown in table (4.6), was medium. This medium effect could be attributed to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills.

The finding of examining this hypothesis was in agreement with the findings of the studies of Buschick et al. (2007), Gens (1998) and Parker (1999) though they did not specify what reading skills they worked on. Thus, 'scanning' was supposed to be implicitly targeted.

3.4_Question (4) findings:

The fourth question inquired the following:

Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performances of the control group and experimental one in relation to "inferences" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performances of the control group and experimental one in relation to "inferences".

The researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the student. After that, t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to *"inferences"*.

Table (4.7) describes the results.

Table (4.7)
T-test between the control and the experimental groups in relation to **"inferences"** in the post test

Domain	*Group*	*No.*	*Mean*	*S.D*	*t-test*	*Sig.(2-tailed)*
Inferences	experimental	33	1.636	2.523	0.963	0.339
	Control	32	1.063	2.271		

(*) the critical value for t-test at (0.05) level with d.f (63) = 2.00

Table (4.7) indicated that the (t) computed value, 0.963, is less than the (t) table value, 2.00, and less than 2.66 in the post test. This meant that there were no significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in relation to inferences.

Since there were no differences available, there was no need to implement the effect size equation. The researcher believed that this negative finding could be ascribed to the fact that 'making inferences' is one of the high-order thinking skills that require students to realize relationships, synthesize and analyze. Gaines and Lehmann (2002, p. 61) affirmed that although making inferences is an important skill to a better comprehension, it is a complex skill. Therefore, this skill seemed to need much more time to be achieved than a six-week study. It could be because the problem of 'inferences' is an accumulative. Thus, the finding of this question is not much more than the findings of the formative evaluations in terms of the same skill, inferences. In findings of the formative evaluations, 'inferences' and 'sequencing' obtained the least percentages.

3.5_Question (5) findings:

The fifth question inquired the following:

Are there statistically significant differences at the level (α ≤ 0.05) between the performances of the control group and experimental one in relation to "knowing the meaning of words through context" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performances of the control group and experimental one in relation to "knowing the meaning of words through context".

The researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the student. After that, t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to *"knowing the meaning of words through context"*. Table (4.8) describes the results.

Table (4.8)
T-test between the control and the experimental groups in relation to **"knowing the meaning of words through context** (KMW)" in the post test

Domain	*Group*	*No.*	*Mean*	*S.D*	*t-test*	*Sig. (2-tailed)*	η^2	*Effect Size*
KMW	Experimental	33	0.485	0.870	2.613*	0.011	0.098	Medium
	Control	32	-0.125	1.008				

(*) the critical value for t-test at (0.05) level with d.f (63) = 2.00
(**) the critical value for t-test at (0.01) level with d.f (63) = 2.66.

Table (4.8) indicated that the (t) computed value, 2.613, was larger than the (t) table value, 2.00, and less than 2.66 in the post test. This meant that there were

significant differences at (α = 0.05) between the experimental group and the control one in relation to 'knowing the meaning of words through context' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was – 0.125, the mean of the experimental group was 0.485.

Implementing the effect size equation, the researcher found that the effect size of the programme, as shown in table (4.8), was medium. This medium effect could be attributed to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills.

The finding of examining this hypothesis was in agreement with the findings of the studies of Abdulkader (2009) and Gaines and Lehmann (2002). It was also in agreement with Gens, et al. (1998) Parker (1999) and Chen (2004) though they did not specify the skills they targeted; but this skill was supposed to be examined since they targeted the reading skill in general.

3.6_Question (6) findings:

The sixth question inquired the following:

Are there statistically significant differences at the level (α ≤ 0.05) between the performances of the control group and experimental one in relation to "sequencing" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performances of the control group and experimental one in relation to "sequencing".

The researcher used the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the student. After that, t-test, for tow independent samples, was used to determine the significant differences between the control and the experimental groups in relation to *"sequencing"*. Table (4.9) describes the results.

Table (4.9)
T-test result between the control and the experimental groups in relation to **"sequencing"** in the post test

Domain	***Group***	***No.***	***Mean***	***S.D***	***t-test***	***Sig.(2-tailed)***
Sequencing	experimental	33	0.485	1.004	0.206	0.838
	Control	32	0.438	0.840		

(*) the critical value for t-test at (0.05) level with d.f (63) = 2.00

Table (4.9) indicated that the (t) computed value, 0.206, was less than the (t) table value, 2.00, in the post test. This meant that there were no significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in relation to sequencing.

Since there were no differences available, there was no need to implement the effect size equation. The researcher believed that this negative finding could be attributed to the fact that 'sequencing' is one of the high-order thinking skills that require students to realize relationships and analyze. This skill seemed to need much more time to be achieved than a six-week study

4_Summary:

General speaking, the MI-based suggested programme had positive effects and improved students English reading comprehension. Although the differences, favouring the experimental group, were observed only in the skills of skimming, scanning and guessing the meanings of words through context, they were considered as an indication

that MI theory could be a promising and productive solution towards improving reading comprehension. The observed progress could be attributed to the activities and techniques used during the programme implementation.

In spite of the fact that some previous studies which examined the effect of MI theory on reading did not specify the reading sub-skills _except Gaines and Lehmann (2002), Reidel, (2003), Uhlir (2003) and Abdulkader et al. (2009)_ and worked on and dealt with reading comprehension in general, the findings of the current study were in agreement with those studies since they documented more achievement favouring the experimental group than the control group, except for 'inferences' and 'sequencing' skills.

Finally, the findings of the current study showed development and improvement in students' motivation and thus participation in classroom activities. It also showed that there were significant differences between the control group and the experimental one favouring the experimental one. These differences were limited to three skills out of five 'skimming', 'scanning' and 'guessing the meaning of words through context'. Because the study did not document improvement in all targeted skills, the findings are tentative waiting for other studies to be conducted on the same skill using MI theory.

Chapter V

Discussion, Conclusion, Pedagogical Implications and Recommendations

Chapter V

Findings discussion, Conclusion, Pedagogical Implications and Recommendations

1_Introduction:

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in the Gaza Strip.

2_ Discussion:

The study in progress aimed at examining the effectiveness of using a suggested programme based on multiple intelligences theory to develop English reading comprehension skills of eighth male graders.

To achieve this aim, the researcher adopted the experimental approach of research in which two equivalent groups were employed. One of them was treated as an experimental group consisting of 33 students; and the other was treated as a control group consisting of 32 students. Both groups were proved to be equivalent in terms of age, general English achievement and reading comprehension achievement. The researcher used a variety of tools: a checklist of reading comprehension skills, an achievement test (pre and post test), an MI-based analysis of the reading texts, a suggested programme and weekly quizzes for the purpose of formative evaluation.

2.1_ Interpretation of the first question:

The researcher investigated the first question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the "total post test marks".

The findings indicated that the (t) computed value, 2.915, was larger than the (t) table value, 2.66, in the post test. This meant that there are significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the 'total post test marks' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 2.000, the mean of the experimental group was 5.091.

Besides, the researcher found that the effect size of the programme was medium. This medium effect can be attributed to the activities, techniques, and the variety of teaching aids used in the MI-based programme which aimed at developing reading comprehension skills. Furthermore, students of the experimental group demonstrated more cooperative work than the control group did. This could be attributed to the student-centered approach employed. Interestingly, students of the experimental group showed more motivation than those of the control group; and thus it was reflected on their achievement. This was observed through some statements and comments documented during conducting the study. One student said: "When are we going to play the roles of farmers?" Another said: "I swear I am sad today because we are not having English". After the lesson about sports, one student said: "This is the best day in this term". One day and during the lesson, a person interrupted the lesson to distribute some meals to students as usual; and this took some time. Hence, the students started asking him to go out in order to continue the lesson.

More interestingly and to the point, the students of the control group got jealous. They kept looking at the experimental group through the widows many times and started begging the teacher to treat them as he did with the experimental group. One of them said: “Why don’t you let us play with the football like the other class?” Another said: “Where is the carton-made boat you used in the other class? Aren’t we going to use it?” A third said: Where is the LCD? Aren’t we going to watch the film?” After the teacher had given them negative answers, they challenged the teacher saying “We will bring t-shirts and a football and make you treat us the same you did with the other class” and “We will make a boat, too’. A third student said: “May Allah forgive you teacher. It seems you don’t love us”. Beyond expectation, ninth grade students got jealous, too, and kept looking through the windows and begged the same teacher to treat them similarly. Accordingly, MI theory helped create successful experience and eager learners.

Some educators or researchers might claim that this medium effect is not convincing; thus the MI theory is not an effective solution to improve students’ reading comprehension skills. Away out of this criticism or claim, it is important to draw those critics’ attention to the negative psychological situation students lived just before and after the post test. Students were in a state of panic of a possible aggressive, cruel war on Gaza. Therefore, a relatively negative impact on their achievement was observed.

Another external factor may have affected the study findings. Students were informed of the nature of the post test being for the purpose of a scientific research and not considered and added to their school transcripts. Accordingly, they could have demonstrated some carelessness which gave this medium effect size. As a result, the researcher recommends other researchers to re-examine the effect of MI theory on

reading comprehension skills. In addition, a six-week time could be relatively short.

Nevertheless, the findings were in agreement with the findings of all the previous studies such as Gens, et al. (1998) Parker, Quigley and Reilly (1999), Anderson (1998), Uhlir (2003), Buschick et al. (2007) and Abdulkader, Gundogdo and Eissa, (2009) which showed significant improvement in students' reading comprehension.

2.2_ Interpretation of the second question:

The researcher investigated the second question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'skimming' in the post test.

The results revealed that the (t) computed value, 2.810, was larger than the (t) table value, 2.66, in the post test. This meant that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to skimming favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was -0.313, the mean of the experimental group was 0.121. In addition, the researcher found that the effect size of the programme was medium. This medium effect could be ascribed to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills.

The results of this question were in agreement with those of some previous studies mainly those which specified the reading sub-skills and worked on them such as Gaines and Lehmann (2002) and Abdulkader et al. (2009). They also agreed with the results of some other studies which dealt with reading comprehension skills in general without specifying them such as Codis (2002), Cluck and Hess (2003) and Chen

(2004).

The results could be referred to the influence the MI-based programme had on the experimental group. The programme included a variety of activities and techniques that addressed the intelligences of diverse students. Because of this, surely, more students participated and were involved in the classroom interactions. Furthermore, the programme provided a very interesting classroom environment which highly increased students' motivation. This was due to the diversity of teaching aids used such as films, drawings and colours, role plays, dramatization and using real objects.

2.3_ Interpretation of the third question:

The researcher investigated the second question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'scanning' in the post test.

The results indicated that the (t) computed value, 2.645, was larger than the (t) table value, 2.00, and less than 2.66 in the post test. This meant that there were significant differences at ($\alpha = 0.05$) between the experimental group and the control one in relation to scanning favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 0.938, the mean of the experimental group was 2.364. The researcher also found that the effect size of the programme was medium. This medium effect could be due to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills.

The results of this question were in agreement with those of previous studies such as Gens (1998), Parker (1999), Buschick et al. (2007), Chen (2004) and Cluck and

Hess (2003) though they did not specify the targeted skill. Still 'scanning' was supposed to be targeted because those studies targeted reading comprehension skills in general and 'scanning' was one of them.

In addition, the results could be ascribed to the influence the MI-based programme had upon the experimental group. The programme included a variety of activities and techniques that addressed the intelligences of diverse students. Because of this, surely, more students participated and were involved in the classroom interactions. Furthermore, the programme provided a very interesting classroom environment which highly increased students' motivation. This was due to the diversity of teaching aids used such as films, drawings and colours, role plays, dramatization and using real objects.

2.4_ Interpretation of the fourth question:

The researcher investigated the fourth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'inferences' in the post test

The results indicated that the (t) computed value, 0.963, was less than the (t) table value, 2.00, in the post test. This meant that there were no significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in relation to inferences. Since there were no differences available, there was no need to calculate the effect size. The researcher believed that this negative finding is because some Arab learners of English were not well trained on using reading comprehension skills (El-Fagawi 1993, p. 14 & Nofal 2003, pp. 39-40). Furthermore, 'making inferences' is one of the high-order thinking skills that require students to realize relationships, synthesize and analyze. Gaines and Lehmann (2002, p. 61) affirmed that although making

inferences is an important skill to a better comprehension, it is a complex skill. Therefore, such complexity seemed to need much more time to be overcome than a six-week study. Another reason can be a psychological one which affected their motivation. It was related to the political and security situations that took place around the same period in which the post test was administered. At that time, many rumors about a possible aggressive war on the Gaza Strip spread. This may have affected students psychologically as it did to adults.

2.5_ Interpretation of the fifth question:

The researcher investigated the fifth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'knowing the meaning of words through context' in the post test.

The results showed that the (t) computed value, 2.613, is larger than the (t) table value, 2.00, and less than 2.66 in the post test. This meant that there were significant differences at ($\alpha = 0.05$) between the experimental group and the control one in relation to 'knowing the meaning of words through context' favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was – 0.125, the mean of the experimental group was 0.485. Furthermore, the researcher found that the effect size of the programme was medium. This medium effect could be referred to the activities, techniques, and teaching aids used in the MI-based programme which aimed at developing reading comprehension skills. It can also be because students' motivation observed during the intervention period except for that period in which rumors about war spread. Students' motivation was remarkably observed through their competitive work in class. Many students begged the teacher to give them a chance to participate.

But shortage in time would not allow.

This result was in agreement with the findings of Gaines and Lehmann (2002) and Abdulkader et al. (2009) which showed significant improvement in students' reading comprehension. It was also in agreement with Gens, et al. (1998) Parker (1999) and Chen (2004) though they did not specify what reading sub-skills they targeted. Still, this skill was targeted because those studies targeted reading skills in general and 'knowing the meaning of words through context' is one of them.

A claim or a question may be proposed here. Why did not the rumors about war affect the findings of the other questions? Based on the findings of all previous studies, which showed significant differences, the findings of the current study were expected to be of a larger effect size in all questions. Accordingly, had no rumors, the effect size of the programme would have been large. But, the rumors affected the findings of all questions even those which obtained medium effect size. One more thing, this medium effect was not much less than the large effect value, 0.14.

2.6_ Interpretation of the sixth question:

The researcher investigated the sixth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of both groups in relation to 'sequencing' in the post test.

The findings indicated that the (t) computed value, 0.206, was less than the (t) table value, 2.00, in the post test. This meant that there were no significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one on sequencing. Since there were no differences available, there was no need to calculate the effect size. The researcher believed that this negative finding could be due to the fact that 'sequencing' is one of the high-order thinking skills that require students to realize relationships

through making connections and analyzing. This skill seemed to need much more time to be achieved than a six-week study. It could also be ascribed to the same reason explained when interpreting the findings of 'inferences', fear of war on Gaza. Moreover, being informed that the results of the post test would not be added to their school transcripts and it was administered merely for a scientific purpose, students might have shown some carelessness. Additionally, the problem is an accumulative one which started with students since their early school stages. This could be because some teachers adopted the passive way of teaching reading in which students are requested to put their index finger on the word, phrase or a sentence and repeat after their teachers (Mourtaga 2008, p. 2). This could also be because the test included just one question addressing 'sequencing'. One question might not be enough for students to be assessed. If there were a diversity of questions addressing 'sequencing', the findings would be more accurate. Hence, other researchers are advised to use a diversity of questions.

3_ Conclusion:

The findings can be summarized as follows:

1- The findings of question one indicated that there were significant differences at (α = 0.01) between the experimental group and the control one on the 'total post test marks' favouring the experimental group with a medium effect size.

2- The findings of the second question revealed that there were significant differences at (α = 0.01) between the experimental group and the control one on skimming favouring the experimental group with a medium effect size as well.

3- The findings of question three showed that there were significant differences at (α = 0.01) between the experimental group and the control one on scanning favouring the experimental group with a medium effect size.

4- The findings of the fourth question demonstrated that there were no significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one on inferences.

5- The findings of the fifth question pointed toward the presence of significant differences at ($\alpha = 0.05$) between the experimental group and the control one on 'knowing the meaning of words through context' in the favour of the experimental group with a medium effect size.

6- The findings of the sixth question indicated that there were no significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one on sequencing.

Accordingly, although the MI-based programme had positive effects on only three skills out of five, it was concluded that multiple intelligences theory could improve EFL reading comprehension.

4- Pedagogical Implications:

This part of this chapter proposes the following pedagogical implications:

1. Teachers should be aware of their students' intelligences. This is because identifying students' intelligences, through a survey or an inventory of multiple intelligences, will assist those teachers design suitable activities or exercises that coincide with each type of intelligence.
2. MI theory can be beneficial to all students since traditional methods no longer serve the needs of various students. This is due to the fact that traditional methods focus on silent reading to answer questions; so they address one type of students and thus one type of intelligence. On the other hand, MI theory provides eight different ways of teaching. Thus, it addresses different types on intelligences and thus diversity of students

3. Realizing how MI works helps teachers choose the best sort of assessment that suits students' strengths; that is individualized assessment. It is not fair to assess and evaluate low achievers as high achievers are assessed because each type receives different instruction that suits his strength/intelligence.
4. Knowing or being informed of their children's intelligences, parents become aware of how to help them approach their lessons; by the help of school of course.
5. MI helps students attain interest in the target subjects for it enhances and increases their motivation through the miscellaneous activities and techniques to be used; and thus their achievement improves. In addition, this diversity creates a suspense element within students and makes the lessons attention-getting.
6. Unlike silent reading techniques, MI is essential for increasing cooperative learning. This provides great opportunities for low and intermediate achievers to get involved with high achievers and learn form them. MI also helps students build sense of leadership because MI-based centers/groups always have leaders/spokespersons.
7. It is an encouraging theory to the extent that low-achieving students can participate since there are activities that are designed according to their levels or strengths.

5_ Recommendations:

Based on the findings shown in the current study, the researcher recommended the following:

1. Educators and curriculum designers are advised to provide the current curriculums with new MI-based training materials.

2. MEHE should conduct training courses so as to acquaint supervisors, school principals, teachers and the local community with the MI theory, its importance in teaching-learning process and practical ways of how to implement it.
3. Teachers are advised to use a verity of multiple intelligences activities that coincide with the reading curriculum content.
4. Since MI is tiring and time consuming, it is recommended to decrease the number of students in classes, especially at governmental schools, so as all students have the chance to participate.
5. For reasonable, gradual and planned inclusion of MI to Palestinian schools, a school in each educational area can be provided with the teaching aids that ease the implementation of MI theory and thus foster students' achievement. This reasonable and gradual inclusion is attributed to the fact that to start with MI in all schools at once costs a huge budget.

6_Recommendations for further studies:

1- The current study was limited to six intelligences only; other studies can activate all intelligences.
2- Other studies can investigate the effect of the remaining intelligences, musical and naturalist intelligences, on reading.
3- It is also recommended that researchers conduct other MI-based research on other language skills.
4- Other researchers can conduct evaluative studies based on MI to examine to what extent *English for Palestine* encompasses the types of intelligences.

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Appendices

Appendix (1)
A Checklist of Reading Comprehension Skills

The Islamic University of Gaza

Deanery of Graduate studies

Curriculum & English Teaching Methods Department

Dear referee,

The researcher is conducting an MA thesis entitled '***The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills'***. One of the study's requirements is to identify the most important reading skills so as to build an achievement test. Hence, for the sake of a pure academic research, I would like you to read the following reading skills in order to tick (√) the **five** most important ones that you think eighth graders really need.

Reading Comprehension Skills	
1- skimming (reading for general understanding)	
2- scanning (reading for specific information)	
3- identifying the topic sentence: it gives the idea of what the paragraph is about.	
4- visualizing: it is students' ability to create pictures in their heads based on text they read or words they hear.	
5- distinguishing between facts and opinions	
6- using a dictionary	
7- sequencing	
8- judging the truth and logic of a text	
9- summarizing a reading text	
10- prediction and guessing	
11- making connection	
12- knowing the meaning of words through context	
13- making inferences and drawing conclusions: reading between the lines to get information the writer does not clearly state it; rather he gives hints and clues.	
14- generating questions about reading texts	
15- attaining the meaning from figures of speech	
16- identifying the mood/attitude of the writer	
17- using structural clues	
18- interpreting information presented in diagrammatic display	
19- developing awareness of synonyms and antonyms	
20- distinguishing main ideas from supporting details	

Appendix (2)

Achievement Reading Comprehension Test

A: The Test Refereeing Checklist

Dear referee,

The researcher is conducting an MA thesis, entitled ***"The Effectiveness of Using a Program Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills"*** in which he is going to examine the effect of MI-based teaching on eight grade students' reading comprehension skills. Part of the study requires conducting an achievement test which the researcher has designed. Hence, for the purpose of an MA thesis, I would like you to referee the attached test through reading the following checklist and then ticking (√) the appropriate box.

Item	High	Average	Low
1- The test items reflect the objectives.			
2- The reading passages suit eighth graders' level.			
3- There is coherence between the test items and the table of specification.			
4- The layout is acceptable.			
5- The rubrics are clear.			
6- The time assigned is suitable.			

Any further comments are highly appreciated.

……

……

……

……

The Researcher/ Ziyad Haboush

B: The Achievement Test

Name:…….. Class:……..

32

Question 1: ((20 minutes)

1- Read then choose the correct answer :

Ali and his friends study at an American school. Last weekend, they had a very different day. It was called a backward day. In that day, the students had to do things backward. For example, two boys and three girls dressed their T-shirts backward. Ali and his group had a test before they studied the lesson! Ice cream was offered before food. Some students dried their hands before they washed them. All students tried to walk home backward, but they bumped into each other and fell down.

The text is adapted from: http://www.edhelper.com/language/reading_comprehension_skills1.html

1- The text is about: **((2 M))**

1- Ice cream should be offered last.
2- The students had a backward day.
3- It is easy to do things backward.
4- Students failed their tests.

2- Answer the following questions: **((4 M))**

1- How many students dressed their T-shirts backward?

……

2- Who took the test before they studied?

……

2- Read and choose the correct answer: ((2 M))

Basim sat down on a rock by the road. He lifted his head and nose up to have fresh air. At that moment, the sun was changing from yellow to orange. Near the road were lots of sheep, cows, and chickens. Basim got up to continue running. He arrived home and had a shower. Then he watched TV.

1- When is this happening?

1- In the morning 2- In the evening 3- At night 4- In the afternoon

Question 2: ((20 minutes))

1- Read then answer: ((4 M))

Everyone was watching John holding the ball in his hands. He bounced it slowly on the ground. Once. Twice. He crouched low and then jumped. The ball flew into the air. Up, up, up, it went. Then down, down, down, into the basket. "Yes! Nothing but a basket!"" he screamed.

The text is adapted from: http://www.edhelper.com/language/reading_comprehension_skills1.html

1- What did John say when he scored a basket? ……

2- How many times did John bounce the ball? ……

2- Read and choose the correct answer: ((2 M))

Boy: what are these people doing here, father?

Father: they are reading and writing.

Boy: Wow! Look how many books are there? Thousands!

Father: Yes. Students come here to read or borrow books.

Boy: It is so quiet here as well.

The conversation took place at a:

1- School 2- Bookshop 3- Classroom 4- Library

3- Read and choose the correct answer: ((2 M))

Hani and Khalid never agreed on something. They always disagree. Fore example, Hani loves hot drinks and dark clothes, but Khalid loves cold drinks and light clothes. Hani loves Al-Ahli, but Khalid loves Azzamalik. They are certainly **distinct.**

The meaning of **distinct** is:

1- Clearly different 2- Bad 3- About the same age 4- About the same size

Question 3 ((20 minutes))

1- Read then answer:

Mr. and Mrs. White want to buy a house. Yesterday, they saw a very beautiful one. The house can be seen through a very nice garden. It is very beautiful. Its white circle widows are amazing. Down are wonderful light blue doors. As you enter the house, you will see two bedrooms to the left of a sitting room, and a kitchen and bathroom to the right. In the sitting room, there is a very nice table and three chairs around it.

1- Choose the correct answer: **((2 M))**

The text is about:

1- Description of a garden. 2- Description of windows.

3- Description of rooms. 4- Description of a house.

2- Answer T / F : **((4 M))**

1- The widows are blue. ( )

2- The table and chairs are in the kitchen. ( )

2- Read and choose the correct answer: ((2 M))

Khalid is on a school trip with his friends. They are going to visit the Pyramids. But now, they are at Cairo Zoo. It is the middle of the day but you can not see the sun. The sky is not blue. It is dark. The streets are not wet yet, but it may rain at any time.

What is the weather like?

1- Sunny 2- Rainy 3- Cloudy 4- Snowy

Question 4 ((20 minutes)

1- Read then answer:

After he had bought a ticket, Kamal put his bags in a taxi and went to the airport. But a night before, he said "good bye" to his friends. Kamal traveled to America to work there and get money to help his family because he had heard of people getting rich there.

1- Answer T / F: **((2 M))**

1- Kamal traveled to America to help his friend there. ( )

2- Answer T / F: **((4 M))**

1- Kamal is in ((London – New York – Cairo – Paris)) now.

2- He traveled there by ((taxi – bus – plane – train)).

B- Arrange the following sentences to make a story: ((2 M))

--------- Next, she carried the bags into the kitchen.

___1___ Mother came home from shopping.

-------- Finally, she drank a cup of coffee while she was watching TV.

-------- Then, she started arranging the new bottles and cans.

-------- After that, she took out all empty cans and bottles from the fridge.

Appendix (3)

Referees' List

This list includes the names and titles of the referees who refereed the achievement test and the suggested programme where 1 refers to those who refereed the test and 2 refers to those who refereed the programme.

1- Test's referees **2- Programme's referees**

Name	Field	Institution	1	2
Professor Izzo Afana	Faculty of Education	IUG	√	√
Dr. Kamal Murtaja	Faculty of Arts	IUG		√
Dr Sanaa Abu Dakka	Faculty of Education	IUG		√
Mr. Mohammed Atiyah	Inst. at Dep. of English	Al-Aqsa Uni	√	√
Mr. Mohammed Abdulhadi	Inst. at Dep. of English	UCAS		√
Mr. Mohammd Al-Mazloum	Inst. at Dep. of English	UCAS	√	√
Mr. Mahmoud Shakfa	Inst. at Dep. of English	UCAS		√
Mr. Husni Soboh	Inst. at Dep. of English	UCAS		√
Mr. Awni Abu Swairih	Supervisor of English	UNRWA	√	√
Mr. Alaa Harb	Supervisor of English	UNRWA	√	√
Mrs. Sanaa Dawood	Supervisor of English	UNRWA	√	√
Mr. Kamal Abu Shamlah	Supervisor of English	MEHE	√	√
Mr. Hani Al-Kahlout	Teacher of English	UNRWA	√	
Mr. Iyad Abu Ghazalah	Teacher of English	UNRWA	√	
Mr. Ridwan Syam	Teacher of English	UNRWA	√	

IUG stands for the Islamic University of Gaza.
UCAS stands for University College of Applied Sciences.
UNRWA stands for United Nations Relief and Work Agency.

Appendix (4)

MI-based Analysis Card

TYPE OF INTELLIGENCE	Unit 1 L. 3&4	Unit 2 L. 3&4	Unit 3 L. 3&4	Unit 4 L. 3&4	Unit 5 L. 3&4	Unit 6 L. 3&4	Unit 7 L. 3&4	Unit 8 L. 3&4	Total
Linguistic is the ability to write, read, **s**peak, listen, spell words, learn new languages, use language to achieve some objectives, tell stories, remember information, play word games, master tongue twisters …etc									
Logical/mathematical is the ability to use numbers and reason well, explore relationships such as cause and effect, make connections, and use experiments to examine things, organize and classify things, sequence a series of things, infer hidden information, sole problems …etc.									
Visual/spatial is the ability to sense and enjoy art activities, maps, and pictures, visualize things, learn through movies, skillful at using colours**,** master things they see, complete jigsaw puzzles, draw pictures, transfer a written text into pictures …etc.									
Bodily/kinesthetic is the ability to use body language skillfully (such as hands, fingers, mouth, and facial expression), communicate with others, express ideas, feelings and emotions, process information, act out plays, do laboratory experiments…etc									

Musical is the ability to learn sounds, to sing, perform and compose music, and learn by connecting the target information with sounds and rhymes. They are also good at identifying rhymes, intonations, and pitches**.**									
Interpersonal is the ability to cooperate skillfully and effectively with others verbally and nonverbally, make friends quickly, understand others' feelings, intentions, interests, and motivations **…etc.**									
Intrapersonal is the ability to understand one's inner thoughts, feelings, desires, strengths and weaknesses, know how they are different from or similar to others, know how to act and behave in specific situations such as when they are happy, sad, and angry, write diaries, study alone … etc.									
Naturalist is the ability to recognize and classify living and nonliving things such as clouds, mountains, rivers, trees, animals and birds…etc.									

Appendix (5)

The Suggested Programme

A: Program Refereeing Checklist

Dear referee,

The researcher is conducting an MA thesis, entitled ***"The Effectiveness of Using a Program Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills"*** in which he is going to examine the effect of MI-based teaching on eight grade students' reading comprehension skills. The researcher has designed a program which includes three sections:

- A student's book which includes reading passages, adopted from *'English for Palestine'* and specific activities serving the intelligences and the target reading skills.
- A teacher's guide.
- A lesson-plan section.

Please, kindly read the attached description of what multiple intelligences (MI) is to help you give sound judgment. Then, I would highly appreciate your refereeing of the program through reading the following items and then ticking (√) the appropriate box.

Item	High	Average	Low
1- The general aim of the progaramme is specific.			
2- The behavioural objectives are measurable.			
3- The behavioural objectives are achievable.			
4- The activities are in connection with the behavioural objectives.			
5- The activities serve the intelligences clearly.			
6- The activities are within students' level.			
7- The activities meet the individual differences of students.			
8- The activities are applicable.			
9- The rubrics of the activities are clear.			
10- The time assigned is suitable.			
11- The program is well-organized			
12- The means of evaluation are sufficient.			

Any further comments are highly appreciated.

……

……

……

The Researcher/ Ziyad Haboush

B: The Programme

Section one
(Student's Book)

Lesson 1

Living with modern communications

Hello, and welcome to *Young World*, the news programme for teenagers. This week, we're looking at modern communications, TV and the internet and how our phones are changing our lives. But are all these things changing our lives in good ways or bad ways? Let's ask some people.

Anna Torres, the USA
'There's a lot of bad TV, but there's one really good thing: the weather forecast every day. We get hurricanes here in the south, and the hurricanes are getting worse. Luckily, the weather forecasters get lots of information from satellites these days. They can tell us the speed, size and direction of a new hurricane. Sometimes, they also tell us to leave home and escape. And believe me, we do!'

Enya Kiyonga, Uganda
'I'm a fisherman on Lake Victoria, and my mobile phone is making a big difference. It's expensive, but now I can call different markets from my boat. That way I can find the market that is offering the best prices and take my fish there. My mobile is giving my family a better life.'

Sameer and Hanan Qudsi, Palestine
'Satellite TV's great, and we get hundreds of channels. I love the sports programmes and Hanan loves the cartoons. In fact, we hate turning off the TV, and I know that's a problem. But now Mum and Dad are saying we can only watch serious programmes like wildlife documentaries. That's a problem, too!'

Lyn and Mark Lomax, Australia
'Mum and Dad want to stay in contact with us when we're not at home, so they've given us mobiles, and I think that's a good thing. The problem is that we're also calling and texting friends more and more. Mum and Dad are getting angry. They say we're always on the phone when they call, and we're using them for the wrong thing!'

1 a- Read the title of the text and tell what the text is about.
b- Look at the pictures and say what the text is about.
c- Read the text to check your answers to 1 a & b.

2 a- Which paragraph tells us how to protect ourselves?
b- Which paragraph says that mobile can make money and happy family?

3 a- Read the text to identify the types of modern communications mentioned.
b- Where are the children who talked about their Mums and Dads form?

4 a- Read paragraph one and draw its content.

5 a- Read paragraph 3 in order to talk about similar situation took place at your home.
b- Then, write two sentences about this situation.

6 a- Read paragraph 2 and put the following sentences in the correct order.
_____ But, forecasters tell us about them.
_____ When they tell us, we sometimes escape.
_____ We get lots of hurricanes here in USA.
_____ They get their information from satellite.

7 Read to give the meanings of the following.
a- In paragraph 5, 'texting' ……..
b- In paragraph 2, 'escape' ……..
c- In paragraph 3, 'serious' ……..

8 Discuss and suggest solution to the following problem: "There is a lot of bad TV programmes".

Lesson 2

Music is everywhere.

Music is at the heart of life. It makes us dance, it makes us sad, and it helps us show our love. It changes feelings, too. It can make us calm when we are angry. It can make us strong when we are afraid. It can even help us feel better when we are ill. Life without music would be very boring.

In every culture, there is traditional folk music – for example, songs that people used to sing as they worked. Later, new types of music grew out of it. In the west, for example, there is jazz and there is rock music.

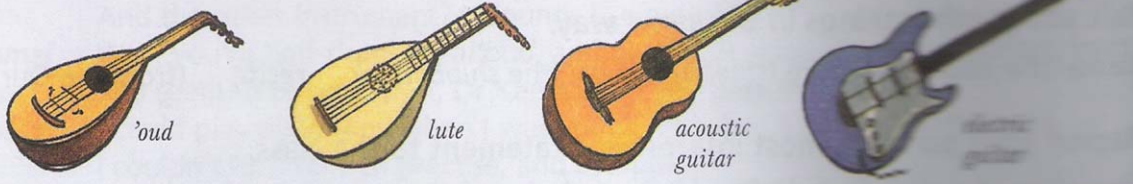
Arab classical music came from ancient Arabic poetry and the music of many cultures around the Middle East and North Africa. Singing was always at the heart of this music, and today it still is. Millions of people love great singers like Oum Kalthoum and Farid Al-Atrash, and you can hear their songs all over the Arab World today.

Farid Al-Atrash, the great player and singer of the 'oud

Arab music is much more than the singer and the song. There are also the musical instruments. Many come from ancient times. However, in the 8th, 9th and 10th centuries, Arab musicians improved them and also developed several new ones.

Perhaps the greatest is the *'oud* – often called 'the king of instruments'. It is very old, and people used to play a simple type of *'oud* 6,000 years ago. It reached its modern shape about 1,000 years ago, and it is still a very important instrument today.

Arab music came from many cultures and, later, Europeans got a lot from it – several musical instruments, for example. One of these was the *'oud*, which became the European lute. The *'oud* also developed into the guitar, which is now the world's favourite instrument.



1 a- Read the title of the text and look at the pictures and tell what the text is about.
b- Read the text in order to check your answers to Ex 1.

2 a- Read paragraphs 2 & 3 in order to list the name of singers.
b- Read paragraph 5 in order to list the manes of musical instruments.

3 Answer T/F, and correct the false ones.
a- Arabic poetry and the music of other cultures produced Arab classical music. ( )
b- Folk music and songs are only found in Palestine. ( )

4 a- Put the following words in order from the most ancient to the most modern.

Lute …….

Guitar …….

'Oud ……..

Arab music …….

5 a- Read paragraph 2 in order to act it out.

6 a- Read paragraph 1 and try to visualize it.

b- What do you think about this paragraph? Can music really do this, or Qur'an?

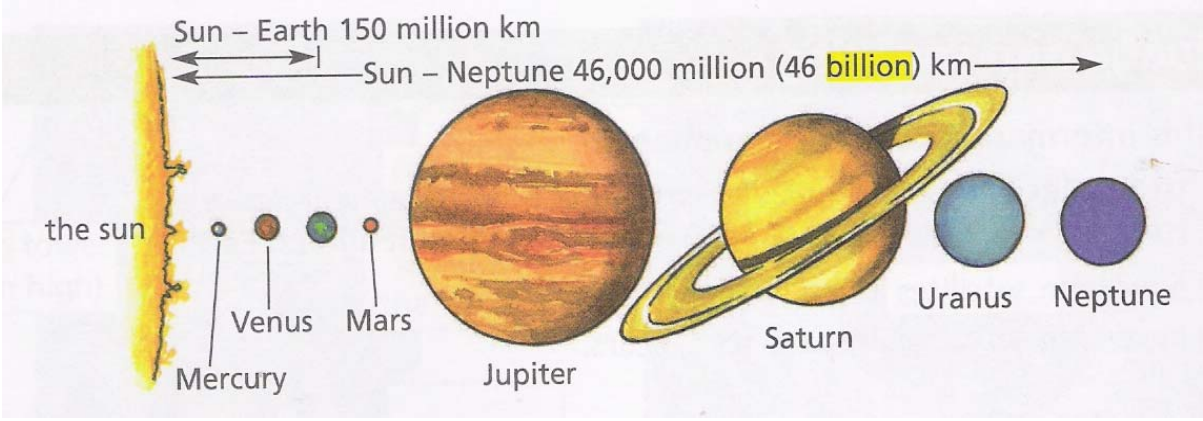
7 Read to give the meaning of the following:

a- A word that means (happy, sad, afraid, and boring) …….

b- A word that means (make things better than before) …….

8 a- Discuss and make a list of three Palestinian folk songs and other three Islamic songs.

Lesson 3

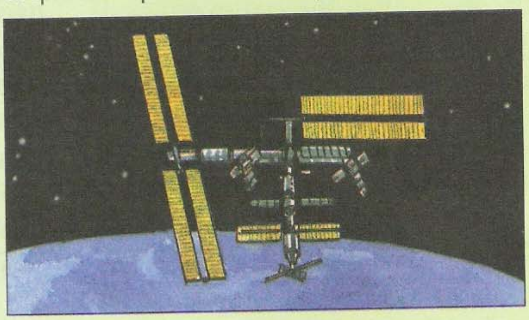


The solar system is our small part of the universe. We have the sun at its centre, and there are eight planets in orbit around it. The third one from the sun is very special. It is our only home, and we call it Earth.

Our journey into space began long ago. In 1957, the Soviet Union launched the first satellite into orbit. This was Sputnik 1. Four years later, the first spacecraft with a human followed. This was the Soviet astronaut, Yuri Gagarin.

Scientists then started using satellites in new communications systems. In 1960, an American satellite sent back the first weather pictures. In 1962, another started sending TV pictures around our planet. These were the first of thousands of satellites like Arab Sat 1 that the world now uses.

The Soviet Union and the USA began racing deeper into space. In 1969, Apollo 11 carried the Americans Neil Armstrong and Edwin Aldrin to their famous walk on the moon. Since then, spacecraft have sent back pictures and information from all over the solar system – even far-away Neptune.



More recently, the world has learned to work together and share the huge costs of space exploration. There have already been several small Soviet and American space stations. Now, sixteen countries are together building a huge new international space station (ISS).

We have already done a lot in space, but this is only the start. ISS will soon become a wonderful place for scientists to study Earth and to launch missions farther into space. Scientists are also planning for people to live on the moon and on Mars. Many say that it is possible to get valuable metals and other minerals from the moon. Others believe that humans can slowly produce an atmosphere like Earth's on Mars. From this, oceans and forests may develop. And so we humans might in the future have a second home far from Earth.

Length: 108m
Width: 88m
Orbit: 400km above Earth
Speed: 28,000kph
Astronauts: as many as 7

1 **Look at the diagram and answer the following questions.**

a- What is the text about?

b- Read paragraphs 1 and 2 and decide which one talks about the diagram?

2 **Read paragraphs 3 and 4 and say which one talks about walking on the moon?**

3 **a- In which paragraph you can find this sentence** 'The world has learned to work together'?

b- They learned to work together because:
1- It is dangerous to travel to space, so they need some help.
2- They want to share the high cost of space exploration.
3- They need help to find more minerals.

4 **Read paragraphs 5 and 6 to answer the following:**
a- How many times ISS is mentioned?
b- What does ISS stand for?
3- What is the possible second home for humans?

5 **Think of what does a house on Mars look like?**

6 **A- Then meaning of 'universe' is:**
a- solar system.
b- All space, including all the stars and planets.
c- Mars.

B- The meaning of 'launch' is:
a- Send a rocket or a weapon into sky or spacecraft into space.
b- Explore space.
c- Live in space.

7 **A- Read and choose the correct answer.**
1- The first satellite launched into space was in (1960 – 1969 – 1957)
2- The first TV picture sent to Earth was by (TV – spacecraft – satellite)

B- Read and Mark the sentences T/F
1- Apollo 11 was an American spacecraft. ( )
2- Sputnik 1 was a Soviet satellite. ( )

8 **Put the following sentences in the correct order.**
_____ Then, the race between USA and the Soviet became deeper.
__**1**__ Soviet Union launched the first satellite.
_____ But, the first satellite TV pictures were American.
_____ They want to make another home for humans.
_____ Now, Many countries are working together exploring space.

Lesson 4

TEEN TIMES 15th November

The healthy living quiz

by Julie Good

Do you live a healthy life? Why not do the quiz and find out? Read the questions and tick (✔) the best answers.

1 You have been putting on some weight recently, and you want to lose two or three kilos. Should you:

a start missing complete meals? ☐

b stop eating carbohydrates? (These are things like bread, rice and potatoes, and your body makes sugar from them.) ☐

c start doing more exercise? ☐

2 You have been studying late for a big test and drinking coffee to stop yourself from going to sleep. You have then been lying in bed at night worrying about the test. Should you:

a do lots of exercise before you go to bed and make yourself tired? ☐

b forget about sleep, and get up and study again (and then sleep all weekend)? ☐

c stop drinking coffee in the evening, finish work earlier and start something quiet like reading before you go to bed? ☐

Answers

1a This is bad for your body, so you mustn't do it.

1b Some people say that you don't have to eat carbohydrates: your body can just use your body fat instead, and then you lose weight fast. But this is an unhealthy diet and can be dangerous. You shouldn't diet like this.

1c This is the natural way to cut those kilos. What about walking for an hour every day, or why not go running? You could also start playing football or volleyball.

2a Regular exercise every day can help you sleep. However, exercise just before bed won't help.

2b Forget about this very bad idea! When your brain is tired, you can't learn anything. Instead, you have to develop a regular time to sleep, and you must keep to this at the weekend, too.

2c Coffee contains caffeine, and this wakes you up, so yes, stop drinking the coffee. And yes, doing something quiet gets your brain ready to sleep.

1 **Look at the pictures and answer the following questions.**

a- Does the girl look alright?

b- What's her problem?

c- How about the boy?

2 **A- Read paragraphs 1 and 2 and identify the types of food mentioned.**

B- There are two types of sports mentioned in the text. Find them.

3 **Read and make the sentences T/F and correct the false.**

a- Exercises just before bed make people sleep. ( )

b- Caffeine makes you up. ( )

4 **Read and choose the correct answer.**

a- 'Putting on' means (decreasing – increasing – losing)

b- 'Cut' means (increase – lose – sleep)

5 **Match 'A' with 'B'**

(A)	**(B)**
1- Exercises	_____ makes you sleep
2- Caffeine	_____ turn some food into sugar.
3- Carbohydrates	_____ make you lose weight.
4- Doing something quiet	_____ wakes you up.

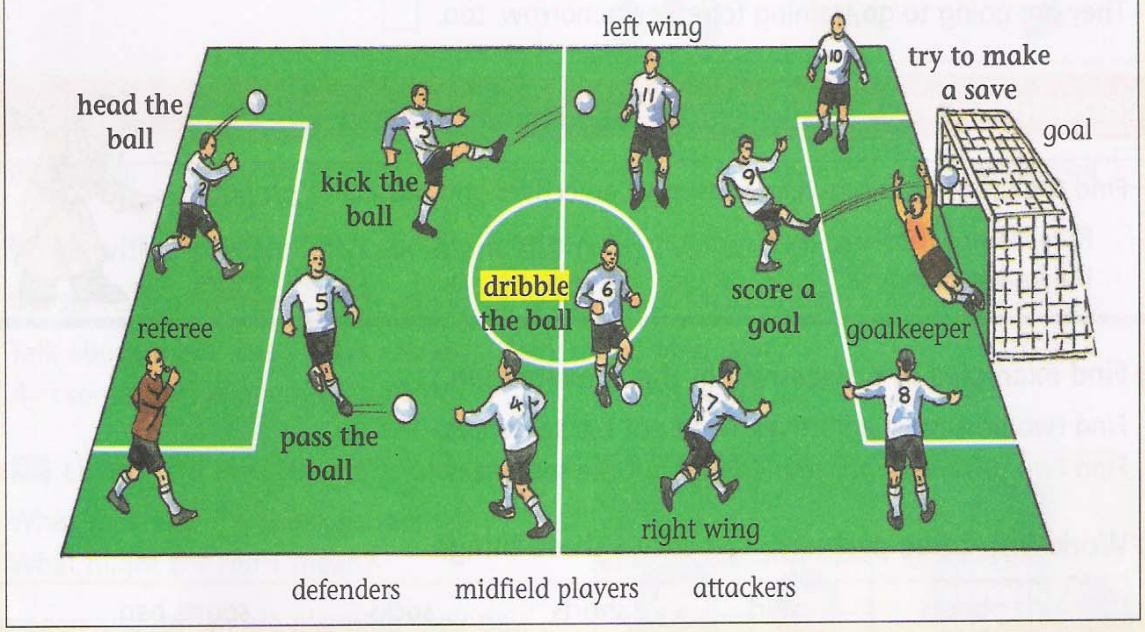
6 **Read to find out the following sentences.**

- You shouldn't diet like this.
- Develop a regular time to sleep.

7 **It is almost midnight and you have a big test tomorrow at 11 o'clock. The problem is that you haven't finished studying yet.**

Lesson 5

'The beautiful game'



People have been playing different sorts of football since ancient times. However, the modern game only started in 1863 in Britain. That was when the players decided the rules and wrote the rule book that we still use today.

Since then, football has become the most popular sport in the world. More people play it and watch it than any other game. You can be sure that right now somebody somewhere is scoring or saving a goal!

Football teams everywhere compete with each other in local or national leagues. Through the football season, each team plays every other and tries to beat all of them and become league champion. Then there are big international matches between clubs and also between countries. Finally, there is the World Cup. Like the Olympic Games, this happens every four years, and it is the greatest competition of all in football. Every player dreams of playing for his country and scoring the winning goal in the World Cup Final!

Some clubs are professional, and their players often become rich and famous. Clubs like these often have millions of fans, and a lot of these fans follow their teams to matches everywhere – even around the world. Most clubs are amateur though. They do not have many fans, and their team members play just because they love the game.

Amateur clubs usually have teams that young people can join, and everybody gets help and training. You do not have to be very good to play, but the coaches soon discover somebody who is. With their help and advice, that person is already on the way and will perhaps – just perhaps – become tomorrow's big international star.

1 **Look at the picture and talk about the players.**

2 **A- Read and choose the main idea of paragraph 2.**

a- Basketball is the most popular game.
b- Zidane is the most popular player.
c- Football is the most popular game.

B- Read and choose the main idea of paragraph 5.

a- How to score a goal.
b- How to be a football star.
c- How teams compete with each others to be the champion

3 **Read and complete**.

a- Modern football started in ……
b- Olympic games happen every …… years.
c- With the help of a …….. an amateur player becomes a professional one.

4 **Answer the following questions.**

a- Which paragraph talks about the difference between professional and amateur clubs?
b- Which team would you like to play for?
c- Which paragraph talks about how teams compete one another?

5 **Read and choose the correct answer.**

The meaning of 'coach' is:
a- A person who saves the goal.
b- A person who trains the players.
c- A person who controls the game.

6 Mach the following sentences with the paragraphs. Put numbers.

_____ Football can be played locally and nationally.
_____ Football is a very ancient game.
_____ Types of football clubs are amateur and professional.
_____ Football is the most popular game.
_____ A player starts as an amateur player then he becomes an international star.

Lesson 6

TEEN TIMES 15th November

The meaning of money

Every day, people buy things with coins and banknotes – money. But what is money?

People have always needed to trade with each other, and barter is the oldest way. For example, two farmers might exchange thirty sheep for ten cows.

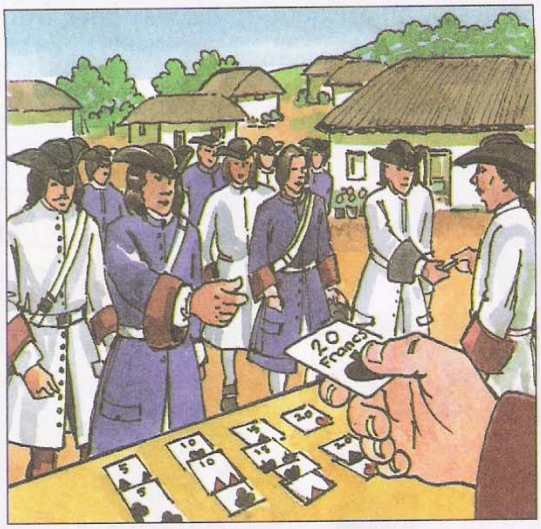
Bartering

But one farmer might have nothing that the other wants. Then they need something that they can use instead of sheep or cows. They need money. And in Mesopotamia (modern Iraq), people were already using money – pieces of silver – by 2500 BC.

By 1600 BC the Greeks were making coins. And by 100 AD, the Romans were producing eight different sorts of coin – from valuable gold coins down to less valuable copper ones.

However, we do not have to make money from a valuable metal like gold. Money can be anything with a value that everybody accepts. Then they can all use it to pay for things.

A true story shows this clearly. In 1685, the king of France did not send any money to pay his army in Canada. While the men were waiting for their pay, they ran out of money. When this happened, the local shops closed their doors. Soon the men were getting hungry – and angry. While this was going on, their commander suddenly had an idea. Many of the men had playing cards, and the commander told the officers under him to collect the cards and cut them into pieces. They then wrote money values on them and gave them to everybody as their pay.



The army accepted them and the shops did too, so the men could buy food and eat again. Everybody was happy because the cards were like a promise. People knew they could exchange them for 'real money' when the king's ships arrived.

Think about it. Those cards were just like the paper banknotes that we use today! They're the same thing. And today, the 'real money' is the gold that every country's national bank keeps. This is its promise that its banknotes have real value.

1 **A- Look at the pictures and read the title to guess what the text will be about.**

B- Look at the first picture and read the word written on it. Try to guess what it means.

2 **Read and answer.**

A- What types of metals are mentioned in the text?

b- In which year were the first silver coins used?

c- What is the relation between these metals and money?

3 **A- Read and mark the sentences T/ F**

a- In paragraph 3, Romans were producing six different sorts of coins. ( )

b- In paragraph 4, money can be anything with a value. ( )

c- The first people used silver coins were Greek. ( )

B- The word 'run out' means:

a- Walk very fast.

b- Use all of something and not have any more left.

c- Make lots of money

4 **Which Paragraphs talk about using playing card as money?**

5 **Read paragraph 5 and then put the following sentences in the correct order.**

_____ The commander had an idea.

_____ So, the money of the men run out.

_____ The men and the shop accepted the idea.

_____ One day, a king did not send money to his men quickly.

_____ It was to use playing cards as money.

6 **If you were in the French army, what would you do?**

Appendix (5)

Section Two
(Teacher's Book)

Lesson 1
Living with modern communications

Objectives:
At the end of this lesson, Ss are expected to:

1) Extract the main idea of a text through pictures and title reading.
2) Read a text to get specific answers to identify types of modern communications and names of countries..
3) Read contextual and pictorial clues to guess meaning of words.
4) Read to put sentences in the correct order.
5) Read a text to answer inferential questions.

Sources: S.B – BB – pictures – mobile – carton-made boat – colouring pencils – miming.

Warming up: T. starts the lesson with a riddle. "I speak but I can not hear. I am colorful. I am made of plastic and glass." ***Answer: TV.***

Activity1:
Books closed. T. informs Ss about the title of the text as he writes it on the board. Ss are requested to guess what the main idea is. Then Ss open their books and look at the pictures, and in groups, relating them to the title in order to guess what the main idea is. After that and on the board, T. writes down the main ideas suggested by Ss.
Possible Answers: importance of modern communications, the best use of modern communications…etc.
Or, T. may write the main idea of each paragraph separately.

Then silently, Ss read the text to choose the most appropriate main idea from the suggested list. Next, they read the text quickly to check their answers.

Activity 2:
Individually, Ss read to answer the following question. *Which paragraph tells us about how to save and protect ourselves?* ***Answer: 2***
Individually, Ss read to identify which paragraph says that mobile can make money and happy family. ***Answer: 4***
Then, T. divides the class into two groups. The first reads paragraph 2, and the second reads paragraph 4 in order to act them out in front of the class by nominated Ss. Then Ss vote for the best actor. For acting out paragraph 4, Ss use the carton-made boat.

Activity 3:
Ss, quickly, read the text to identify the types of modern communications mentioned in it. Then, Ss either choose to draw or act out these types. ***Answer: TV, internet, phones, mobile and Satellite.***
After that, Ss are requested to talk about the mobile model they like best.
Different answers are acceptable

Activity 4:
T. asks Ss to read paragraph 1, individually, to draw it reflecting its content using the colouring pencils. Then he collects sample pictures and hangs them on the board so as each S. talks about his picture. Then, Ss vote for the best they like.
Different answers are possible

Activity 5:
Ss are requested to read paragraph 3, individually, then they close their eyes to visualize similar situations that took place at their homes. Then, they talk about this situation. T. gives key words, such as *cartoons, sports, angry and important,* so that Ss use them to write two sentences about this situation.
Different answers are possible

Activity 6:
T. divides the class into two groups, and provides them with scrambled sentences about paragraph 2. The group sequences the sentences first wins and is granted a prize. T. goes around offering help as necessary. ***Answers: 2, 3, 1, 4***

Ss have the freedom to move within a range that does not create noise and mess.
Then, Ss read out their answers, as T. checks the answers, and after that they write them in their notebooks.

Activity 7:
T. shows Ss two pictures of two people: one is calling using a mobile; and the other is writing an SMS. Ss look in order to guess and choose the meaning of *"texting"*.
Another possible is that T. acts out as if he is sending an SMS. ***Answer: c***
Then several pairs of Ss can act out this situation

Ss read the following sentences to guess the meaning of *"escape"*.
When a building is on fire, people must escape.
When you see a hungry lion, you must escape.
As he reads the sentences, the teacher makes gestures.

T. reads paragraph 3 using gestures and body language. Taking advantage of these gestures, Ss need to guess the meaning of *"serious"*.

Activity 8:
Being told about the problem of bad TVs, Ss work together to suggest solutions. Then, Ss read out their answers. T. writes several example answers on the board.
T. may give key word such as: government, police, Haram, destroy people and Jews.

Lesson 2
Music is every where

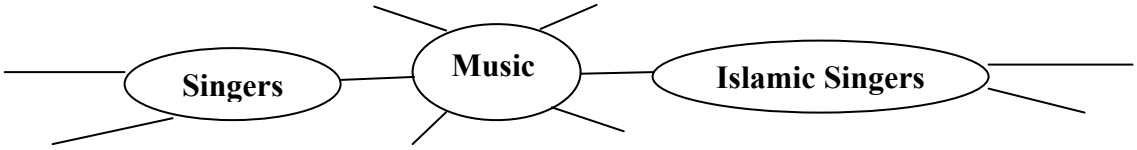
Objectives:
At the end of the lesson, Ss are expected to:

1) Read a text about music to extract the main idea of the text.
2) Read a text about music to find out names of singers and musical instruments.
3) Read a text about music to sequence types of musical instruments from the most ancient to the most modern. .
4) Guess the meaning of words using contextual clues.
5) Read a text about music to answer referential questions.

Resources: SB – BB – colouring pencils – video tape about folk songs – miming and dramatization.

Warming up: Teacher asks Ss to list names of songs. Then, he gets a student to sing a song with a group of Ss participating as a chorus. T. plays the video and prompts Ss to talk about it.

Activity 1:
Books closed. T. informs Ss about the title of the text and writes the word 'music', as shown in the diagram, on the board. Then he asks: What do you expect to find in the text?



Books open. Ss are asked to read the text quickly and silently to check their answers to the previous task. Before they say out their answers, they discuss them with each other.

Activity 2:
Ss are requested to read paragraph 3 silently to name two singers. Then they speak about their favourite, not necessarily from the text.
Ansers: Farid Al-Atrash and Umm Kulthoum

To create constructive values, T. refers Ss to talk about Islamic songs and singers.
After that, Ss read paragraph 5, individually, to identify the mentioned musical instrument and act it out; or they may be asked to sing Islamic songs and read Qura'n.
Answer: 'oud.

Activity 3:
T. divides the class into groups of four. Then Ss read paragraph 3 to answer the following question.
'Arabic poetry and the music of other cultures produced Arab classical music.' T / F
Answer: T

Then, Ss read paragraph 1&2 and discuss among each other the answer to the following question.
'What was the type of songs that Palestinians used to sing when they harvested Oranges and olives? Ss are referred to the video tape they watched at the beginning of the class.

Activity 4:
Individually, Ss read paragraph 6 to put these words in the correct order from the most ancient to the most modern. (lute – guitar – 'oud – Arabic music)
Answer: Arabic music, 'oud, lute, guitar
Ss discuss their answers.

Activity 5:
T. divides the class into groups of four. Each group reads paragraph 2 in order to act it out. It is about folk songs and music. A S. plays the role of a framer harvesting Wheat and singing a folk song he likes. Other Ss do similar situations.

Activity 6:
Individually, Ss read paragraph 1. Then they relax closing their eyes to visualize the information latent in it, e.g. on the beach listening to songs, being sick listening to Qura'n Later they are asked to talk about personal experiences related to Qura'an.
After that, Ss are asked to write one sentence each.
T. checks Ss answers.

Activity 7:
Students work together to answer the following question.
* In paragraph 1, what is the word that includes (happy, sad, afraid and boring)?
T. makes facial expression to make the meaning closer to Ss.
Answewr: feelings
* Having answered it, Ss are asked to draw a picture or pictures reflecting the meaning of the word.

Individually, Ss read paragraph 4 to choose the meaning of 'improve'.
T. tells Ss: when your computer is old you need to……. it.
Or, T. shows several Exam papers for the same S. with different marks showing that he is improving.
* Having answered it, Ss are asked to act out the meaning of the word. For example,

Activity 8:
T. prompts Ss to make a list of folk Palestinian songs and a list of Islamic songs. Then, they talk about which type they prefer.

Lesson 3
The Story of Humans in Space

Objectives:
At the end of the lesson, Ss are expected to:

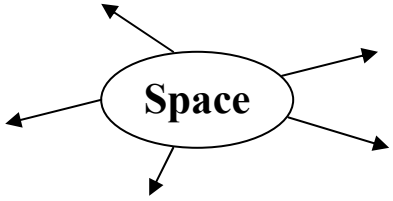
1) Read a text about space to extract the main idea.
2) Read a text about space to identify names and abbreviations.
3) Read a text about space to put sentences in the correct order.
4) Guess the meaning of word using contextual clues.
5) Read a text about space to answer referential questions.

Sources: SB – BB – pictures – carton-made space suit – video about space.

Warming up: T. asks: Have you ever travelled to Egypt? How?
How do people travel to France/America? How about space?

Activity 1:

Books open. Ss look at the diagram to guess what the text will be about. T. informs Ss that they are going to talk about space; then he draws the following diagram to elicit information.



T. may give guiding questions such as:
1- How do people travel to space? 2- What do scientists wear when they travel there?
3- Where do the pictures on your TV come from? 4- Who was the first to travel to space, America or Russia?

Books open. Ss again look at the diagram, read paragraphs 1 and 2, and then choose the paragraph that matches the diagram.
Answer: paragraph 1

T. plays the video, in Arabic, so as Ss get more familiar with the topic.

Activity 2:

T. uses the carton-made suit to act out as if he is landing and walking on the moon. Then brilliant Ss do the same; other chances are given to other Ss.

Now, Ss read paragraphs 3 and 4 to identify which one the T and Ss have acted out.
Answer: paragraph 4

Activity 3:

T. writes the following sentence, from paragraph 5, *"The world has learned to work together"* on cards and puts these cards on the floor. The T. reads the sentence word by word as he steps on each card.
Now, several Ss do the same. Then, individually, Ss read paragraphs 4, 5 and 6 to

identify the sentence they've worked on.

Activity 4:

T. divides the class into groups of four where each group has a leader. Then, each group is requested to read paragraphs 5 and 6 and discuss the answers to the following:
a- How many times "ISS" is mentioned? b- What does "ISS" stand for?
c- What is the possible second home for humans?
For c, Ss assign the answer on the diagram.
Answers: a- 2 times b- International Space Station 3- Mars
As Ss work on the task, T goes around offering help.

Activity 5:

T. writes the answer of 4c on the board "Mars is the possible second home for humans". Then he gets several students to read it.
Next, Ss choose either to close their eyes to visualize that possible home, or draw pictures reflecting it.
Finishing visualizing, Ss discuss and share information. T. refers Ss to SB p. 22 to help them dream of a home on Mars.

Activity 6:

Ss read the first sentence of paragraph 1 to guess the meaning of "***universe***". T. may give clues to help, such as drawings circles within each other telling Ss that each circle represents a planet.
Answer: b

Ss read paragraph 2 to guess the meaning of "***launched***" and then act it out.
Answer: a

Activity 7:

Ss, individually, read to choose the correct answer then discuss their answers in groups.
"The first satellite launched into space was in (1960 – 1969 – 1957)".
"The first TV picture sent to Earth was by (TV – spacecraft – satellite).
Answers: 1957, satellite

Ss, individually, read to answer the following T/F, then discuss their answers in groups.
Apollo 11 was an American spacecraft. ( )
Sputnik 1 was a Soviet satellite. ( )
Answers: T, T

T. checks Ss' answers to verify or correct where necessary.

Activity 8:

Through their understanding, Ss, in groups, are requested to put the provided sentences in the correct order.
Answers: 3, 1, 2, 5, 4

T. goes around offering help as necessary. Then, they read out the correct answer.

Lesson 4
The healthy living quiz

Objectives:
At the end of the lesson, Ss are expected to:

1) Read a text about healthy living to extract the main idea.
2) Read a text about healthy living to get the types of food and sports mentioned in the text.
3) Read a text about healthy living to answer true-false questions.
4) Guess the meaning of word using contextual clues.
5) Read a text about healthy living to classify types of as carbohydrates.

Sources: SB – BB – cards – weighing scales – miming – food (bread – rice – corn – potato – pepper.

Warming up: On the board, T. writes 'You have an exam tomorrow'. Then asks: 'What will you do?' T. elicits different answers and writes them down on the board.
Different answers are possible.

Activity 1:
T. asks Ss to look at the pictures in order to answer the following questions: 'Does the girl look alright?' 'What is her problem?' 'How about the boy?'
T. gives guiding information such as look at girl's hands and mouth, and look at the boy's eyes.
Answer: No, she does not. She is getting fat. No, he does not. He is so tired. He should sleep.

Ss read paragraph 1 in order to act it out.

Activity 2:
T. shows Ss different types of food (such as bread, rice, corn, potato, pepper, and onion); then Ss are requested to read paragraphs 1 and 2 to identify which of the food has been mentioned. T. verifies or correct as necessary.
Answers: (bread, rice and potato)
Ss read out their answers then use them in sentences.

T. gets a S. to act out as if he is playing football, basketball and then volleyball. T. asks Ss: 'What is he playing?' each time he acts out a sport. T. writes the answers on the boards so as Ss look carefully at what has been written. Then the T. cleans the board so as Ss find out these two words.
Answer: football and volleyball in paragraph 3.
Ss use these sports in different situations either written sentences or oral ones.

Activity 3:
Ss read paragraph 4 and discuss, in groups, the answers to the following:
Before Ss answer, T. get a S. and let him do some tiring exercises until he sweats and his blood becomes hot. Then, T. asks; 'Can you sleep now?' This situation can be used as a clue.
Answers: a- F b- T

Activity 4:

Ss are requested to guess the meaning of 'putting on' using contextual clues. Before Ss say out the meaning, the T. or a S. delivers the meaning in a non-verbal action so as the rest of the class say out the meaning.

Answer: increasing

Activity 5:

T. writes some food items on the board (such as bread, egg, rice, corn, spaghetti); then Ss are asked to identify which of them is a carbohydrate.

Answers: bread, rice, corn, spaghetti

Activity 6:

In groups, Ss read and discuss among each other match the given parts of sentences.

Answers: 4, 3, 1, 2

Having done this, Ss say out their answers and then write them down on a poster to hang it on the wall.

T. offers a prize for the one who finishes first. And he also checks Ss' answers and correct as necessary.

T. writes: 'You should not diet like this' on the board. Ss are asked to read it carefully. Then several Ss read it out. After T. cleans the board, Ss have to write the sentence from memory. **((Visual and linguistic))**.

Then they find it out in the text T. checks and corrects as necessary.

Activity 7:

Ss are asked: 'if you were the boy who is in the picture, what would you do?'

Answers: different answers are possible.

T. give guiding key words such as, early – arrange/organize – waste time – much TV/playing.

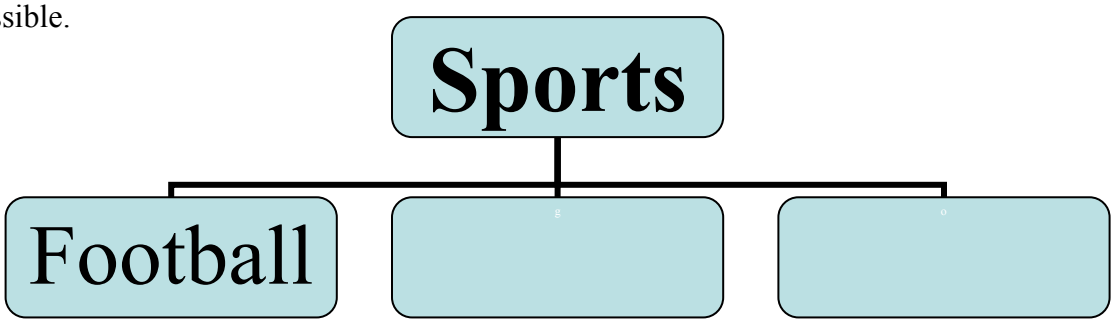
Lesson 5
The beautiful game

Objectives:
At the end of the lesson, Ss are expected to:

1) Read a text about football to extract the main idea.
2) Read a text about football to identify dates and numbers mentioned in the text.
3) Read a text about football to match a chart with the suitable paragraph.
4) Guess the meaning of words using contextual clues.
5) Read a text about football to put sentences in a logical order reflecting understanding of the text.

Sources: SB – BB – cards – a football league chart – jerseys of different clubs- photos of famous players.

Warming up: T. draws the following chart; and Ss are asked to fill as many as possible.



T. extends the chart if needed.

Activity 1:
Books open. T discusses the picture and the positions of the players in the field. T. offers guiding questions such as: what is the position of player number 7? What is the position of player number 1? And so on so forth. T. makes a list of some football actions on the board. Then, Ss need to write the sentences they make. T. checks Ss' answers to verify or correct as necessary.
possible answers: number 7 is a right wing. Number 1 is a goalkeeper.

T. gets a S. to say out the actions written on the board one by one. As the S. reads, the teacher acts out the action. Then several pairs of Ss act out in front of the class.

T. prompts Ss to talk about which jersey number they like to wear when playing soccer and why.

Activity 2:
Individually, Ss read paragraph 2 to identify its main idea.
Answer: c

Similarly, Ss work on paragraph 5
Answer: b

Then, Ss act out the information latent in the paragraph 5. For example, a S. shows that

he is an amateur player playing for a local team like 'Alryadi' then he wears Real Madrid's jersey to show that he has become a professional player having lots of money. T. observes and helps as necessary.

Activity 3:

Individually, Ss read to complete the following sentences.

a- Modern football started in ……..

b- Olympic games happen every …….. years.

c- With the help of a …….. an amateur player becomes a professional one.

Answers: a- 1863 b- four c- coach

Activity 4:

T. shows the jerseys of clubs and the photos of some players. In groups, Ss need to say which player plays for which team. T. may give an example such as: 'Messi plays for Real Madrid'.

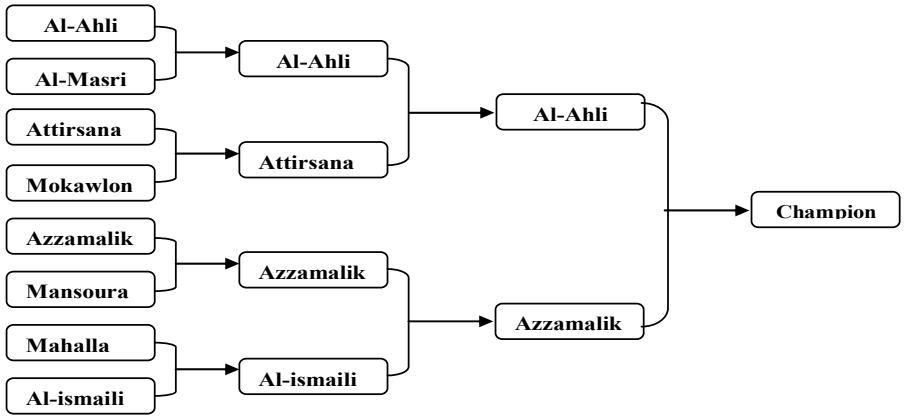
Then, T. classifies the pictures and the jerseys into tow groups: professional and amateur clubs. He also tells Ss the difference between an amateur club and a professional club. Now, Ss need to find out which paragraph talks about this 3 or 4.

Answer: 4

Ss are requested to cloze their eyes visualizing that they are playing for an international team, scoring beautiful goals and having lots of money. Then they say/write what they have visualized.

Possible answers: I like playing for Barcelona/Alahli/ Manchester.
Last week, I scored a very nice goal.
I have millions of dollars in the bank.

T. shows Ss the following chart to elicit what it is about.



Answer: This is a chart of a football league.

T. explains that the teams played against one another. Then Ss need to finish the following sentences.

a- Almasri played against ……

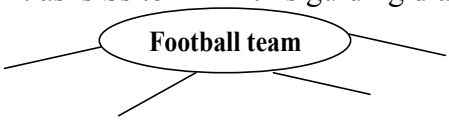
b- Almahalla played against ……

c- …….. played against Almokawlon.

Answers: a- Alahli b- Alismaili c- Attirsana

After telling Ss that a local team can play in international competitions, Ss (in groups) need to read to find out the paragraph that reflects the idea of this chart and what the teacher has said.
Answer: Paragraph 3.

Activity 5:
T. asks Ss to fill in this guiding diagram with words, actions, persons related.



Then, in groups, Ss read paragraph 5 to choose the meaning of the given word.
Answer: b

After that, Ss use the target word in different sentences. Such as: Hassan Shihata is the coach of Egypt team.
T. checks Ss' answers to verify or correct.

Activity 6:
In groups, Ss discuss to rearrange the sentences according to their understanding of the texts.
Answer: 3, 1, 4, 2, 5
Then, Ss read out their answers before they write them in their notebooks.

Lesson 6
The meaning of money

Objectives:
At the end of the lesson, Ss are expected to:

1) Read a text about money to extract the main idea.
2) Read a text about money to identify types of metals and dates mentioned in the text.
3) Read a text about money to answers T/F questions.
4) Guess the meaning of words using contextual clues.
5) Read a text about money to put sentences in a logical order reflecting understanding of the text.

Sources: SB – BB - cow and sheep toys – pictures – dramatization – money – playing cards.

Warming up: T. with a good Ss role-play a sketch of a salesperson and a customer.
T: May I have a bottle of coke, please?
S: Yes. Here you are.
T. Thanks. Here is ten Shakels.
S. Thanks sir. Here is the change. Different Ss do the same.

Activity 1:
Books open. T. writes the title on the board. Ss read the title loudly and look at the pictures provided in their books and the picture in SB p. 36 to compare and extract the main idea.
T. may give guiding questions such as: which picture is modern and which is an ancient one? What are the people in the pictures doing? ***Answer: Importance of money***

Ss look at the first picture and read out the word 'bartering' written on the picture. T. asks: 'what does it mean?'
Before Ss answer, T. gets a good Ss to act out a short sketch (role play), using the cow and sheep toys, in which the teacher is a customer and the S. is a salesperson. The teacher wants to buy three sheep but he does not have money; rather, he has a cow. So he offers the salesperson the cow in order to get the sheep. T. elicits from the Ss what this is, when such a thing happened, and whether this thing happens nowadays.
Answer: bartering, but a possible answer is exchanging goods for goods

Then, several pairs of Ss do the same or manipulate the situation.

Activity 2:
In the beginning, T. directs Ss' attentions to the first type of money used by Muslims as they study this in History. T. elicits answers such as (silver, gold,…)
Individually, Ss read paragraphs 1, 2 and 3 to list the types of metals mentioned in them. ***Answer: gold, silver and copper.***

Then, Ss read to find an answer to question b. T helps as necessary. ***Answer: 2500 BC***
Having answered 3.1, Ss work together to make connection between these metals and money.

Ss need to express their ideas in writing.
Possible answers: Money can be made of gold. Banknotes are money made of paper. Gold is very expensive. It is Halal for men to wear silver rings but not gold.

Activity 3:
In groups, Ss read and discuss in order to answer these T/F questions. T. goes around offering help, guiding Ss where to read.
Answers: a- F/eight b- T c- F/Iraqi

Ss read paragraph 5 to guess the meaning of 'run out of'.
Answer: b
In case they do not know, T. acts out as if he is trying to buy many things and his money is not enough. Knowing the meaning, Ss put the word in sentences. Finishing writing the sentences, a variety of Ss read out their sentences. Then, Two Ss act out as a customer and a salesperson.
Answer: different answers are possible.

Activity 4:
T. gets the playing cards and writes money values on them and start acting out with a brilliant S. as if he is buying some goods with these cards. T. explains why he used these cards. After this sketch, Ss read to find out the paragraph that has been acted out.
Answer: paragraphs 5 and 6.
Ss are given the chance to act out.

Activity 5:
Individually, Ss put the sentences in the correct order. T. directs Ss where to find their answer.
Answer: 4, 2, 1, 5, 3
T. makes groups of five Ss so as each S. reads a sentence.
Then, T. with four Ss act out/mime this story very briefly taking the roles of a king, a commander and thee men.

Activity 6:
T. tells Ss that if you were in the French army, what would you do? Ss work together to answer this question. T. helps as necessary.
Different answers are possible.

Appendix (5)

Section Three
(Lesson Plan)

Lesson 1
Title: Living with modern communications

Objectives:
At the end of this lesson, Ss are expected to:

1) Extract the main idea of a text through pictures and title reading.
2) Read a text to get specific answers to identify types of modern communications and names of countries..
3) Read contextual and pictorial clues to guess meaning of words.
4) Read to put sentences in the correct order.
5) Read a text to answer inferential questions.

Sources: S.B – BB – pictures – mobile – carton-made boat – colouring pencils - miming

Warming up: A riddle. I speak but I can not hear. I am colorful. I am made of plastic and glass.

Activity1:

1.1__ Books closed. T. informs Ss about the title of the text as he writes it on the board. Ss are requested to guess what the main idea is. **((Linguistic, logical, and intrapersonal intelligences)).**

1.2__ Books open. Ss look at the pictures, and in groups, relating them to the title in order to guess what the main idea is. **((visual, logical, and interpersonal intelligences)).**

On the board, T. writes down the main ideas suggested by Ss. ***Answers: importance of modern communications, the best use of modern communications…etc.*** Or, T. may write the main idea of each paragraph separately.

1.3__ Silently, Ss read the text to choose the most appropriate main idea from the suggested list. **((Linguistic and intrapersonal intelligence)).**

Activity 2:

2.1__ Individually, Ss read to answer the following question. *Which paragraph tells us about how to save and protect ourselves?* **((linguistic and logical intelligences))**
Answer: 2

2.2__ Individually, Ss read to identify which paragraph says that mobile can make money and happy family. **((linguistic and logical intelligences))** ***Answer: 4***

2.3__ T. divides class into two groups. The first reads paragraph 2, and the second reads paragraph 4 in order to act them out in front of the class by nominated Ss. Then Ss vote for the best.

((linguistic, interpersonal, and bodily intelligences)).

Activity 3:

3.1__ Ss, quickly, read the text to identify the types of modern communications mentioned in it. Then, Ss either choose to draw or act out these types. **((linguistic, bodily and visual intelligences)).** ***Answer: TV, internet, phones, mobile and Satellite.***

After that, Ss are requested to talk about the mobile model they like best. **((intrapersonal intelligence))** ***Different answers are acceptable.***

3.2__ In groups, Ss read to identify where the boys and girls who talked about their parents are form. ((linguistic and interpersonal intelligences)) ***Answer: Palestine and Australia.***

Activity 4:

4.1__ Individually, Ss are requested to draw pictures related to paragraph 1 reflecting its content. **((visual and intrapersonal intelligences)).**

4.2__ T. collects sample pictures hanging them on the board so as each S. talks about his picture. Then, Ss vote for the best they like. **((logical and intrapersonal intelligences))**

Different answers are possible

Activity 5:

Individually, Ss read paragraph 3, then they close their eyes to visualize similar situations that took place at their homes. Then, they talk about this situation. T. gives key words, such as *cartoons, sports, angry and important,* so that Ss use them to write two sentences about this situation. **((visual, linguistic and intrapersonal intelligences)).** ***Different answers are possible***

Activity 6:

T. divides the class into two groups, and provides them with scrambled sentences about paragraph 2. The group sequences the sentences first wins and is granted a prize. T, goes around offering help as necessary.

Ss have the freedom to move within a range that does not create noise and mess. **((Logical, interpersonal, and bodily intelligences)).** ***Answers: 2, 3, 1, 4***

Then, Ss read out their answers, and after that they write them in their notebooks.

Activity 7:

7.1__ T. shows Ss two pictures of two people: one is calling using a mobile; and the other is writing an SMS. Ss look in order to guess and choose the meaning of *"texting"*.

a- Using a mobile to send a picture.

b- Using a mobile to call a friend.

c- Using a mobile to send a letter.

Answer: c

Then several pairs of Ss can act out this situation. **((Visual, logical, and bodily intelligences)**

7.2__ Ss read the following sentence to guess the meaning of *"escape"*. *When a building is on fire, people must escape.* The teacher makes gestures. **((linguistic and logical intelligences))**

7.3__ T. reads paragraph 3 using gestures and body language. Taking advantage of these gestures, Ss need to guess the meaning of *"serious"*. **((linguistic, visual, and logical intelligences))**

Activity 8:

Being told about the problem of bad TVs, Ss work together to suggest solutions. **((logical and interpersonal intelligences)).** T. can give guiding words such as government, police, haram, destroy people and Jews. Then, Ss read out their answers. T. writes several example answers on the board.

Lesson 2
Title: Music is everywhere

Objectives:
At the end of the lesson, Ss are expected to:
1) Read a text about music to extract the main idea of the text.
2) Read a text about music to find out names of singers and musical instruments.
3) Read a text about music to sequence types of musical instruments from the most ancient to the most modern. .
4) Guess the meaning of words using contextual clues.
5) Read a text about music to answer referential questions.

Resources: SB – BB – colouring pencils – video tape about folk songs – miming and dramatization.

Warming up: Teacher asks Ss to list names of songs. Then, he gets a student to sing a song with a group of Ss participating as a chorus. T. plays the video and prompts Ss to talk about it.

Activity 1:
1.1__ Books closed. T. informs Ss about the title of the text and writes the word 'music', as shown in the diagram, on the board. Then he asks: What do expect to find in the text **((Linguistic, logical, and intrapersonal intelligence)).**

1.2__ Books open. Ss are asked to read the text quickly and silently to check their answers to 1.1. Before they say out their answers, they discuss them with each other **((Linguistic, intrapersonal and interpersonal intelligences)).**

Activity 2:
2.1__ Ss are requested to read paragraph 3 silently to name two singers. Then they speak about their favourite, not necessarily from the text **((linguistic and intrapersonal intelligences)).**
Ansers: Farid Al-Atrash and Umm Kulthoum
2.2__ Individually, Ss read paragraph 5 to identify the mentioned musical instrument and act out playing the 'oud **((linguistic and bodily/kinesthetic intelligences)).** ***Answer: 'oud.***

Activity 3:
3.1__ In groups of four, Ss read paragraph 3to answer the following question.
'Arabic poetry and the music of other cultures produced Arab classical music.' T / F
((Interpersonal and logical/mathematical intelligences)). ***Answer: T***

3.2__ Ss read paragraph 1&2 and discuss among each other the answer to the following question.
'What was the type of songs that Palestinians used to sing when they harvested Oranges and olives?**' ((Interpersonal and logical/mathematical intelligences))**.

Activity 4:
Individually, Ss read paragraph 6 to put the following words in order from the most ancient to the most modern. (lute – guitar – 'oud – Arab music) ***Answer: Arabic music, 'oud, lute, guitar***
((Linguistic and logical/mathematical intelligences)).

Activity 5:
T. divides the class into groups of four. Each group read paragraph 2 in order to act it out. It is about folk songs and music. A S. plays the role of a framer harvesting Wheat and singing a folk song he likes. Other Ss do similar situations. **((Interpersonal, bodily, and musical intelligences)).**

Activity 6:
Individually, Ss read paragraph 1. Then they relax closing their eyes to visualize the information latent in it, e.g. on the beach listening to songs, being sick listening to Qura' Later they are asked to talk about personal experiences related to Qura'an. **((Visual and intrapersonal intelligences)).**

Activity 7:
7.1__ Students work together to answer the following question.
* In paragraph 1, what is the word that includes (happy, sad, afraid and boring)? **((logical, linguistic and interpersonal intelligences)).** ***Answewr: feelings***

* Having answered it, Ss are asked to draw a picture or pictures reflecting the meaning of the word. **((bodily and visual intelligences)).**
7.2__ Individually, Ss read paragraph 4 to answer the following question.
* The word 'improve' means:
1- make a new thing. 2- male something better than before. 3- break something.
((logical, linguistic and intrapersonal intelligences)).

* Having answered it, Ss are asked to act out the meaning of the word. **((visual/spatial and bodily intelligences)).**

Activity 8:
T. prompts Ss to make a list of folk Palestinian songs and a list of Islamic songs. Then they talk about which one is their favourite. **((intrapersonal intelligence))**

Lesson 3

Title: The Story of Humans in Space

Objectives:
At the end of the lesson, Ss are expected to:

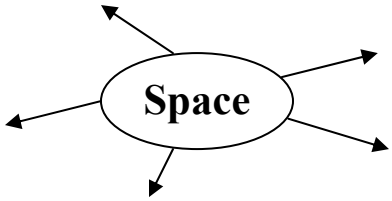
1) Read a text about space to extract the main idea.
2) Read a text about space to identify names and abbreviations.
3) Read a text about space to put sentences in the correct order.
4) Guess the meaning of word using contextual clues.
5) Read a text about space to answer referential questions.

Sources: SB – BB – pictures – carton-made space suit – video about space

Warming up: T. asks: Have you ever travelled to Egypt? How?
How do people travel to France/America? How about space?

Activity 1:

1.1__ Books open. Ss look at the diagram to guess what the text will be about. T. informs Ss that they are going to talk about space; then he draws the following diagram to elicit information.



T. may give guiding questions such as:
1- How do people travel to space? 2- What do scientists wear when they travel there?
3- Where do the pictures on your TV come from? 4- Who was the first to travel to space? **((visual/spatial and logical/mathematical intelligences)).**
1.2__ Books open. Ss again look at the diagram, read paragraphs 1 and 2, and then choose the paragraph that matches the diagram. **((linguistic, visual and logical/mathematical intelligences))**. ***Answer: paragraph 1***
1.3__ T. plays the video, in Arabic, so as Ss get more familiar with the topic

Activity 2:

2.1__ T. uses the carton-made suit to act out as if he is landing and walking on the moon. **((visual/spatial intelligence))**. Then brilliant Ss do the same; other chances are given to other Ss. **((bodily/Kinesthetic intelligence))**.
2.2__ Now, Ss read paragraphs 3 and 4 to identify which one the T and Ss have acted out. **((linguistic and logical/mathematical intelligences)).** ***Answer: paragraph 4***

Activity 3:

3.1__ T. writes the following sentence, from paragraph 5, *"The world has learned to work together"* on cards and puts these cards on the floor. The T. reads the sentence word by word as he steps on each card.
Now, several Ss do the same. **((linguistic and bodily/kinesthetic intelligences)).**
3.2__ Individually, Ss read paragraphs 4, 5 and 6 to identify the sentence they've

worked on. **((linguistic and visual/spatial intelligences)).**

Activity 4:

T. divides the class into groups of four where each group has a leader. Then, each group is requested to read paragraphs 5 and 6 and discuss the answers to the following:
a- How many times "ISS" is mentioned? b- What does "ISS" stand for?
c- What is the possible second home for humans? Then, Ss assign the answer on the diagram.
((linguistic, interpersonal and logical intelligences)) ***Answers: a- 2 times b- International Space Station 3- Mars***
As Ss work on the task, T goes around offering help.

Activity 5:

5.5__ T. writes the answer of 4c on the board "Mars is the possible second home for humans". Then he gets several students to read it. **((visual and linguistic intelligences))**.
5.2__ Then, Ss choose either to close their eyes to visualize that possible home, or draw pictures reflecting it. **((visual and intrapersonal intelligences)).**
Finishing visualizing, Ss discuss and share information. **((linguistic and interpersonal intelligences))** T. refers Ss to SB p. 22 to help them dream of a home on Mars.

Activity 6:

6.1__ Ss read the first sentence of paragraph 1 to guess the meaning of "***universe***". T. may give clues to help. ***Answer: b***
6.2__ Ss read paragraph 2 to guess the meaning of "***launched***" and then act it out.
((linguistic, logical and bodily/kinesthetic intelligences)) ***Answer: a***

Activity 7:

Ss, individually, read to choose the correct answer then discuss their answers in groups.
7.1__ "The first satellite launched into space was in (1960 – 1969 – 1957)".
7.2__ "The first TV picture sent to Earth was by (TV – spacecraft – satellite)
((linguistic, intrapersonal and interpersonal intelligences)) ***Answers: 1957, satellite***
Ss, individually, read to answer the following T/F, then discuss their answers in groups.
7.3__ Apollo 11 was an American spacecraft. ( )
8.4__ Sputnik 1 was a Soviet satellite. ( )
((linguistic, intrapersonal, intrapersonal and logical intelligences)) ***Answers: T, T***
T. checks Ss' answers to verify or correct where necessary.

Activity 8:

Through their understanding, Ss, in groups, are requested to put the following in the correct order.
_____ Then, the race between USA and the Soviet became deeper.
_____ Soviet Union launched the first satellite.
_____ But, the first satellite TV pictures were American.
_____ They want to make another home for humans.
_____ Now, Many countries are working together exploring space.
((linguistic,logical, and interpersonal intelligences)) ***Answers: 3, 1, 2, 5, 4***

T. goes around offering help as necessary.
Then, they read out the correct answer.

Lesson 4
Title: The healthy living quiz

Objectives:
At the end of the lesson, Ss are expected to:
1) Read a text about healthy living to extract the main idea.
2) Read a text about healthy living to get the types of food and sports mentioned in the text.
3) Read a text about healthy living to answer true-false questions.
4) Guess the meaning of word using contextual clues.
5) Read a text about healthy living to classify types of as carbohydrates.

Sources: SB – BB – cards – weighing scales – miming – food (bread – rice – corn – potato – pepper))

Warming up: On the board, T. writes 'You have an exam tomorrow'. Then asks: 'What will you do?' T. elicits different answers and writes them down on the board. ***Different answers are possible.***

Activity 1:
1.1__ T. asks Ss to look at the pictures in order to answer the following questions: 'Does the girl look alright?' 'What is her problem?' 'How about the boy?' **((Visual and logical intelligences))**
Answer: No, she does not. She is getting fat. No, he does not. He is so tired. He should sleep.

1.2__ Ss read paragraph 1 in order to act it out. **((linguistic and bodily/kinesthetic intelligences))**

Activity 2:
2.1__ T. shows Ss different types of food (such as bread, rice, corn, potato, pepper, and onion); then Ss are requested to read paragraphs 1 and 2 to identify which of the food has been mentioned. **((visual and linguistic intelligences))**. T. verifies or correct as necessary.
Answers: (bread, rice and potato)
Ss read out their answers then use them in sentences.
2.2__ T. gets a S. to act out as if he is playing football, basketball and then volleyball. T. asks Ss: 'What is he playing?' each time he acts out a sport. T. writes the answers on the boards so as Ss look carefully at what has been written. Then the T. cleans the board so as Ss find out these two words. **((visual and linguistic intelligences))** ***Answer: football and volleyball in paragraph 3.***
Ss use these words in different situations.

Activity 3:
3.1__ Ss read paragraph 4 and discuss, in groups, the answers to the following:
a- Exercises just before bed make people sleep. (T/F)
b- Caffeine wakes people up. (T/F)
Before Ss answer, T. get a S. and let him do some tiring exercises until he sweats and

his blood becomes hot. Then, T. asks; 'Can you sleep now?' This situation can be used as a clue. **((visual, interpersonal and logical intelligences))** ***Answers: a- F b- T***

Activity 4:

4.1__ Ss are requested to guess the meaning of 'putting on' using contextual clues. Before Ss say out the meaning, the T. or a S. delivers the meaning in a non-verbal action so as the rest of the class say out the meaning. ((linguistic and visual intelligences)) ***Answer: increasing***

Activity 5:

T. writes some food items on the board (such as bread, egg, rice, corn, spaghetti); then Ss are asked to identify which of them is a carbohydrate. **((Linguistic and logical intelligences))**

Answers: bread, rice, corn, spaghetti

Activity 6:

6.1__ In groups, Ss read and discuss among each other to answer the following:

a- Match A with B

(A)	**(B)**
1- Exercises	___ makes you sleep.
2- Caffeine	___ turn some food into sugar.
3- Carbohydrates	___ make you lose weight
4- Doing something quiet	___ wakes you up.

Answers: 4, 3, 1, 2

Having done a, Ss say out their answers and then write them down on a poster to hang it on the wall. **((linguistic, logical, interpersonal and bodily intelligences))**

T. offers a prize for the one who finishes first. And he also checks Ss' answers and correct as necessary.

6.2__ T. writes: 'You should not diet like this' on the board. Ss are asked to read it carefully. Then several Ss read it out. After T. cleans the board, Ss have to write the sentence from memory. **((Visual and linguistic))**.

Then they find it out in the text. T. checks and corrects as necessary.

T. does the same activity with the other sentence.

Activity 7:

Ss are asked: 'if you were the boy who is in the picture, what would you do?' **((logical and interpersonal intelligences))** ***Answers: different answers are possible.***

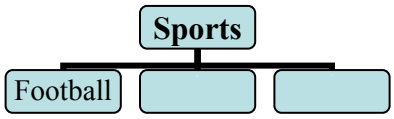
T. give guiding key words such as, early – arrange/organize – waste time – much TV/playing.

Lesson 5
Title: The beautiful game

Objectives:
At the end of the lesson, Ss are expected to:
1) Read a text about football to extract the main idea.
2) Read a text about football to identify dates and numbers mentioned in the text.
3) Read a text about football to match a chart with the suitable paragraph.
4) Guess the meaning of words using contextual clues.
5) Read a text about football to put sentences in a logical order reflecting understanding of the text.

Sources: SB – BB – cards – a football league chart – jerseys of different clubs- photos of famous players

Warming up: T. draws the following chart; and Ss are asked to fill as many as possible.



Activity 1:

1.1__ Books open. T discusses the picture and the positions of the players in the field. T. offers guiding questions such as: what is the position of player number 7? What is the position of player number 1? And so on so forth. T. makes a list of some actions on the board. Then, Ss need to write the sentences they make. T. checks Ss' answers to verify or correct as necessary. **((visual, linguistic and bodily intelligences))** ***possible answers: number 7 is a right wing. Number 1 is a goalkeeper.***

1.2__ T. gets a S. to say out the actions written on the board one by one. As the S. reads, the teacher acts out the action. Then several pairs of Ss act out in front of the class. **((linguistic and bodily intelligences)).**

1.3__ T. prompts Ss to talk about which jersey number they like to wear when playing soccer and why. **((intrapersonal and linguistic intelligences))**

Activity 2:

2.1__ Individually, Ss read paragraph 2 to answer the following question:

a- The main idea of the paragraph is:
   a- Basketball is the most popular game.
   b- Players are the most popular people.
   c- Football is the most popular game. **((linguistic and logical intelligences))**

Answer: c

2.2__ In groups, Ss read paragraph 5 and discuss, together, the answer to the following question:

a- The main idea of the paragraph is:
   a- How to score a goal.
   b- How to be a football star.
   c- How teams compete with each other. **((linguistic, logical and interpersonal intelligences))**

Answer: b

Then, Ss act out the information latent in the text. For example, a S. shows that he is an

amateur player playing for a local team like 'Alryadi' then he wears Real Madrid's jersey to show that he has become a professional player having lots of money. **((bodily/kinesthetic intelligence))**. T. observes and helps as necessary.

Activity 3:

3.1__ Individually, Ss read to complete the following sentences.

a- Modern football started in ……..

b- Olympic games happen every …….. years.

c- With the help of a …….. an amateur player becomes a professional one. **((linguistic intelligence))**

Answers: a- 1863 b- four c- coach

Activity 4:

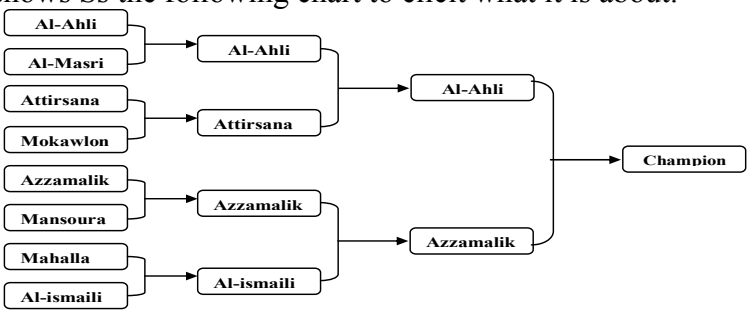
4.1__ T. shows the jerseys of clubs and the photos of some players. In groups, Ss need to say which player plays for which team. T. may give an example such as: 'Messi plays for Real Madrid'. **((visual and logical intelligences))**

Then, T. classifies the pictures and the jerseys into tow groups: professional and amateur clubs. He also tells Ss the difference between an amateur club and a professional club. Now, Ss need to find out which paragraph talks about this 3 or 4. **((visual, logical, linguistic and interpersonal intelligences))** ***Answer: 4***

4.2__ Ss are requested to cloze their eyes visualizing that they are playing for an international team, scoring beautiful goals and having lots of money. Then they say/write what they have visualized. ((visual and intrapersonal intelligences))

Possible answers: I like playing for Barcelona/Alahli/ Manchester.
Last week, I scored a very nice goal.
I have millions of dollars in the bank.

4.3__ T. shows Ss the following chart to elicit what it is about.



Answer: This is a chart of a football league.

T. explains that the teams played against one another. Then Ss need to finish the following sentences.

a- Almasri played against ……

b- Almahalla played against ……

c- …….. played against Almokawlon.

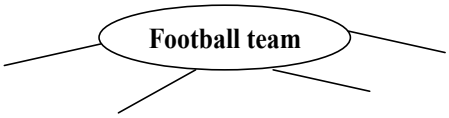
Answers: a- Alahli b- Alismaili c- Attirsana

After telling Ss that a local team can play in international competitions, Ss (in groups) need to read to find out the paragraph that reflects the idea of this chart and what the teacher has said. **((visuall, linguistic, logical and interpersonal intelligences))**

Answer: Paragraph 3.

Activity 5:

T. asks Ss to fill in this guiding diagram.



((visual and linguistic intelligences))

Then, in groups, Ss read paragraph 5 to answer the following:

The word 'coach' means:

a- A person who saves the goal.
b- A person who trains the players.
c- A person who controls the game. **((logical, linguistic and interpersonal intelligences))**

Answer: b

After that, Ss use the target word in different sentences. Such as: Hassan Shihata is the coach of Egypt team.

T. checks Ss' answers to verify or correct.

Activity 6:

In groups, Ss discuss to answer the following question:

a- Rearrange the following according to your understanding of the texts.

_____ Football can be played locally and nationally.
_____ Football is a very ancient game.
_____ Types of football clubs are amateur and professional.
_____ Football is the most popular game.
_____ A player starts as an amateur player then he becomes an international star.

((logical, linguistic and interpersonal intelligences)) ***Answer: 3, 1, 4, 2, 5***

Then, Ss read out their answers before they write them in their notebooks.

Lesson six
The meaning of money

Objectives:
At the end of the lesson, Ss are expected to:
1) Read a text about money to extract the main idea.
2) Read a text about money to identify types of metals and dates mentioned in the text.
3) Read a text about money to answers T/F questions.
4) Guess the meaning of words using contextual clues.
5) Read a text about money to put sentences in a logical order reflecting understanding of the text.

Sources: SB – BB - cow and sheep toys – pictures – dramatization – money – playing cards.

Warming up: T. with a good Ss role-play a sketch of a salesperson and a customer.
T: May I have a bottle of coke, pleas?
S: Yes. Here you are.
T. Thanks. Here is ten Shakels.
S. Thanks sir. Here is the change. Different Ss do the same.

Activity 1:
1.1__ Books open. T. writes the title on the board. Ss read the title and look at the pictures provided in their books and the picture in SB p. 36 to extract the main idea. T. may give guiding questions such as: which picture is modern and which is an ancient one? What are the people in the pictures doing? **((visual, linguistic and logical intelligences))**
Answer: Importance of money

1.2__ Ss look at the first picture and read out the word 'bartering' written on the picture. T. asks: 'what does it mean?'
Before Ss answer, T. gets a good Ss to act out a short sketch (role play), using the cow and sheep toys, in which the teacher is a customer and the S. is a salesperson. The teacher wants to buy three sheep but he does not have money; rather, he has a cow. So he offers the salesperson the cow in order to get the sheep. T. elicits from the Ss what this is, when such a thing happened, and whether this thing happens nowadays. **((visual and logical intelligences))**
Answer: bartering, but a possible answer is exchanging goods for goods
Then, several pairs of Ss do the same. **((bodily and linguistic intelligences))**

Activity 2:
In the beginning, T. direct Ss' attentions to the first type of money used by Muslims as they study this in History. T. elicits answers.
2.1__ Individually, Ss read paragraphs 1, 2 and 3 to list the types of metals mentioned in them. **((linguistic intelligence))** ***Answer: gold, silver and copper.***

2.2__ Then, Ss read to find an answer to question b. T helps as necessary. ***Answer: 2500 BC***

2.3__ Having answered 3.1, Ss work together to make connection between these metals and money. **((logical and interpersonal intelligences))**

Ss need to express their ideas in writing.

Possible answers: Money can be made of gold. Banknotes are money made of paper. Gold is very expensive.

Activity 3:

3.1__ In groups, Ss read and discuss in order to answer the following T/F questions.

a- In paragraph 3, Romans were producing six different sorts of coins. ( )

b- In paragraph 4, money can be anything with a value. ( )

c- The first people who used silver coins were Greek. ( )

((logical and interpersonal intelligences)) ***Answers: a- F/eight b- T c- F/Iraqi***

3.2__ Ss read paragraph 5 to guess the meaning of 'run out of'. ***Answer: b***

In case they do not know, T. acts out as if he is trying to buy many things and his money is not enough. Knowing the meaning, Ss put the word in sentences. Finishing writing the sentences, a variety of Ss read out their sentences. Then, Two Ss act out as a customer and a salesperson.

((linguistic, logical and bodily/kinesthetic intelligences))

Answer: different answers are possible.

Activity 4:

T. gets the playing cards and writes money values on them and start acting out with a brilliant S. as if he is buying some goods with these cards. T. explains why he used these cards. After this sketch, Ss read to find out the paragraph that has been acted out.

((visual, linguistic and logical intelligences)) ***Answer: paragraphs 5 and 6.***

Ss are given the chance to act out. **((bodily intelligences))**

Activity 5:

Individually, Ss put the following in the correct order. T. directs Ss where to find their answer.

_____ The commander had an idea.

_____ So, the money of the men run out.

_____ The men and the shop accepted the idea.

_____ One day, a king did not send money to his men quickly.

_____ It was to use playing cards as money.

((logical, linguistic and intrapersonal intelligences))

Answer: 4, 2, 1, 5, 3

T. makes groups of five Ss so as each S. reads a sentence.

Then, T. with four Ss act out this story very briefly taking the roles of a king, a commander and thee men.

Activity 6:

T. tells Ss that if you were in the French army, what would you do? Ss work together to answer this question.

a- Fast and stop eating much in order to save money.

b- Grow some plants like corn so you eat.
c- Use the playing card as money. **((logical and intrapersonal intelligences))**

Appendix (6)

Formative Evaluation Quizzes

Quiz One

Name:.....

Read the text and answer the following questions:

Last week, Huda invited her friend, Salwa, to have lunch at a new Italian restaurant in their city. After the waiter had given them the menu, Huda ordered a green salad and a cheese pizza. Salwa ordered beef kebabs and fries. Huda's pizza was delicious but the salad was not. For Salwa, everything was delicious. After lunch, they had **dessert**. This is things like cake, coffee, ice cream and tea. They had banana cake and tea. Huda and Salwa enjoyed their meals and desserts and agreed to come again after two weeks.

1- The text is about:

a- eating delicious pizza
b- invitation to a restaurant
c- Salwa's delicious food
d- Italian food is delicious

2- Tick the following T/F:

a- Huda ate a green salad and vegetable pizza. _____

3- The meaning of dessert is:

a- salted food b- a drink c- sweet food served after big meals d- banana

4- The invitation was:

a- at night b- afternoon c- in the morning d- in the evening

5- Put the following in order to make a story.

_____ Eating dessert.
_____ Coming again later.
_____ Eating lunch
_____ Invitation
_____ Reading the menu

Quiz Two

Name:.....

Read the text then answer the following questions:

Oil is very important in the modern world. Many things are made from oil. Cars run on petrol which is made from oil. Petrol for planes is also made from oil. Some trains, trucks and ships run on oil. Most plastics are also made from oil.

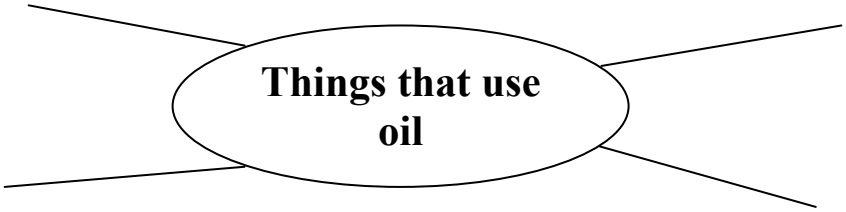
Oil is found all over the world. But most of the world's oil is found in the Middle East, for example, in Saudi Arabia and Kuwait. There is more oil in the Middle East than in any other part of the world.

The text is adapted from Hello! 3 Preparatory English. Year 1: Student's Book page 27

1- Answer T/F

a- The second paragraph talks about that oil can be found everywhere. ( )

2- Complete the following:



3- Get from the passage:

a- the word (run on) means: (walk very fast - use - make - find).

4- Answer T/F

a- All trains use oil. ( )

5- Put the following in the correct order:

_____ and wear my school uniform.
__1__ I wake up at six o'clock.
_____ after that, I take my breakfast.
_____ Next, I wash my face,
_____ Then, I catch my bus.
_____ Finally, I arrive my school.

Quiz Three

Name:.....

Read the text then answer the Questions:

Crocodiles are **huge** animals up to six meters long with sharp teeth. They are found in Africa and Asia. Crocodiles hide in rivers where animals come to drink. They hit these animals with their heads or tails. They then pull them under the water to kill and eat them.

Baby crocodiles come from eggs. Crocodile love their babies. When the baby crocodiles come out of their eggs, the mother crocodile takes them carefully in its mouth and takes them into the water. They stop any other dangerous animal from eating the babies.

The text is adapted from Hello! 3 Preparatory English. Year 1: page 34

1- Choose the correct answer:

1- Paragraph talks about that

a- Crocodiles live in water.

b- Crocodiles are good mothers.

c- Baby crocodiles come from eggs.

2- Complete:

Crocodiles use their _____ and _____ to kill other animals.

3- Get from the text:

a- The word **huge** means (dangerous – very big – dirty – fast).

4- Put T/F:

Mother crocodiles produce babies. ( )

5- Put the following in the correct order:

_____ As they were crossing the street, A car hit Sami.

_____ they wanted to buy some cake and chocolate.

__1__ One day, Sami and his mother wanted to go to the market, because

_____ Luckily, Sami was alright. So he and his Mum went back to the market.

_____ So instead of going to the market, they went to hospital.

Quiz Four

Name:.....

Read the text then answer the following questions:

Energy is very important in modern life. People use it to run machines, give light and transport people and goods from one place to another. Most energy comes from petrol like coal, gas and cars fuel.

The problem is that this kind of energy may **run out** at any time. This means we will not have any energy. So scientists are looking for new types of energy that do not **run out**, for example, Energy from wind. It is clean and there is lots of it. Another example is energy from water. When water move from a high place to a lower place, it generates energy that we can use.

1- Choose the correct answer:
The text is about
a- types of energy b- importance of energy c- **a** and **b** d- nothing

2- What types of energy are there in the text?
1- _____ 2- _____ 3- _____

3- The **verb** **run out** means:
a- walk fast b- types c- increase d- decrease until it ends and finishes

4- Put T/F
a- Energy from wind does not make pollution. ( )

5- Put the following in the correct order:
_____ But his Mum and Dad did not like this mark and advised him to study hard.
_____ So, he studied hard and hard in the next years.
_____ At the end of grade one, he was the third in his class.
__1___ Ali Ahmed was born in 1994.
_____ Since the advice, he was always the first in class. And now he is in grade 8.
_____ In 2000, he first entered school.

Quiz Five

Name:.....

Read the text then answer the following questions:

A long time ago, there was a king who had more gold than anyone had ever seen. The king was very kind, so everyone liked him. The king had many servants. However, one of them hated the king because the king did not want him to marry his daughter. The servant decided to kill the king, so he put some **poison** in his food. Then the servant took the food into the king's room and put it on the table.

After an hour, the servant collected the empty dishes. Suddenly, the king came through the door. He had not eaten the food! Then the king and the servant heard terrible screams. They were from the king's wife. The king's daughter was dead.

The text is adopted from Hello! 5 Preparatory English. Year 5. Workbook page 21

1- The text is about:

a- love of a servant b- a kind king c- hatred of a servant d- screams of a wife

2- Complete the diagram:

3- Choose the correct answer:

The word **poison** means

a- something that is put in food to make it delicious.
b- something that kills a person if it gets into his body.
c- something that makes you change your opinion.
d- something that makes you sleep.

4- Put T/F

a- The king's wife screamed because she ate from the poison. ( )

5- Arrange the following to make a story:

_____ To do this, he put some poison in the food.
_____ So the servant hated him.
__1__ The king did not marry his daughter to his servant.
_____ After that he decided to kill him.
_____ The king did not eat the food, but his daughter did. So she died.

Quiz Six

Name:.....

Read the text then answer the following questions:

Sharks are found in the world's seas and oceans. Some of them are extremely dangerous, but many of them are **harmless**. Sharks mainly eat fish and small sea creatures. However, the Great White Shark, which feeds on larger sea animals, has been known to attack people.

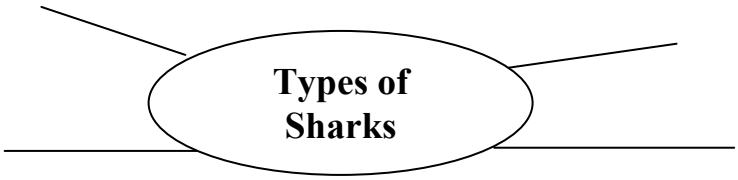
There are many sharks in the seas around Egypt. Most of **them** can be found in the red sea. No divers have been killed by sharks in the red sea because the kinds of sharks found there are not very dangerous. The Reef Shark and the Sand Shark are the two most common sharks found in the red sea, so divers see these sharks a lot while they are swimming under the water.

The text is adapted from Hello! 5 Preparatory English. Year 5. Workbook page 45

1- The text is about:

a- The Great White Shark b- Egypt's Sharks c- types of Shark d- dangerous sharks

2- Complete the diagram:



3- The word harmless means

a- very dangerous b- large c- not dangerous d- small

4- Choose the correct answer:

a- The pronoun them refers to (seas - oceans - sharks - divers).

5- Arrange the following to make a story;

_____ Three days before, their teacher asked them to buy things to eat and drink.
_____ On the next day, Thursday, Sami bought some bread and ground meat.
_____ At the park, after they had played football, they made kebabs and enjoyed them.
_____ On Wednesday, Ali bought some cola and apples.
__1__ Ali and Sami went on a school trip last weekend, Friday.

Appendix (7)

IUG and UNRWA Permissions

بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
The Islamic University - Gaza

عمادة الدراسات العليا هاتف داخلي: 1150

ج س غ/35/
الرقم..... Ref ..2009/09/26
التاريخ..... Date

الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث حفظه الله،

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ **زياد يوسف ديب حبوش**، برقم جامعي **2007/0206** المسجل في برنامج الماجستير بكلية **التربية** تخصص **مناهج وطرق تدريس/اللغة الإنجليزية**، وذلك بهدف تطبيق البرنامج الخاص بدراسته، والحصول على المعلومات التي تساعده في إعدادها والمعنونة بـ:

The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills

والله ولي التوفيق،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد

صورة إلى:-
- الملف.

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