The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English

A Thesis Presented by

Abdel Rahman Mohammad Ateya Abdal Rahim

Supervised by

Dr. Sadek Salem Firwana

A Thesis Presented to the Department of Curriculum & English Teaching Methods in Partial Fulfillment of the Requirements for the Master Degree in Education

1436 هـ / 2015م

إقــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes towards English.

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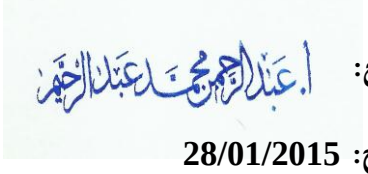
Signature: **التوقيع:** 

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بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/**عبدالرحمن محمد عطية عبدالرحيم** لنيل درجة الماجستير في **كلية *التربية*/ قسم مناهج وطرق تدريس – اللغة الإنجليزية** وموضوعها:

فعالية استراتيجية KWL على الفهم القرائي، المفردات واستبقائها لدى طلبة الحادي عشر في فلسطين واتجاهاتهم نحو اللغة الإنجليزية

The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English

وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 07 ربيع الآخر 1436هـ، الموافق 2015/01/27م الساعة العاشرة صباحاً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في **كلية *التربية*/قسم مناهج وطرق تدريس – اللغة الإنجليزية.**

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

والله ولي التوفيق،،،

مساعد نائب الرئيس للبحث العلمي وللدراسات العليا

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بسم الله الرحمن الرحيم


وما توفيقي إلا بالله


عليه توكلت وإليه أنيب

سورة هود ٨٨

Dedication

To my parents, who have always been my nearest neighbors, and who have been so close to me whenever I needed them. It is their unconditional love that motivates me to set higher targets. Whatever I am is due to their hard work, prayers, and love.

To the Palestinian people inside Palestine and in Diaspora, to whom hypocrites said, "Indeed, the people have gathered against you, so fear them." But it [merely] increased them in faith, and they said, "Sufficient for us is Allah, and [He is] the best Disposer of affairs."

To the Palestinian resistance, which strives with their properties and their lives and fought in the cause of Allah to make the word of those who disbelieved the lowest, while the word of Allah - that is the highest.

To the martyrs, who are killed in the cause of Allah, especially my companions Yahiya Barak, Ali bin Sa'eed, Ibrahim Barrak, Abdurrahman Barrak, Abdul-Aziz Abu Z'aiter, and Abdullah Al Masry, and among them is he who awaits [his chance]. And they did not alter [the terms of their commitment] by any alteration.

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And for all my students over more than one decade, who taught me that teaching is not only rewarding, it is indeed the profession of Prophets and great people.

Without whom none of my success would be possible

Acknowledgement

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

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Peace and blessings of Allah be upon the first teacher and the last prophet, Muhammad, and on all who follow him in righteousness until the Day of Judgment.

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Finally, my heartfelt gratitude is due to my students at Al Manfalouti Secondary School for Boys, who participated in my research, though your names are not here because of the limited space; please also receive my cordial thanks for your brilliantly cooperative performance.

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

Abstract

The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention, and Students' Attitudes Towards English

This study aimed at investigating the effectiveness of KWL strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and students' attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach on a sample of (64) male students from the scientific stream at Al Manfalouti Secondary School for Boys, who were randomly selected from the original population of (968) students enrolled in the scientific stream in the Directorate of Education - middle governorate for the academic year 2013-2014. The participants were divided into two equivalent groups.

The researcher used 5 instruments to achieve the study aims: 1) a checklist for teachers to determine the five most important reading comprehension skills, 2) a pre and post reading comprehension test, 3) a pre and post vocabulary test, 4) a delayed vocabulary retention test, and 5) a pre and post attitude scale towards English language. The researcher used the KWL strategy in teaching the experimental group, while the traditional method was used in teaching the control one in the second term of the scholastic year 2013-2014. The experiment lasted for six weeks (2 lessons per week) in which the researcher implemented the study tools to investigate the effect of the KWL strategy.

The study results revealed that the KWL strategy was effective in developing reading comprehension, vocabulary and its retention and in enhancing the attitudes of students towards English language. The findings indicated that there were significant differences in the mean scores of the experimental group and that of the control group in the post reading comprehension test in favor of the experimental group, which was attributed to the effectiveness of KWL strategy. The findings also pointed out that there were statistically significant differences in the mean scores of the experimental group and that of the control group in the post vocabulary test in favor of the experimental group, which was ascribed to the effectiveness of KWL strategy.

Furthermore, the findings indicated that there were no statistically significant differences between the mean scores of the experimental group in the post vocabulary test and that of the delayed vocabulary retention test, which proves that the KWL strategy was effective in helping students retain vocabulary for a long time.

Additionally, the study results revealed that there were statistically significant differences in the mean scores of the experimental group and that of the control group in the post application of the attitude scale towards English in favor of the experimental group which was attributed to the effectiveness of KWL strategy. The study findings also pointed out that there were statistically significant differences between the mean scores of the experimental group subjects in the pretest and that of the post reading comprehension test in favor of the posttest, which was ascribed to the effectiveness of KWL strategy.

The study results also indicated that there were statistically significant differences between the mean scores of the experimental group subjects in the pretest and that of the post vocabulary test in favor of the posttest, which was attributed to the effectiveness of KWL strategy. Besides, the study findings pointed out that there were statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English in favor of the post application and this was attributed to the effectiveness of KWL strategy.

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

ملخص الدراسة

فعالية استراتيجية KWL على الفهم القرائي، المفردات واستبقائها لدى طلبة الحادي عشر في فلسطين واتجاهاتهم نحو اللغة الانجليزية.

هدفت هذه الدراسة إلى التعرف على فاعلية استراتيجية KWL على الفهم القرائي، المفردات و استبقائها لدى طلبة الحادي عشر في فلسطين واتجاهاتهم نحو اللغة الانجليزية. استخدم الباحث المنهج التجريبي على عينة قصدية مكونة من (64) طالبا من طلاب الفرع العلمي بمدرسة المنفلوطي الثانوية "أ" للبنين والتي تم اختيارها عشوائيا من أصل مجتمع يبلغ حوالي (968) طالبا مسجلا في الفرع العلمي بمديرية التربية و التعليم بالمحافظة الوسطى للعام الدراسي 2013-2014. وزعت العينة إلى مجموعتين متكافئتين: إحداهما ضابطة تتكون من (32) طالبا و الأخرى تجريبية تتكون من (32) طالب.

استخدم الباحث 5 أدوات لتحقيق أهداف الدراسة وهي: 1) استبيان للمعلمين لتحديد أهم خمس مهارات للفهم القرائي، 2) اختبار فهم قرائي قبلي وبعدي، 3) اختبار كلمات قبلي و بعدي، 4) اختبار استبقاء الكلمات المؤجل الذي عقد بعد ثلاث أسابيع من اختبار الكلمات البعدي بالإضافة إلى 5) مقياس اتجاه نحو اللغة الانجليزية قبل وبعد التجربة.

استخدم الباحث استراتيجية KWL في تدريس المجموعة التجريبية بينما تعلمت المجموعة الضابطة بالطريقة التقليدية وذلك خلال الفصل الدراسي الثاني من العام الدراسي 2013 - 2014. استمرت الدراسة ستة أسابيع بمعدل درسين في الأسبوع. و قد قام الباحث خلال هذه الفترة بتطبيق أدوات الدراسة على المجموعتين الضابطة والتجريبية وذلك لقياس أثر الاستراتيجية.

توصل الباحث من خلال تحليل نتائج هذه الدراسة إلى أن استراتيجية KWL كانت فعالة في تحسين مهارات الفهم القرائي، الكلمات و استبقائها وفي تحسين اتجاهات الطلبة نحو اللغة الانجليزية. حيث كشفت الدراسة عن وجود فروق ذات دلالة إحصائية في متوسط درجات طلاب المجموعتين الضابطة و التجريبية على القياس البعدي لاختبار الفهم القرائي لصالح المجموعة التجريبية ويعزى ذلك لفاعلية استراتيجية KWL، كما أظهرت النتائج فروق ذات دلالة إحصائية في متوسط درجات طلاب المجموعتين الضابطة و التجريبية على القياس البعدي لاختبار الكلمات لصالح المجموعة التجريبية ويعزى ذلك لفاعلية استراتيجية KWL، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في متوسط درجات طلاب المجموعة التجريبية في اختبار الكلمات البعدي ومتوسط درجاتهم في اختبار استبقاء الكلمات المؤجل وذلك يثبت أن استخدام استراتيجية KWL كان فعالا في مساعدة الطلاب على استبقاء الكلمات لمدة أطول.

أظهرت نتائج الدراسة أيضا وجود فروق ذات دلالة إحصائية في متوسط درجات طلاب المجموعتين الضابطة و التجريبية في التطبيق البعدي لمقياس الاتجاه لصالح المجموعة التجريبية ويعزى ذلك لفاعلية استراتيجية KWL. كما أظهرت النتائج فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية في اختبار الفهم القرائي القبلي و متوسط درجاتهم في الاختبار البعدي لصالح الاختبار البعدي ويعزى ذلك لفاعلية استراتيجية

KWL، كما أظهرت نتائج الدراسة فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية في اختبار الكلمات القبلي و متوسط درجاتهم في الاختبار البعدي لصالح الاختبار البعدي ويعزى ذلك لفاعلية استراتيجية KWL. كما أظهرت النتائج فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية في التطبيق القبلي لمقياس الاتجاه نحو اللغة الانجليزية و متوسط درجاتهم في التطبيق البعدي لصالح التطبيق البعدي يعزى لفاعلية استراتيجية KWL.

في ضوء هذه النتائج، يوصي الباحث مصممي المناهج و صناع القرار بضرورة تبني استراتيجية KWL حال بناء الأنشطة المنهجية لتفعيل الخبرات السابقة لدى الطلبة. كما يوصي الباحث مشرفي اللغة الانجليزية بضرورة عقد دورات تدريبية لإثارة دافعية المعلمين على استخدام استراتيجيات مبتكرة مثل استراتيجية KWL لتطوير قدراتهم في تدريس اللغة الإنجليزية.

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The Researcher
Abdel Rahman M. A. Abdal Rahim

Chapter I

Background of the study

Nowadays, learning a foreign language is very essential to daily life, as foreign languages serve as important tools for education (Office of Basic Education Commission. 2009, p. 252). The teaching of English as a foreign language (EFL) is now one of the most important subjects. English has become a global language in the new age of globalization and information technology. English is not only used when people communicate with English speakers, but it is also used a lingua franca when people from different nations meet, (Abu Armana, 2011, p. 1). Baron (2001, p. 36) confirms that over the past decades there has been a significant increase in the number of people around the world who speak English as a second language.

The reading skill is one of the crucial skills in learning any language. People believe that the more they read, the more they learn. We need to read because reading is the route to knowledge. For both children and adults, the ability to read opens up new worlds and opportunities. It enables them to gain new knowledge, enjoy literature, and do everyday activities that are parts of modern life, such as reading newspapers, job listings, instruction manuals, maps and so on. Mikulecky (1986, p.1) reports that reading helps one learn to think in the new language; it helps one build better vocabulary, be more comfortable with written English, and practice English when one lives in a non- English-speaking country.

Furthermore, the reading ability plays a central role in the teaching-learning success at all educational stages. Having any difficulty with such a skill like reading will result in a variety of consequences on all subjects of study; for reading includes various sub-skills such as: discrimination of linguistic symbols, coordination between the symbols and the suitable meanings, using the context to recognize the lexical meaning, the ability of visual analysis of words to recognize their ingredients, the ability of sound discrimination, coordination between the symbols seen by the reader and the corresponding sound, the good comprehension of a reading text, and understanding further meanings or meanings implicitly included within the lines (National Reading Panel, 2004).

The basic goals of reading are to enable students to gain understanding; for there is no reading when there is no comprehension. Many students can read fluently but when asked about what they have just read, they are unable to answer. Although they

may score high marks in terms of reading rate or fluency, they are not really good readers. In this case, students are just "word callers" "barking at print" (Bolain, 2008, p.2). Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. That is why reading comprehension skills are so important. Without them, the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.

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

Therefore, reading is not a passive activity in which readers are filling up their brains with knowledge and information. On the contrary, it is an interactive activity in which readers are actively connecting the new information they are reading with their prior experiences and knowledge. The process of comprehending involves decoding the writer's words, and then using background knowledge to construct an approximate understanding of the writer's message (Kirby, 2006, p.161).

As an experienced teacher, the researcher believes that Palestinian students' reading comprehension skills are poor as they lack the ability to comprehend their reading textbook selections. This is quite clearly manifested in their exam results. So, it is an important issue for teachers to pay attention to the strategies and techniques of teaching reading for the purpose of comprehension. According to El Kahlout, (2010, p. 4), most teachers conduct methods of teaching which mainly depend on memorizing rules and structures. Students are not given the chance to acquire language skills or to use language effectively. Hence, teachers are in need of new strategies and techniques that interpret language not only as sentences, vocabulary or structure, but also as a practice of thoughts and culture.

In this respect, one can safely say that teachers need to employ classroom instructional strategies that facilitate students' construction of their own meanings. Teachers also need opportunities to learn and use new strategies and adapt such strategies to their own situations and teaching needs. Through the discussions and interviews conducted by the researcher with his colleagues concerning the way they teach reading comprehension, the researcher could infer that many teachers do not use background knowledge to activate their students' minds about what they are going to learn; teachers also do not let their students ask questions due to the use of traditional methods, in which teachers take the major role to explain everything; do what the student is supposed to do; while the students' role is restricted to only listening to what is inculcated to them by their teacher. In this situation, students are just listeners to what the teacher explains; they don't have a chance to articulate what they **K**now about the topic, what they **W**ant to know about the topic, or what they have **L**earned about the topic. As a result, teachers of English should be aware of the strategies that they should follow when they teach reading in order to ensure that the reading process is fruitful.

On the other hand, Joshi (2005) and Salah (2008) state that vocabulary is very essential in achieving reading comprehension. The vocabulary threshold below which reading comprehension is not considered adequate is 95% in English and about 90% in Arabic. This means that a reader of an Arabic text must know at least 90% of the words in the text before he\she can reasonably comprehend the text. Bernhardt and Kamel, (1995) states that the more words he\she knows, the better he\she comprehends the text and more proficiently he\she may use the language.

Joshi (2005, p. 216) emphasizes that students should not only know many words but should be given abundant opportunities to use them. Usually, there is a gap between students' receptive and expressive vocabulary; that is, words they know when they hear or read them (receptive vocabulary) and words they use to express themselves, orally and in writing (expressive vocabulary). One of the teachers' goals should be to encourage students to use as many of their receptive vocabulary words as possible, when speaking and writing. This should help to solidify the words in their memory and help them expand their vocabularies and retain them for very long and use them when needed.

The correlation between vocabulary development and reading comprehension goes in both ways. A poor reader tends to read simple texts with fewer new words, and therefore acquires less vocabulary and, with time, he\she will continue to lag behind as

a reader when compared to his peers. A good reader, on the other hand, tends to choose more challenging texts with more new words, and accordingly becomes an even better reader. This phenomenon is known as the Matthew Effect, borrowed from the Book of Mathew where the poor becomes poorer and the rich becomes richer (Joshi, 2005). This vocabulary reading gap between poor readers and good readers is a serious challenge for the teacher. Joshi (2005) suggests that the teacher selects reading assignments that are "challenging but not frustrating"; challenging so as the student feels he\she is building up his\her vocabulary bank, but if the text is too difficult, the student may get frustrated and lose hope in his\her vocabulary progress. This difficulty might be as a result of ineffective vocabulary teaching methods which affect students' vocabulary achievement and its retention.

More importantly, this difficulty might be as a result of negative attitudes towards English language in general and English language skills in particular. Kara (2009) states that attitudes toward learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Consequently, they will expend sound efforts, employ effective learning strategies, and invest time and energy in learning English. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (Victori & Lockhart, 1995). Thus, the issue of learners' attitude is acknowledged as one of the most important factors that impact learning a language.

Therefore, the researcher conducted this study to investigate the effectiveness of using KWL strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and students' attitudes towards English. For this purpose, the researcher has selected five texts from English for Palestine 11 textbook for teaching reading comprehension, vocabulary and its retention through using the KWL strategy.

Based on all this, the researcher believes that there is a bad need for adopting new strategies of teaching reading, vocabulary and its retention such as the KWL strategy.

1.1. Need for the study

Because the researcher has been teaching English for ten years, he believes that there is a dissatisfaction among school teachers regarding reading comprehension and

vocabulary achievement of Palestinian students. In spite of such an emphasis on the reading comprehension skills and vocabulary items, many teachers of English in Palestine have complained that their students face difficulties in comprehending what they read and that they spend much time on reading comprehension lessons. They also have lamented that their students face difficulties in mastering vocabulary items and show an aversion to English.

So, the researcher decided to contribute to the endeavors to cope with these difficulties as he feels that there is a bad need to use new strategies to solve the students' problems they face in reading comprehension, vocabulary and its retention and increase their performance through implementing KWL strategy that could help them access information, comprehension, vocabulary and its retention, which may later affect their attitudes positively towards English. So, the researcher determined to implement the experiment on the eleventh graders, because he teaches them.

1.2. Statement of the problem

Through the researcher's experience in the field of teaching English language, he has observed that students face great difficulties in English reading comprehension skills, vocabulary achievement and its retention and show an aversion to English. This difficulty might be as a result of ineffective reading comprehension teaching methods which may affect their vocabulary achievement and its retention. Thus, the researcher feels that there is a bad need to use new strategies to solve the students' problems they face in reading comprehension, vocabulary and its retention, which may later affect their attitudes towards English positively.

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

What is the effectiveness of KWL strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and attitudes towards English?

1.3. Research questions

To achieve the purpose of the study, the study addresses the following minor questions emanating from the above major one:

1. What is the effectiveness of KWL strategy on eleventh graders' reading comprehension?
2. What is the effectiveness of KWL strategy on eleventh graders' vocabulary?

3. What is the effectiveness of KWL strategy on eleventh graders' vocabulary retention?
4. What is the effectiveness of KWL strategy on eleventh graders' attitudes towards English?
5. Are there statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test?
6. Are there statistically significant differences between the mean scores of the experimental group subjects in the pretest and that of the post reading comprehension test?
7. Are there statistically significant differences between the mean scores of the experimental group subjects in the pretest and that of the post vocabulary test?
8. Are there statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English?

1.4. Research hypotheses

1. There are no statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the post reading comprehension test.
2. There are no statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the post vocabulary test.
3. There are no statistically significant differences between the mean scores of the experimental group subjects in the post vocabulary test and that of the delayed vocabulary retention test.
4. There are no statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the post application of the attitude scale towards English.
5. There are no statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test.

6. There are no statistically significant differences between the mean scores of the experimental group subjects in the pretest and that of the post reading comprehension test.
7. There are no statistically significant differences between the mean scores of the experimental group subjects in the pretest and that of the post vocabulary test.
8. There are no statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English.

1.5. Significance of the study

The study may prove useful for the following:

1. Teachers of English may benefit from the work and want to use the strategy.
2. English language supervisors may find the results interesting and useful and may generalize the study findings.
3. Syllabus designers may find it useful to employ the strategy when they redesign the syllabus in the future.
4. Eleventh graders may increase their reading comprehension and vocabulary abilities through adopting KWL strategy. Moreover, the eleventh graders are expected to realize the importance of having good reading comprehension ability to be capable of achieving better academic performance.

1.6. Study limitations

The current study was conducted in the middle governorate - Gaza, where the teacher works as a teacher of English at Al Manfalouti Secondary School for Boys in the second semester of the scholastic year 2013 - 2014. The researcher used the quasi-experimental approach. So, the sample of the study was purposefully chosen to be of two intact classes of eleventh graders, one as an experimental group and the other as a control group. The students were enrolled in the scientific stream and aged between (15-16) years old. The study was limited to the second semester units of English for Palestine 11 textbook, lessons 7 and 8 where reading comprehension passages are available.

1.7. Operational definition of terms

For the purpose of this study, the researcher adopted the following operational definition of terms:

1.7.1. Effectiveness

It is the degree of improvement in the students' achievement in each level of reading comprehension skills (skimming, scanning, prediction, inference and recognizing reference words) in English language as a result of using KWL strategy measured by eta square.

1.7.2. Attitude

The researcher adopted Wenden's (1991) definition who presents a comprehensive definition of the attitude concept. He classified the term “attitude” into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual’s feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

1.7.3. Reading comprehension

It is an intentional thinking during which meaning is constructed through interactions between text and reader (Hodges, 1995, p 207).

1.7.4. KWL strategy

KWL strategy is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students’ statements about what they know (K), want to learn (W), and, after reading, what they learned (L). (Stahl, 2008, p. 364). KWL is an instructional reading comprehension strategy that can be used to assist teachers in activating students’ prior or background knowledge of a subject or topic.

1.7.5. Vocabulary

The researcher adopted Saputra's (2007) definition who gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language, have meanings and consist of some parts like verbs, idioms, pronunciation.

1.7.6. Retention

Richards and Schmitt (2002, p.457) define retention as "the ability to recall or remember words after interval of time".

1.7.7. Eleventh graders

Eleventh graders are students aged between 15 - 16, and enrolled in the scientific stream at Palestinian governmental schools, as well as studying English for Palestine 11 textbook.

1.8. Summary

Chapter I presented the study problem which aimed to investigate the effectiveness of KWL strategy on developing Palestinian eleventh graders' reading comprehension, vocabulary and its retention and students' attitudes towards English. Furthermore, this chapter included the need of the study, statement of the problem, research questions, the hypotheses, the significance of the study, limitations as well as the operational definition of terms.

Chapter II
Literature Review

Section (A) Theoretical Framework
Section (B) Previous Studies

The Researcher
Abdel Rahman M. A. Abdal Rahim

Chapter II

Literature review

Section (A) - Theoretical framework

This chapter is divided into two sections. The first section includes the theoretical framework and consists of four parts. The first part discusses the KWL strategy; the second part discusses reading comprehension; the third part tackles vocabulary and its retention; whereas the fourth part covers attitudes towards English language. The second section investigates the findings of previous studies related to the topic of the current study.

☒ Part 1. KWL strategy

2.1. Overview

KWL strategy was developed by Donna Ogle in 1986. Since its origin, the KWL strategy has been used as an instructional reading strategy to help new teachers engage students from the beginning of a reading lesson by activating prior knowledge. KWL also helps teachers keep students interested as they think about what they want to know and what they have learned (Sasson, 2008). Accessing prior knowledge and engaging learners' interest before beginning a reading activity can improve learners' ability to make associations, enhance understanding, and increase comprehension (Bailey, 2002, p.1). Learners' proficiency is enhanced in setting purposes for reading, searching information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines (Bader, 2009). The KWL strategy offers a framework that learners can use to monitor their decoding of a text through listing, mapping and summarizing what was learned. Ogle (1986) developed a strategy for helping the students to access important background information before reading nonfiction. The KWL strategy (accessing what I **Know**, determining what I **Want** to find out, recalling what I did **Learn**) combines several elements of approaches discussed above. For the first two steps of KWL, students and the teacher engage in oral discussion. They begin by reflecting on their knowledge about a topic, brainstorming a group list of ideas about the topic, and identifying categories of information. Next, the teacher helps highlight gaps and inconsistencies in students' knowledge, where students create individual lists of things that they want to learn about the topic or questions that they want answers about. In the last step of the strategy, the students read new material and share what they have learned. Informal evaluations indicate that the KWL strategy

increases the retention of reading material and improves students' ability to make connections among different categories of information as well as their enthusiasm for reading nonfiction (Ogle, 1986).

2.2. KWL strategy definition

Stahl (2008, p. 364) states that KWL is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and, after reading, what they learned (L). Azhar (2001, p. 58) defines KWL strategy as one of the strategies that are used in teaching reading. Carr and Ogle (in Fritz, 2002, p. 1) report that KWL strategy is a method devised to teach students to read actively by engaging previous knowledge, asking questions, and recalling important information in the text to enhance comprehension. In the KWL strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. Then, after reading the selection, the students are asked to write what they have learned about the subject. This strategy prompts the students to identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading.

Fisher and Frey (2002, p. 47) state that KWL charts are a great way to hook students into learning. These language charts start with the question, "What do you ***know*** about the topic?". Following this discussion, students are asked, "What do you still ***want*** to know about the topic?". Once the unit of study has been completed, the language charts are used again and students answer the third question, "What did you ***learn*** about the topic?". According to Press, (2007 p. 2) the KWL is an organizer to help students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When they get new information, students will use their brains to join the old knowledge with the new.

Thus, KWL is a strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment. Moreover, the KWL strategy is designed in a three-column format which requires students first to list what they already know about a topic (calling attention to prior knowledge) second; to write what they would like to know about a topic (tapping student interest and providing purpose for reading); and finally, after reading and discussion, to list what they learned

and would still like to learn (making connections between questions asked and information encountered).

The researcher defines KWL strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior knowledge of a topic. It consists of the three-columned map to be drawn on the board. The first column represents what the students know about the topic by recalling what they KNOW. The second column represents what the students want to know in the text by determining what they WANT to learn. The third one represents what the students have LEARNED after having read the text by identifying what they learnt as they read.

2.3. The importance of KWL strategy

Reading strategies are important to have more reading comprehension and development in reading skills. KWL strategy is among the easiest and most practical reading strategies, and it is flexible for different usages (Willhelm, 2002, p. 122). Carr (1987) asserts that KWL helps students become better readers of expository texts and helps teachers to be more interactive in their teaching. KWL strategy helps students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they finish reading Carr (1987, p. 18). Sampson (2002, p. 23) acknowledges that this strategy facilitates engagement and interaction by keeping students motivated through activating their prior knowledge.

The meta-cognitive strategy of self-questioning is used to ensure that students comprehend the text. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives. Moreover, Davis and Byu, (2008, p. 54) maintain that KWL strategy allows students to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings. Also, Vacca and Vacca (2005) believe that the KWL strategy is useful in developing students' reading comprehension skills.

2.4. KWL strategy benefits

KWL encourages EFL students to think more actively about what they are reading and, therefore, improve their comprehension abilities in general and perhaps

learn more about what they are reading (Anderson & Pearson, 1984). KWL also helps teachers to activate a learner's prior knowledge concerning a topic or subject and it promotes research, active reading and inquisition. The use of KWL is particularly as beneficial as a pre-reading strategy and it also serves as a test of what learners have studied during a certain study unit. Below are some the benefits of KWL according to Daniel (2011).

2.4.1. Promoting active learning

Active learning has become an important factor of education success and it involves other activities that learners do together in class apart from simply listening to lectures. Studies show that students comprehend the topics better and also retain them for long if they can actively react to course material. KWL fosters active learning through enabling teachers to better assess their students' learning levels during the course.

2.4.2. Encouraging academic success

Because learners learn actively using the KWL, it is likely that they will become even more connected to class and the topics or subject matter. They will interact with class members and the teacher, increasing their chances for academic success. The great relationship between faculty and students as an essential part of KWL fosters student retention in school.

2.4.3. Enhancing learning

The prior knowledge that a student has usually affects the learner's performance. There is also a well-recognized relationship between learning comprehension and prior knowledge. Regardless of the ability of a student to read, high prior understanding of a certain subject area normally means better scores. Moreover, high prior understanding is also associated with enhancement of the learner's interest in specific topics.

2.5. Why use KWL strategy

The KWL strategy was created to enhance reading comprehension in content areas. All three parts of the strategy focus on a different aspect of student's individual learning style. Jared and Jared (1997, p. 36) explain that the KWL strategy is also used as an organizational tool because it allows students to identify known information about a given subject. Furthermore, to that, KWL presents a before-during-after reading for students in helping with comprehension strategies. Students can get started by

brainstorming any prior knowledge they may have on the topic which then helps them develop a curiosity on the subject and gets them interested in learning more about it.

Besides, KWL strategy helps students to decide what they would like to learn about the subject that gives them self-motivation to read and make up their own questions. In addition, it helps with self-monitoring of comprehension because it allows them to identify what they understood. Szabo (2006) states that KWL strategy gives an opportunity for students to expand on their ideas and formulate new ones. Consequently, the researcher sees that KWL strategy can help students feel more comfortable with their comprehension of a subject because it goes through each step separately so that comprehension comes easier.

2.6. Purposes for using KWL strategy

KWL strategy serves several purposes to elicit prior knowledge of the topic, to set a purpose for reading, to monitor comprehension, to assess comprehension of the text and expand ideas beyond the text. In addition, KWL strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. Adapted from Ogle's (1987), KWL initiates active engagement in the reading\learning task. The strategy creates an instructional framework where students list (1) what they know, (2) what they want to find out, and (3) record what they have learned or still want to learn. This activity can be used individually, in small groups, and with whole class activities. Moreover, Ebrahami (2011, p. 45) maintains that KWL is developed to encourage purposeful reading activity by activating and organizing students' prior knowledge. This purpose includes developing questions of personal interest in order to focus attention during reading, summing up and reflection on what was learnt by using KWL charts. It is clear that the KWL strategy helps students individually or in small groups to connect what they already know about a given subject, to what they want to know about them, and then finally what they have learned about the subject. Students connect their new learning to their previous knowledge, and thus ensuring that the new knowledge will be retained.

Conner (2006, p. 1) identifies the purposes of using KWL strategy, which shows as follows:

1. Elicits students' prior knowledge of the topic of the text.
2. Sets a purpose for reading.
3. Helps students to monitor their comprehension.

4. Allows students to assess their comprehension of the text.

5. Provides an opportunity for students to expand ideas beyond the text.

2.7. Benefits of KWL strategy for readers

KWL strategy is one of those teaching and learning strategies used mainly for information texts. According to Ogle (1986, p. 564-570), KWL strategy helps readers to elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension, assess their comprehension of the text, expand ideas beyond the text, help students become better readers of expository text, increase the retention of reading material, improve students' ability to make connections among different categories of information as well as their enthusiasm for reading nonfiction.

Conner (2006, p.1) states that KWL provides an opportunity for students to expand ideas beyond the text, helps students decide what they would like to learn about the subject which gives them self-motivation to read and make up their own questions, and helps with self-monitoring of comprehension because it allows the students to identify what they understood. According to Szabo (2006, p.57), KWL gives an opportunity to students to expand on their ideas and formulate new ones. Jared and Jared (1997, p. 21) declare that KWL allows student to identify known information about a given subject. Sasson (2008, p. 1) states that KWL helps students keep interested as they think about what they want to know and what they have learned. It assists the students to build meaning from what they read and helps them examine their progress toward their goals.

Stahel (2008, p. 366) considers that KWL invites students to share whatever they know about a topic, open the door for discussion with more breadth and depth of student's knowledge. However, this openness may result in student discussion drifting far from the focus of the text or sharing inaccuracies. Thus, KWL encourages students to comprehend texts through the charts that include columns for each of the activities that activate students' prior knowledge, express students' curiosity, explain information gotten, and extend information on the topic. KWL promotes students' motivation to read since it elicits students' background knowledge of the topic of the text, sets a purpose for reading, allows students to assess their comprehension of the text, helps the students to monitor their comprehension, helps students become better readers of expository texts, and provides an opportunity for students to expand ideas beyond the text.

2.8. Benefits of KWL strategy for teachers

Backman (2006, p.79) indicates that KWL is a good strategy because it enables the teacher to assess students' background knowledge and interests before the beginning of the lesson. Afterwards, it helps teachers to evaluate the material contents that are learned. In the same context , adapting KWL strategy serves to activate prior knowledge and give students and teachers an opportunity to assess whether this prior information is accurate or not. Once teachers know what the students know and what they don't know about the topic, they can develop an effective lesson for the upcoming reading (Holmes & Roser, 1987, p. 646). It should also build background by providing specific information about the topic to be read. According to Stahle (2008, p. 364), KWL enables teachers to access the prior knowledge of students and to help students develop their own purposes for reading expository texts.

On the other hand, KWL is a process in which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), what they want to learn (W), and after reading, what they have learned (L). Furthermore, KWL helps teachers to be more interactive in their teaching (Ogle 1986, p. 32). Fritz (2002) found that the strategy increased the quality and quantity of interactions between students, teacher, and subject matter. It is clear that adapting KWL strategy assists teachers in activating students' prior knowledge to be more interactive in their teaching of a subject or topic and encourages inquisition and active reading.

2.9. KWL as a reading comprehension strategy

The KWL strategy is an instructional reading strategy that is based on moving from one stage to another. In the K stage (What I know), the students access their background knowledge to the text they are reading by listing what they already know about a specific topic. Then in the W stage (What I want to know), the students list what they want to know about the same topic, and finally they summarize what they have learnt in the L stage (What I've learnt) (Peregoy & Boyle, 2001).

Donna Ogle (1986) created the KWL strategy in response to the need for readers to activate prior knowledge in a graphical way. Each student receives a copy of the KWL worksheet and it is presented to the whole class on an overhead projector or other means. It contains three cognitive steps; the first two are included in the pre-reading portion of the reading lesson. Step one is the *K* and it signifies *what I know.* Step two is

the *W* and signifies *what I want to learn.* The third step, *L*, is to be completed post-reading or during-reading and it signifies *what I learned. K* step activates prior knowledge in two ways. Ogle (1986) refers to the first way as *brainstorming*. The teacher chooses a key concept from the reading and elicits what the students know or are uncertain about and misconceptions they have about the topic, and then the teacher writes it down under the *K* column. Although strong readers demonstrate the cognitive process of brainstorming automatically when they read, struggling readers need explicit instruction on how to brainstorm (Beers, 2003; Tierney & Cunningham, 1984).

Ogle (1986) states that the goal of brainstorming is to identify where the gaps in the readers' schemata lie in order to fill them to prepare for the reading. As assumptions and misconceptions arise, the teacher and classmates have a chance to question the sources of the information and attempt to clarify the misconceptions. As the class discusses these issues, background is being built for the reading as well.

The second way that prior knowledge is activated during the *K* step is when the teacher guides the students to take the items from the brainstormed list and put them into broader categories. Ogle (1986) claims that teachers assess the ease in which the students were able to complete the *K* portion of the KWL to determine whether or not more background building needs to be done before the reading. Next, the students and the teacher brainstorm questions about the topic that they anticipate will be in the reading and write them under the *W* column of the chart. This portion of the strategy helps students develop their purposes for reading; they have different questions and will read to find the answers to their questions.

Ogle (1986) stresses that the teacher's important role in this process is to point out the students' disagreements and the categories lacking information to help the students generate more questions. This, in turn, helps in strengthening the students' motivation to read for the information questioned. Once a sufficient number of questions have been developed as a group, each student is encouraged to finish the *W* column on their own by generating some final questions before reading, which serves to help the students personally relate to their topics.

The final step of the KWL is to record what was learned under the L column making sure to focus specifically on the questions and categories that were developed. Ogle also points out that when students' questions are not answered in the text, it empowers them to be seekers of their own sources of knowledge.

The researcher concludes that, KWL is an instructional strategy that develops active reading of texts by activating learners' background knowledge. In addition, it provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned. Learners begin by brainstorming everything they KNOW about the topic. The relevant information is recorded in the K column of the KWL chart. Learners then generate a list of questions about what they WANT to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have LEARNED is recorded in the L column.

2.10. Reasons for using KWL strategy inside the classroom

According to Al-Taie (2010, p. 282), there are many reasons for using KWL strategy inside the classroom. They are as follows:

1. KWL strategy activates students' prior knowledge of the topic by asking students what they know about the topic, and this step operates students' thinking and restores their experiences about the topic.
2. KWL strategy provides opportunity for students to participate and engage in the topic by asking them what they want to know.
3. This step is very important because it allows the students to expand their knowledge and know their needs and interests; in addition, the teacher has a clear picture about his\her students to prepare a lesson plan that they enjoy.

Backman (2006, p. 79) states that KWL strategy enables the teacher to assess students' background knowledge and interests before the lesson. Afterward, it helps teachers to evaluate the content material that is learned. KWL strategy represents a class activity or an individual basis. The KWL strategy can be completed in the first language or with illustrations if students have limited English proficiency.

2.11. Implementing KWL strategy inside the classroom

KWL is one of the strategies that endeavor to improve reading comprehension in different ways. It activates the students' prior knowledge about the topic, helps students monitor their comprehension of the text, lets students evaluate their comprehension of the text, and provides students with opportunity to expand the textual knowledge and exceed that as to read beyond the lines. The steps below are followed in applying KWL strategy in teaching (Al Taei, 2010, p. 382).

2.11.1. Before reading

The teacher starts to talk about the comprehension strategy to help the students understand a reading passage, and this strategy is called KWL, (Michael, 1998, p. 2). The steps below are followed before reading:

A. Selection of the reading passages to be a sample of the study.

B. Description of the KWL strategy. K= what we know, W= what we want to know, and L= what you have learned.

C. Creating a KWL chart. The teacher prepares a chart on the blackboard or on an overhead projector.

D. Labeling the columns as follows: Column 1 **K**, column 2 **W**, column 3 **L**. Conner (2006, p. 1) states that at this step, the teacher asks students to brainstorm words, terms, or phrases they associate with a topic. Both the teacher and the students record these associations in the K column of their charts. This is done until students run out of ideas. The students should be engaged in a discussion about what they wrote in the K column. Jones (2007, p. 1) states that "before reading, viewing or listening, students fill in the K column with words, terms, or phrases from their background or prior knowledge; if the teacher is having them draw on a topic previously learned, then the K column may be topic related." But if the topic is something brand-new, and the students do not know anything about it, the teacher should use the K column to have them bring to mind a similar, analogous, or a broader idea. Jones (2007) adds that the reason behind doing the K column in the chart is to have students bring to mind something they already know, as a hook to which new information can be attached.

E. The teacher helps students by shifting the statements into questions to be understandable, and facilitating the process of creating questions by generating a list of questions among them. In addition, the teacher gives the meaning of difficult words. Conner (2006, p. 2) clarifies this step by highlighting the role of the teacher who asks his\her students what they want to learn about the topic after they run out of ideas for questions. If they answer with statements, the teacher will turn them into questions when they record them in the W column. Furthermore, the teacher prepares a number of questions in order to focus on ideas in the passage when she\he feels that students' questions are not enough to emphasize them. However, the majority of students' questions should be more than teachers' questions in the W column because they are students-generated or call it student centered questions.

2.11.2. While reading

A. The teacher presents the new highlighted difficult vocabulary in the text asking students to read the passage silently and quietly putting stars above the questions which the passage answers in the W column.

B. Students should check the answers to the questions in their W column and then they can fill L column.

2.11.3. After reading

A. The students fill out the L column of their charts. In addition, they answer the W column questions, the teacher increases students' motivation to write in L column the interesting ideas they come up with, and they can put a check mark to the information that answers questions from the K column and put a star next to the ideas that are interesting to them. As for the questions that are not answered in the passage, the teacher encourages the students to consult other resources to search for answers.

Jones (2007, p. 1) notes that this stage is called Meta-cognitive. He\She determines the purpose of using this chart to develop meta cognitive skills, keeps the students focused and interested during reading, and gives them a sense of acquired information when they fill in the L column after reading.

B. The teacher and the students discover some interesting information which they did not know before. They usually select the unanswered questions in W column to find another resource in order to cover the topic completely.

C. The teacher asks his students to search on the internet about the unanswered questions for the next class.

According to Bahloul (2004, p. 18), KWL strategy lesson goes through the following steps:

1. The teacher draws the KWL chart on the board reminding students of the strategy, and then students write all the information that they know in advance, and the new information that they want to know before studying the topic and then complete the table with the information and new knowledge that they have learned after studying the subject.

2. The teacher involves all his class as one unit or he divides them into small groups, summarize their prior knowledge on the reading subject, and then the teacher writes every idea in the KWL chart or he makes his students write it .

3. Then, the teacher asks students to ask questions they want to answer during their study of the subject, and he writes these questions in the table.

4. Teacher asks students to read the subject and write down their notes about the knowledge and experiences they have learned, emphasizing the new information that is related to the question: What do I want to know?

5. Teacher asks all students or some of them to volunteer to write the knowledge and experiences they have learned through the subject to complete the table, discussing with them this new information, noting any unanswered questions.

Ateya (2009, p. 253-254) states that KWL strategy goes through the following steps:

1. Announcement stage: the teacher announces the subject and its general dimensions, and he writes the topic on the board alongside with a brief overview of it.

2. Presenting the KWL table: the teacher draws KWL chart on the board reminding students of the processes required by this strategy and how to deal with each column of the table.

3. Identifying study method: group work is better than whole class work. If the teacher chose to distribute students into groups, he must nominate the members of each group.

4. Students are asked to fill in the first column of the table which relates to the answer of the first question: What do we know?. This requires that each student or a group has a KWL table similar to the one the teacher delineated on the board.

5. Determining what to learn stage: After the students mention what they know about the subject, they move to determine what they want to learn typing questions they want to answer after studying the subject or in the course of their study of the subject.

6. Studying the subject in depth: After that, students identify their knowledge and experiences on the subject and the questions that they want answers for in the course of the study of the subject. Or after the completion of the study, students examine the subject making use of their previous experiences as a starting point which guides their thinking and study as these constitute goals they should strive to achieve.

7. Writing down what has been learned: After studying the subject, the teacher requires his students to write down what they have learned from their newly acquired knowledge and experiences in the third column designed for answering the third question: What have you learned?

8. Evaluation: Students evaluate what they have learned through comparing the vocabulary of the third column with those of the second i.e. comparing what they have

actually learned with what they really wanted to learn alongside with mentioning the questions that they did not get an answer to. Then comparing what they have learned with what they knew to find out the level of success that has been achieved and modify some of the erroneous beliefs or ideas before the new learning has occurred.

9. Reinforcing learning: The teacher requires students to:

a. Summarize the most important thing they have learned from the topic.

b. Identifying the benefits they gained.

c. Giving an oral presentation of what they have learned.

Conner (2006, p. 2-4) believes that KWL strategy involves the following steps:

1. Selecting text or topic to be taught.
2. Putting the KWL chart on the board or on a transparency. Every single student should have this chart to record information.
3. The teacher asks students about the words, terms, and information related to the subject as a kind of brainstorming. These information and knowledge should be recorded in the column What I Know (K). After students finish, the teacher discusses what students wrote in column (K) with them.
4. The teacher asks the students about what they want to know about the subject and record these questions in column (W), What I want to Know. The teacher asks students to encourage them to generate and record ideas in column (W) such as what you want to learn about this topic?
5. After the students read the text, they write down what they have learned in the column What I Learned (L). Students should look for answers to questions that they wrote in the column (W) either while reading or after it. The teacher also encourages his students to write in the column (L) anything they found important to distinguish between their answers to the questions and important ideas.
6. Discussing the information recorded by the students in column (L).
7. Encouraging students to look for answers to the questions they wrote down in the column (W) which the text didn't provide answers for.

After reviewing the previously mentioned views regarding the KWL strategy steps, it is evident that they all agree on the following:

1. Selecting a topic to be studied and drawing the KWL chart on the board.
2. Distributing the KWL strategy chart to the students and reminding them of the steps.

3. Identifying and recalling the previous information the learner has and associated with the subject and writing it in column (K).

4. The teacher asks the students about what they want to know about the subject and records the questions in the second column (W).

5. Students read the text, and record their information in column (L). This information should be answers to the questions raised in the second column.

6. Discussing the information recorded by the students, and encouraging them to look for answers to the questions they recorded in the second column (W), which they did not get answers for in the text.

The following are the steps adopted by the researcher in the current study:

1. Selecting a topic to be taught.

2. Drawing the KWL strategy chart on the board, and demonstrating how to use it.

3. Dividing class into groups, and assigning a name for each one.

4. Distributing the KWL chart, which involves the strategy steps to the students.

5. Stimulating students' ideas and discussing with them the things they already know about the subject, then recording the information in the first column (K) in order to link the prior knowledge with current knowledge.

6. Questioning students regarding what they want to know to encourage them to raise ideas, and then students record what they want to know about the subject in the second column (W).

7. Distributing sheets to the students including the subject to be studied as working papers.

8. Directing students to read the text and record the knowledge and information that is reached in the third column (L), which is considered answers to questions raised by students in the second column.

9. Students compare what they have learned in the third column (L) with what they wanted to learn in the second column (W), mentioning the questions in the second column (W), which have not been answered in the third column (L), and directing students to look for answers to them in other sources.

10. Students compare the information that has been learnt in the third column (L) with the information which they wrote in the first column (K) in order to modify the ideas and concepts that they had before the new learning.

11. Students summarize what they have learned from the topic as an evaluation process for the strategy.

12. Students write a summary of the topic.

2.12. The role of the teacher in the application of KWL strategy

Implementing the KWL strategy depends largely on the role played by the teacher as the success of the strategy depends on the extent of his knowledge and mastery of his role.

Barakati (2008, p. 98) has identified this role as follows:

1. Directing learners toward reading the subject, and then making them ask themselves the following question (What do I know about the subject?) with the need to help them generate as many questions as possible, as the strategy progresses.

2. Following-up the increase in questions in order to calculate the appropriate time for promoting the learners' fluency because the more questions a learner raises and the shorter the time he needs for this process, the more the strategy is effective.

3. The need for repeating the questions with learners during responding to confirm the information. The questions should not be repeated with other learners.

4. Writing ideas in the first column, with the need to accept any idea related to the subject even if it was mistaken.

5. Before reading, the teacher asks the learners (What do you want to know about the topic?) and he is to get five or six ideas and writes questions around these ideas.

6. While reading, and after learners have put a question regarding (What I want to know from the text?). Here the teacher begins to direct learners to set an objective for themselves for their reading. They must start formulating questions using general forms of questions.

7. To putting an asterisk "*" next to the idea confirmed by the text while reading.

8. Then the teacher provides students with an opportunity of three to five minutes to read the text and then they fill in the third column of the table (what I have learned about the topic?). This can be done as a homework activity.

Al-Zahrani (2011, p. 24) also identified the role of the teacher in the KWL strategy as follows:

1. Planner of the lesson objectives according to the selected lessons that may help in achieving this.

2. Detector for students' prior knowledge as a basis for new teaching.

3. Officer, who controls the circumstances and manages classroom discussion groups.

4. Guide and organizer of the students' knowledge within an effective organizational chart.

5. Discussant and the generator of the questions that arouse to the students' thinking.

6. Corrector of students' errors built on their past knowledge and experience.

7. Evaluator of the students' performance and the extent of their achievement of the desired learning.

Al Jaleedi (2009, p. 55) identifies the role of the teacher in the KWL strategy as follows:

Al Jaleedi states that the role of the teacher in this strategy is the role of the guide and mentor who can, with his educational techniques, raise a set of questions for students through which he provokes their thoughts and information and registers all ideas, taking into account the criteria for brainstorming, and perhaps the most prominent of which is accepting all the ideas on the subject rather than overlooking them. Besides, the teacher makes his students one unit, or divides them into small groups, summarize their prior knowledge on the subject, and then he writes all that they have mentioned in the KWL table or makes students write what they themselves know about the topic in the table.

Attia (2009, p. 254) determines the role of the teacher in the KWL strategy as follows:

Attia states that the use of this strategy in teaching requires the teacher to direct the educational process towards previously identified specific learning objectives. He, moreover, determines the following:

1. What he wants students to learn?

2. What his students wanted to learn.

3. What must be understood by the students?

4. The necessary arrangements required to make students autonomous regarding the steps in this strategy.

2.13. The role of the student in the KWL strategy

Al-Zahrani (2011, p. 25) identifies the role of the student in this strategy as follows:

1. Reading, watching, or listening to the subject, and absorbing the ideas of it.

2. Raising questions that meet his cognitive needs based on his previous knowledge.

3. Exercising independent thinking on issues and ideas that revolve around the subject.

4. Classifying the ideas contained in the subject into basic and sub themes.

5. Training to exercise cooperative thinking with members of his group.

6. Discussing and arguing in the classroom.

7. Correcting his previous cognitive structure in terms of errors in his information and wrong facts.

Attia (2009, p. 251) believes that learning through this strategy requires:

1. Distributing the KWL table to students.

2. Students fill the first column with what they know about the subject.

3. Students fill the second column with what they want to know about the topic.

4. After studying the subject, students fill the third column, with what they have learned besides mentioning the things that they want to know but do not want to know now.

5. Compare what they have learned with what they wanted to learn.

6. Comparing what they have learned with what they believed, and in case they found an error in their past knowledge and beliefs, they do the necessary corrections in the first column.

Through what has already been mentioned, it is clear to the researcher that students play a positive role in this strategy. It is as follows:

1. They determine their prior knowledge and record it in the first column (What do I know about the subject?).

2. They determine the questions they want answers for, and write them in the second column (What I want to know?).

3. Writing down what has been learned after reading the subject and recording it in the third column (What I have learned?).

4. Comparing what has been learned in the third field with what they want to learn in the second field.

5. Comparing what has been learned with what they previously believed. Then, they correct the wrong concepts and ideas.

6. Writing down the questions that they have not got an answer for in the topic in the fourth column, and then they search for an answer to these questions.

2.14. Advantages of using KWL strategy

After doing several KWL activities, learners are encouraged to use KWL as an independent learning strategy to activate their prior knowledge and also extend their KWL scheme to confirm the accuracy of their prior knowledge and of what they learn.

This helps them set a definite purpose for reading and recording what they learned (Conner, 2006). If one of the goals of the pre-reading strategy was to foster independence, perhaps using a KWL chart would be more beneficial. KWL charts are easy for students to use independently because of the simple chart format (Ogle, 1986). Students who know KWL strategy helps them read better and can either think out the K and W sections in their head or they could easily write out the graph on a piece of paper, (cited in O'Brien 2007, p. 31).

Ibrahim (2005, p. 125) and Bahloul (2004, p. 185) cited the advantages of the KWL strategy as follows:

1. It promotes the idea that makes students the center of the teaching-learning process, rather than the teacher.
2. It enables teachers to achieve wide strides and great advances to enhance the classroom learning environment.
3. The strategy enables teachers to begin the school year with clear objectives laid down in advance, and then they think with the students in a consistent and collaborative manner whether these objectives have been achieved or not.
4. It helps teachers to enable their students to tackle any subject whatever the degree of its academic difficulty, via activating their prior knowledge, and rousing their curiosity and excitement.
5. It enables students to determine and lead their own learning. The teacher should attribute students' success in their own learning to the effort they have expended.

Additionally, Attia (2009, P. 252-253) adds the following advantages of this strategy:

1. It makes the student the center of the teaching-learning process and emphasizes autonomous learning and self-dependence.
2. It enables the learner to achieve a significant progress in the structure of learning.
3. It can be used with students at the beginning of the school year to determine what they want to learn, and compare it with what they have learned by the end of the year.
4. Activating prior knowledge and arousing students' curiosity to think and enables them to learn subjects, regardless of the degree of difficulty.
5. It can be used in all stages of schooling and learning materials.
6. It enable students to determine what they learn and lead themselves in the learning process.

Salem (2007, p. 40-41) identified the importance of the use of KWL strategy as follows:

1. Studies indicate that the KWL strategy contributes to learn declarative knowledge in all its different types such as constructing meaning, organizing information and storing information.
2. Activating prior knowledge stored in the long-term memory.
3. Increasing self-questioning and interrogation skill by which they can activate monitoring operations.
4. Recycling information and reorganizing the cognitive structure of the neural connections to link ancient and new information, in order to achieve coherence and cohesion of the cognitive framework of the individual.
5. Organizing thinking, its operations, and its sequencing, especially since the answer to the questions of the strategy requires the presentation of ideas, and adding information, rather than just answering using simple sentences.
6. Help to lay the cornerstone for planning, and collect data from primary and secondary sources. It also includes a variety of predictable sources of information.
7. Contribute into selective comprehension, because it represents an invitation to mental wandering and investigation to find events associated with learning new.
8. Contribute into innovation and lateral thinking as this type of thinking depends on activating prior knowledge and trying to re-formulate it in a new form.

It is clear for the researcher that the importance of using the KWL strategy in teaching is as follows:

1. It helps students to remember, recall and activate their prior knowledge.
2. It connects their previous knowledge with the subsequent knowledge through the strategy chart.
3. It attracts learners and helps them to identify the purpose of studying a given topic.
4. It organizes the thinking process among students through asking questions and answering them.
5. It affords opportunities for innovation through recalling prior knowledge and formulating it in a new form.
6. It assesses the students' understanding of the subject by discussing learned knowledge and comparing it with the previous learning.
7. It can be used in most disciplines and all levels of study.

2.15. Problems in using KWL strategy

Students have to understand what their role involves and why the process of explaining KWL is important for learners to examine what they know about the topic they will read and study. Ibrahimi (2012, p. 55) states that when using the steps of KWL chart with group or interclass, some students will find it difficult to complete the KWL sheet on their own. Others will avoid taking risk and revealing what they know or do not know about the topic. Others simply will not be positively motivated. Al-taie (2010, p. 384) mentions that most Arab students use the style of statement not questions. Furthermore, they use their native language (Arabic) when they cannot explain what they want to learn in English.

2.16. KWL chart definition

According to Cox (2014, p. 1), the term KWL chart refers to K-know, W-want to know, L-learn. A KWL chart is an instructional technique designed to help students construct meaning by mapping out what they are learning about a topic. This graphic organizer is used during pre-reading, reading and post-reading. This tool consists of three columns where students list:

1. What they know about the topic before they learn about it.
2. What they want to know about the topic before and during learning.
3. What they learned about the topic after learning about it.

The researcher concludes from the previous definition of the KWL chart that in the first column of the KWL chart **(K)**, students write the information that they know about the topic before they learn it, whereas in the second column **(W)** students write the information that they want to know about the topic before and during learning, and after the completion of the lesson or unit, students write the information that they have learned in the third column **(L)** after learning about the topic. Here is what the KWL chart can look like.

Table (1)
KWL Chart

K **What I know**	**W** **What I want to know**	**L** **What I learned**
Write the information about what the students know in this space.	Write the information about what the students want to know in this space.	After the completion of the lesson or unit, write the information that the students learned in this space.

2.17. The benefits of a KWL chart

Your brain, as well as all other human brains, responds well when given the opportunity to access prior knowledge and organize new data before reading or experiencing new information. Many teachers use a tool called a K-W-L chart. To create one you draw three columns. In the first, students write what they know about a given topic. In the second, they write what they want to know. In the third, they write what they have learned when the learning task is completed. Implementing a K-W-L chart with students before learning activities will offer benefits in reading comprehension as well as activities across the curriculum. The K-W-L model can be used for a lifetime of effective learning (Rynsburger, 2014). Below are the benefits of a KWL chart:

2.17.1. Accessing background knowledge

Before reading a text or exploring new information, a K-W-L requires learners to record the knowledge already understood about the topic at hand. Reading to learn effectively or retaining new information requires learners to integrate the new information into their existing knowledge base. Strangman and Hall (2004) of the National Center on Accessing the General Curriculum reports that without accessing background knowledge, less information is gleaned and permanently stored. K-W-L charts prime learners to maximize their learning potential.

2.17.2. Regulate comprehension

Comprehension, or understanding the meaning of text, is a learned skill for many people. A K-W-L chart requires readers to make predictions and ask questions prior to reading that may be answered in the text. While reading, students will discover if their predictions were accurate and if they are able to find the answers to their questions. Because readers are searching for specific answers to predictions and questions, they are more motivated to comprehend the material. Answers to questions and predictions are recorded in the "Learned" column solidifying new knowledge.

2.17.3. A cross-curricular inquiry tool

Inquiry-based learning prepares students for acquiring new information in the changing world of the 21st century. A K-W-L chart is an inquiry-based learning model that can be used across the curriculum. Although K-W-L charts are most often used to help students read to learn, they can be effectively used in math, science and world studies as well. Require students to access prior knowledge in order to integrate new

information. Making predictions and asking questions prime the learners' minds to search out and permanently store newly acquired information.

2.17.4. A model for life-long learning

As students leave school days behind, they must be prepared to continue learning for the rest of their life in order to be successful, responsible citizens. A K-W-L chart is a model that can be used to help store new information. By reviewing information he is already familiar with on a given topic, a learner prepares himself to integrate and store new data. Asking purposeful questions and making educated predictions will help adult learners find specific answers and expand their base of knowledge.

2.18. Purposes for using KWL chart

A teacher has many reasons for using KWL chart in the classroom. First, a KWL chart activates students' prior knowledge of the text or topic to be studied. By asking students what they already know, students are thinking about prior experiences or knowledge about the topic. Next, KWL charts set a purpose for the unit. Students are able to add their input to the topic by asking them what they want to know. Students then have a purpose for participating and engaging in the topic. Also, using a KWL chart allows students to expand their ideas beyond the text used in the classroom. By being aware of students' interests, the teacher has the ability to create projects and assignments that the students will enjoy. A KWL chart is a tool that can be used to drive instruction as well as guide student learning.

2.19. Summary

Using KWL strategy helps students become better readers and to be active thinkers while they read. It also facilitates engagement and interaction by keeping students motivated through activating their prior knowledge. On the other hand, KWL strategy enables the students to be more active in the learning process. This state is called the student-centered classroom because the learning process is based on student’s interests and needs. In the KWL strategy, the teacher does not direct learners, but provides support for them to be able to learn on their own. While in traditional methods, there is a teacher-centered classroom which neglects the students' role. Moreover, The KWL strategy helps teachers to be more interactive in their teaching. It also helps teachers to activate students' prior knowledge concerning a topic or subject and it promotes research, active reading and inquisition.

☒ Part 2 Reading comprehension

Comprehension is a creative, multifaceted process that is dependent upon four language skills: phonology, syntax, semantics, and pragmatics (Tompkins, 2011, p. 37). Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Thus, reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three (Yale, 2014, p.1)

2.2.1. Reading in Islam

Reading is a cognitive process based on the dismantling of symbols called letters to form meaningful access to the stage of understanding and perception, one of the most important skills learned that achieve success and fun for everyone during his\her lifetime. Reading is the part supplementing our personal lives and the process which is the key to the gates of science and knowledge. It has called for by Islam in the first verse revealed to the Holy Prophet, namely (Read). Islam places great importance on reading and education and the holy Quran is the heavenly source that confirms its importance. The first verses of Quran that were revealed to Prophet Muhammad, peace and blessings be upon him, stressed this very real need for reading. Allah says, "Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen" (Al-Alaq; p. 96: 1, 2, 3).

On another occasion, Allah states: "We made the Quran easy to learn. Do any of you wish to learn?" (Al-Qamar: 54-17). The message was very clear from that first day and was implemented in letter and spirit by Prophet Muhammad, peace and blessings be upon him and his companions. The Prophet, peace and blessings be upon him, encouraged his followers to broaden their horizons by seeking out knowledge – even to the depth of China (Bukhari). He enthusiastically welcomed traders from different parts of the world to come to Medina so his followers could learn from them and their respective cultures. Most Muslims during the early years of Islam were poor and illiterate. Many of them had been purposely kept this way by the wealthy who were no

strangers to discriminatory practices. When the small number of Medina Muslims triumphed against the soldiers from Mecca in battle at Badr, many of the enemy combatants were held as prisoners. Prophet Muhammad, peace and blessings be upon him, asked the prisoners to teach 10 Muslims to read and write in order to win their freedom. From the Prophet's biography, peace and blessings be upon him, we learn that the literate companion was given precedence. An example is Zaid ibn Thabit, may Allah be pleased with him, who was preferred to many other companions, and became close to the Prophet, peace be upon him, just because he mastered reading and writing skills. Moreover, we all know Abu Huraira, may Allah be pleased with him, and how he memorized and narrated (5374) hadiths when he accompanied the Prophet, peace and blessings be upon him, only for 3 years.

For these situations and others, Muslims loved reading. As a result, the Islamic libraries in the Islamic history were of the greatest ones in the world and for many centuries.

2.2.2. Reading comprehension definition

Reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency (Cain, Oakhill, & Bryant, 2004; Fuchs, Fuchs, Hosp, & Jenkins, 2001; Paris, 1991, 2005; Perfetti, 1975, 1979, 2003). Hodges (1995, p 207) defines reading comprehension as an intentional thinking during which meaning is constructed through interactions between text and reader. According to Bolain (2008, p. 2), reading is defined as a subtle and complex process that involves sensation, perception, comprehension, application and integration. He also states that it is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all the subject areas.

On the other hand, the National Institute of Literacy (2009) defines reading as: "A complex system of deriving meaning from prints that requires the following: (1) The skills and knowledge to understand how phonemes, or speech sounds, are connected to print; (2) The ability to decode unfamiliar words; (3) The ability to read fluently; (4) Sufficient background information and vocabulary to foster reading comprehension; (5) The development of appropriate active strategies to construct meaning from Print; (6) The development and maintenance of a motivation to read." (National Institute of literacy, 2009, p. 47). Millrood's (2001, p. 117) defines reading as a visual and

cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience". While Gray (2000, p. 12) defines it as a highly complex activity, including various important aspects, such as recognizing symbols quickly and accurately and comprehending clearly and with discrimination the meanings. Brumfit (1980, p.3) defines reading as an extremely complex activity involving a combination of perceptual, linguistic, and cognitive abilities. Abu Shamla (2010, p.19) defines reading comprehension as "the process of decoding and constructing meaning through interaction and involvement with a written text". Individuals construct meaning from a text as they read, absorbing new information, and comparing it to their pre-existing knowledge. Zintz (1975, p. 8) states that reading has been defined as a process of thinking, evaluating, judging, reasoning, and problem-solving".

Based on what has been mentioned so far, the researcher concludes that most researchers have defined reading comprehension as a matter of interacting between the reader and the text. It is not a passive process, but It is an interactive skill that requires readers to combine their previous knowledge with the information in the text, analyze information, assimilate it to achieve understanding and draw a mental image of the message that an author wants to convey.

2.2.3. The importance of reading

Nowadays, we receive a lot of information via the radio, television, and multimedia experiences, yet none of these avenues has the ability to educate as the fundamental skill of reading (Harris, 2007, p. 1). Thus, reading is a basic language skill that any learner needs. In other words, it is one of the most important language skills. It is the barrier between one's being literate or illiterate. (Gu, 2003, p. 6) states that reading enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce their other language skills. Abu Shamla (2010, p. 15) states that reading is the most essential skill needed to acquire knowledge. It develops critical thinking and increases students' ability to concentrate. It also increases pleasure and effectiveness.

Moreover, it helps in all the other subjects and in the personal and professional lives. Likewise, Vacca (2005, p. 23) reports that students need reading skills to analyze and comprehend the plethora of knowledge and facts available through the Internet and other media. Badr El-Deen (2009, p. 33) concludes that reading is an essential skill for

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

2.2.4. Reading process

According to Chastain (1988, p. 204-205), the reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to activate background and linguistic knowledge to re-create meaning; and then the reader‘s task is to activate background and linguistic knowledge to recreate the writer‘s intended meaning. Haboush (2010, p. 38) concludes that 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. Thus, when students read, they should not focus on memorizing patterns and practicing fluency which is a passive view of reading.

Harmer (2001, p. 54) states that a reader uses a variety of clues to understand what the writer is implying or suggesting, in that way the reader is able to see beyond the literal meaning of the words. Schema, which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends to a large extent on shared schemata. Goodman (1988, p. 11) mentions two views on reading. The first view accepts reading as matching sounds to letters, whereas the second view defines it as a mystery, that “nobody knows how reading works”. Razi (2004, p. 2) proposes that the readers of all written languages are getting sounds from the printed page. He describes a reader as one who encodes meaning to sound. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He

describes a reader as one who first decodes from orthography to sound (oral or silent) and later on from sound to meaning.

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

2.2.5. Models of reading process

Al Hosani (2005, p.71) states that there are three cognitive processes that need to be considered to understand the reading engagement fully. These three models are widely referred to as the bottom-up, top-down and interactive model.

2.2.5.1. The Bottom-Up Model

Bottom-up processing takes the form of text-based decoding, in which the starting point is the text itself. The reader tends to understand each word in the text and then, gradually, he\she builds up an interpretation of the whole. However, this model is an incomplete method of teaching reading comprehension, and it cannot stand alone. This view is not shared by Wallace (1992), however, who argues that this model should indeed be used in teaching second language learners because it offers them the probability to know the linguistic and structural parts of the English language. Other theorists, for example Ekwall & Shanker (1993), disagree saying that it is possible to understand every word of a text - but still not know what it is about.

The reader must have a prior sense of what could be meaningful in the text (Ekwall & Shanker, 1993, p. 3), otherwise the reader won't be motivated enough to become a good reader (Yatvin, p. 4). Based on these arguments, the researcher concludes that knowing the meaning of each individual word in the text increases students' vocabulary, but does not necessarily improve their comprehension skill. Therefore using only this model with young learners is not very effective.

2.2.5.2. The Top-Down Model

The top-down processing model of reading, where the starting point is within the mind of the reader, is reader driven. The reader holds his own information and background knowledge, which he\she brings with him\her when he\she reads a text. An important notion in this model is "Schemata". The schema or plural, schemata,

according to Cook (2001), is "the background knowledge on which the interpretation of a text depends" (Cook, 2001 p. 89). This theory plays an important part in the comprehension process, as Coles (1998) asserts that the schema theory does not deny that there is a meaning in the text the reader interprets with; however, he believes that the reader can make more sense of the same text, by bringing new meaning to it and by depending on his prior knowledge. Taken as a whole, the top-down model is the opposite of the bottom-up model, in the way the reader interprets the text.

2.2.5.3. The Interactive Model

The need for combining the two models arose since "neither the bottom-up nor the top-down models of reading process totally account for what occurs during the reading process" (Zakaluke, n.d. p. 6). The interactive model of reading came to be the new method for teaching comprehension. This model has been described by many theorists as one of the most successful models of reading that helps the student to decode and comprehend the meaning of a text (Coles, 1998). For tackling some texts that require a high level of meaning prediction, the top-down model may be used, while in situations where few ideas are presented, the bottom-up tends to be used more (Paran, n.d.).

Overall, both are required, because even a high level student, who can predict the meaning easily from a word or a number of phrases, needs to bring his\her syntactic and semantic knowledge "together simultaneously to facilitate word identification" (Zakaluke, n.d.). In short, part of this model is to be able to make sensible guesses as to what is coming next in a context, and the other part is to do with understanding the structure of the text and the meaning of the words. Both are essential in teaching reading in general, and in teaching comprehension specifically.

2.2.6. Teaching strategies for comprehending

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

applying or juggling multiple strategies simultaneously, which resulted in students with stronger performance on some measures. Studies and reviews of various integrated approaches to strategy instruction, such as reciprocal teaching (e.g., Palincsar & Brown, 1984), have suggested that teaching students comprehension routines that include developing facility with a repertoire of strategies from which to draw during independent reading tasks can lead to increased understanding (e.g., Brown, 2008; Guthrie, Wigfield, Barbosa, et al., 2004; Spönrer, Brunstein, & Kieschke, 2009).

In addition, teaching students to read strategically has been shown to significantly increase students' comprehension of texts in various content area domains, such as science and social studies (e.g., Klingner, Vaughn, Arguelles, Hughes, & Leftwich, 2004; Lederer, 2000; Romance & Vitale, 2001). The list of strategies that research indicates are worth teaching-that is, if taught, they improve reading comprehension-varies from one research review to another (Duke & Pearson, 2002; National Institute of Child Health and Human Development [NICHD], 2000) but often includes the following:

1. Setting purposes for reading
2. Previewing and predicting
3. Activating prior knowledge
4. Monitoring, clarifying, and fixing
5. Visualizing and creating visual representations
6. Drawing inferences
7. Self-questioning and thinking aloud
8. Summarizing and retelling

2.2.7. How to teach reading

In order to efficiently achieve and improve students' reading comprehension, there are three stages of classroom teaching that should be applied. These stages are as follows:

2.2.7.1. Pre-reading stage

In this stage, teachers should evoke 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 prior knowledge and schemata as well.

2.2.7.2. 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.

2.2.7.3. 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, discussed or debated over certain issues latent in the reading text.

2.2.8. Factors influencing reading comprehension

Vocabulary size, syntactic and semantic knowledge, and background knowledge are factors that influence reading comprehension. These factors will be briefly discussed in the following:

2.2.8.1. Vocabulary size

There is no doubt that vocabulary knowledge, or knowledge of word meanings and functions, plays a vital role in reading comprehension. Abidin, (2008, p. 23) claims that "to comprehend the printed text, the reader must distinguish the meanings of the most words they encounter". Although, vocabulary knowledge is not the only factor contributing to text comprehension, it can be viewed as an essential and accurate predictor of reading ability of a second or foreign language learner, and also has a direct impact on his\her comprehension ability. Nevertheless, vocabulary scientists have not clearly agreed on the vocabulary size the second or foreign language learner needs in order to achieve comprehension in reading a written text. Chao (2005, p. 44) states that there is a significant correlation between vocabulary and reading comprehension ability; that vocabulary knowledge and background knowledge can help students read and comprehend better. The more vocabulary students know, the better they can decode and understand what they read. Vocabulary knowledge helps students in decoding, which is an important part of reading (Qian, 2002). Thus, many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context.

2.2.8.2. Syntactic and semantic knowledge

Good reading comprehension indicates a high level of lexical knowledge. It is possible for a person to have adequate word recognition skills, yet still display poor reading comprehension because of other supporting factors such as syntactic knowledge (Al-farra, 2011, p. 3). While Chao (2005, p. 12) states that vocabulary or syntactic knowledge is a significant predictor of reading comprehension ability. AL-Yafaee (2003) says that without syntactic knowledge, students would find it difficult to deal with the sequence of reading comprehension passage that consists of cohesive devices. He considers syntactic knowledge, especially cohesive devices, as a vital part in reading comprehension ability. Having recognized the words in a text, readers ought to apply their syntactic and semantic knowledge to extract the author's intended message from the text (Yuill & Oakhill, 1991, p. 32).

Nevertheless, skilled and less-skilled readers also vary in their ability to make use of syntactic and semantic knowledge to comprehend a text being read. It seems that syntactic knowledge plays a function in the meaning construction and interpretation of texts. Wu (2006, p. 11) believes that syntactic knowledge is significant for two reasons. First, one can use a word or express the meaning of a sentence plainly with the aid of grammatical structures and rules of syntax. Second, analyzing the syntactic structure of a sentence can be useful to identify and recognize words. Oakhill and Garnham (1988, p. 21) say that the role of word meaning in comprehension is noticeable because readers who can recognize the meanings of words quickly and correctly are likely to comprehend text more easily. Consequently, inefficient semantic access may be a result of decoding problems, hence leading to comprehension failure during the reading process.

2.2.8.3. Background knowledge

A person with more background knowledge is able to comprehend better than a person with less background knowledge. Johnston (1984) and Brown (2000, p. 299) note that background knowledge is the “information, knowledge, emotion, experience and culture” that readers bring to the printed word. So, background knowledge is considered as an essential factor in comprehending a text. Most discussions on schema theory have provided great importance to background in reading comprehension (Anderson et. al. 1986). In the same context, they state that back knowledge is extremely important in influencing how we interpret what we read and what we learn from reading. Thus,

efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire texts involve more than just relying on one's linguistic knowledge.

From the literature on reading, it is evident that there is a great correlation between background knowledge and reading comprehension. If students have enough background knowledge about a topic, idea, or concept, the comprehension will increase. All in all, it can be concluded that background knowledge facilitates not only good readers but also poor readers. Hudson (1982, p. 46) states the significance of background knowledge in the interpretation of texts by showing that schemata can over side language proficiency as a factor in comprehension. Background knowledge is also a bridge connecting input and output. It helps students to receive the new information easily, and also promotes students to produce their thinking, which improves their comprehensive ability.

In the same aspect Williams (1983, p. 11) says that background knowledge facilitates comprehension. However, students who lack sufficient background knowledge or are unable to activate this knowledge may struggle to access, participate, and progress throughout the general curriculum, where reading to learn is a prerequisite for success. Teachers can facilitate their students' literacy success by helping them to build and activate background knowledge. Background knowledge helps students make successful inferences. This has been found clearly in Chou (2011) who found that background knowledge was useful, especially when texts are coherent enough to "allow the reader to see the connections between the text information and previous knowledge so that the knowledge can be combined with the text information to create a meaningful representation (Chou, 2011, p. 108-115).

From the above mentioned literature, it is clear that having more background knowledge generally aids comprehension; the more background knowledge of the text one has the better comprehension one gets about the text. So what the teacher should do is to teach the students to link their prior knowledge with the text. By doing this the students can better understand the global meaning of the text.

2.2.9. What good readers do when they read

According to Duke and Pearson (2002, p. 205) good readers do the following:

1. Good readers are active readers.

2. From the outset, they have clear goals in mind for their reading. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
3. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
4. As they read, good readers frequently make predictions about what is to come.
5. They read selectively, continually making decisions about their reading-what to read carefully, what to read quickly, what not to read, what to reread, and so forth.
6. Good readers construct, revise, and question the meanings they make as they read.
7. Good readers try to determine the meanings of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.
8. Good readers draw from, compare, and integrate their prior knowledge with material in the text.
9. They think about the authors of the text, their style, beliefs, intentions, historical, milieu, and so forth.
10. Good readers monitor their understanding of the text, making adjustments in their reading as necessary.
11. Good readers evaluate the text's quality and value and react to the text in a range of ways, both intellectually and emotionally.
12. Good readers read different kinds of text differently.
13. When reading narrative, good readers attend closely to the setting and characters.
14. When reading expository text, good readers frequently construct and revise summaries of what they have read.
15. For good readers, text processing occurs not only during "reading," as we have traditionally defined it, but also during short breaks taken during reading…[and] even after the reading has ceased.
16. Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

2.2.10. What causes poor reading comprehension

Perfetti (1994, p. 885) makes clear, "there is room for lots of things to go wrong when comprehension fails." Although it is the case that reading comprehension deficits are often associated with word-level decoding difficulties (Perfetti, 1985). Theories of reading comprehension, such as the Lexical Quality Hypothesis (Perfetti, 2007; Perfetti

& Hart, 2001, 2002), propose that some, but not all, reading comprehension difficulties arise from weaknesses at the word level.

According to the theories reviewed, effective reading comprehension may fail to develop for a variety of reasons. They include, but are not limited to, weaknesses in (a) accurate and efficient word reading skill and the antecedents that support its development (i.e., phonological awareness, orthographic knowledge, morphological knowledge, vocabulary, print experience), (b) the ability to construct a coherent and integrated representation of the meaning of the text, and (c) relevant cognitive strategies that support the effective construction of meaning. In addition, some individuals may have low general ability (i.e., working memory capacity, fluid intelligence) thereby limiting their skill in reading comprehension (Alloway & Alloway, 2010; Carretti, Borella, Cornoldi, & De Beni, 2009; Floyd, Bergeron, & Alfonso, 2006; Swanson, Zheng, & Jerman, 2009).

Those whose skill is low in these various contributing factors will struggle with reading comprehension, and those whose skills are low on many of these factors will struggle more. Individuals who struggle with reading comprehension will enjoy reading less, creating a vicious cycle (White, 2012, p. 26). According to booksgalore network site, the following are the reasons why a reader may have difficulty deriving meaning and gaining understanding from a passage. The reasons include but are not limited to decoding deficiency, attention deficit, poor vocabulary, and limited knowledge base.

2.2.10.1. Decoding deficiency

The most obvious reason for poor reading comprehension is decoding deficiency. This is simply educational jargon for the inability to sound out words. However, it is technically more accurate to refer to it as a decoding deficiency because some readers are able to recognize or “decode” a word while at the same time being unable to pronounce it correctly. Some students, particularly those with learning disabilities, need more structured and formal instruction in unlocking the English ‘code’ than others.

2.2.10.2. Attention deficit

Another reason for difficulty in reading comprehension is an attention deficit which, when officially diagnosed, is referred to as Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD). This is basically the inability to pay attention to or focus on information received by the senses efficiently and

effectively in order to process it in the brain. This can actually be much harder to remedy than other causes of poor reading comprehension.

2.2.10.3. Poor vocabulary

The third cause of weak reading comprehension is insufficient vocabulary. No matter how skillful a person is at sounding out words, if he or she does not know the meaning of the words he or she is reading, he will not gain understanding from the text. It is very common for readers with ADD or ADHD to have low level vocabularies for their age; for this reason ADD/ADHD acts as a double whammy against reading comprehension. This is why ADD/ADHD can rightly be called a type of learning disability.

2.2.10.4. Lack of knowledge base

The final cause of ineffectual reading comprehension to be discussed here is lack of knowledge base. This refers to how much knowledge a reader has about the subject of which he or she is reading. It actually goes hand-in-hand with vocabulary. If the reader knows little about the subject he is reading, he will find it more difficult to comprehend the material than someone who has some knowledge about the subject. This is why textbooks are more difficult to understand than a novel or a story. In a novel, the reader often encounters events that are similar in many ways to his or her own life experience and they are therefore more likely to gain meaning from the text. Although, I might add, people with ADD or ADHD often have a great deal of difficulty in keeping track of the characters in a novel and what each character does.

This is also why what is known as cultural deprivation often results in poor educational performance. A reader who has had limited exposure and experiences in life will likely have much less general knowledge overall than someone who has been exposed to many new and different experiences. Money is often a factor in how many opportunities and experiences a person is exposed to and is one reason why lower socioeconomic individuals are more likely than the middle or upper classes to have difficulty with reading and the resulting overall poor school achievement.

To sum, causes of poor reading comprehension can be varied and complex. Some readers may have several or even all of these barriers going against them which can render the reading process for them completely unfathomable.

2.2.11. Reading comprehension skills

Peterson (2008, p. 1) defines a comprehension skill as an activity that students complete for the purpose of learning about features of text like main idea or cause and effect. In order to achieve comprehension, reading must employ and integrate certain sub-skills since each sub-skill does not stand alone, exactly like a symphony. The importance of such sub-skills logically springs from their ability to differentiate between the "passive" unskilled reader and the "active" readers. Skilled readers do not just read, but they interact with the text.

Skilled readers, for instance, predict what will happen next in a story using clues presented in text, create questions about the main idea, the message, or the plot of the text, and monitor understanding of the sequence, context, or characters (Sanders, 2001). Passive unskilled readers and active skilled ones, being the bricks when combined together, construct a beautiful house as well. In addition, teaching such sub-skills requires: suitability to students' levels, systematic steps, responsiveness to students' needs, authenticity of materials, diversity of materials and others (Lenz, 2005, pp. 4-5). The researcher is going to handle some important reading skills as discussed by Abu Shamla (2009, pp. 25-26). Some of the reading comprehension sub-skills are as follows:

2.2.11.1. Skimming

According to Williams (1984, p. 96), skimming means glancing rapidly through a text by "merely dipping into it and sampling it at various points" to comprehend its general content. He also emphasizes that the purpose of skimming is to briefly summarize what the text is about. Harmer (2001, p.202) defines skimming as the ability "to take in a stream of discourse and understand the gist of it without worrying too much about the details …it means running your eyes over a text to get a quick idea of the gist of a text)". Bielby (1999, p. 155) confirms that "Skimming is the process of flipping through the pages fairly fast, trying to locate the sort of places where you might find what you are looking for". In order to identify a main idea, two questions should be asked: "what is this about?" and "what does the writer want to say about this?" Mikulecky (1986, p.2). Moyle (1972, p. 8) believes that skimming is the most useful skill for locating specific information, for classification of material and for revision purposes.

2.2.11.2. Scanning

Scanning means that a reader's brain is seeking specific information, such as words, names and answers to specific questions, that is meaningful to him faster than he can consciously pay attention to" (Bielby,1999, p. 155). According to Harmer (1991, p. 183), scanning is the ability of students to read a text for particular bits of information they are searching for. Williams (1984, p. 100) defines scanning as going through a text very quickly to find a specific piece of information. He explains that the purpose of scanning is to find the answers to particular questions.

2.2.11.3. Inference

Inference means using clues from the text combined with readers' previous knowledge to find out about something that is not directly stated. It is a matter of reading between lines or eliciting a hidden message. It is one of the higher order thinking skills that requires readers to question and to go through the whole mental image of the text to clarify the author's message which is not stated clearly. The meaning produced is subjective and personal that it may differ from one to another because each has different schemata.

In this concern, Keene and Zimmerman (1997, p. 147) state that "When we read, we stretch the limits of the literal text by folding our experience and belief into the literal meaning of the text, creating a new interpretation and inference". Likewise, Harvey and Goudvis (2008, p. 4) identify inferring as the bedrock of understanding. It involves taking what you know, your background knowledge, and merging it with clues in the text to come up with some information that is not explicitly stated. Inferential thinking helps readers to figure out unfamiliar words, draw conclusions, develop interpretations, make predictions, surface themes, and even create mental images.

2.2.11.4. Prediction

Prediction is a skill of expecting what the text is about through examining titles and pictures or through following the series of events and predicting the following ones.

According to 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. Harmer (2001, p. 200) and Seyler (1998, p. 26-28) 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.

2.2.11.5. Recognizing reference words

Certain items of language in English have the property of reference. That is, they do not have meaning themselves, but they refer to something else for their meaning.

2.2.12. English for Palestine curriculum

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

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

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

The Ministry of Education (1999, p .31), assigns certain purposes for teaching reading comprehension to be achieved. So, reading passages and topics were carefully chosen with different themes either global or local. In addition, the students' levels and age were taken into consideration when choosing these topics so that they might be suitable for them. The purposes of reading comprehension which are devoted by the Ministry of Education are clarified in the following points:

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

12. Distinguish main idea from supporting details.
13. Recognize rhetorical markers and their functions.
14. Comprehend visual survival martial.
15. Deduce meaning of unfamiliar words from context.
16. Skim for gist or general impression of text or graphics.
17. Distinguish fact from opinion.
18. Infer mood and author's attitude or tone.
19. Understand different types of letters.
20. Scan for specific information from texts.
21. Interpret information presented in diagrammatic display.
22. Relate text to personal experience, opinion, or evaluation.
23. Analyze components of text.
24. Extract and synthesize information from different sources.

2.2.14. Objectives of teaching reading comprehension for eleventh graders in English for Palestine

English for Palestine 11 is for the first year in the secondary stage, where students are aged (15-16). It meets the needs of students in both the academic streams and the vocational streams. It consolidates language and skills from earlier years and teaches practical language skills that are relevant to all students.

The brief summary below lists the main objectives of teaching reading comprehension for grade 11.

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

2.2.15. English for Palestine textbooks

English for Palestine was designed as a new English curriculum. It consists of a series of modern, communicative multi-level curricula implemented on grades 1 through 12. The 12 levels systematically try to improve the four language skills (listening, speaking, reading and writing). Each grade has four components. Eleventh Grade curriculum is considered one of these curricula.

2.2.16. Eleventh grade textbook components

2.2.16.1. The student's book

The student's book introduces new language material and provides classroom activities for practice. It consists of the teaching materials for classroom use. It contains twelve units; each with ten pages which provide material for ten 45-minute lessons. These lessons aim at developing students' competence in the four main language skills (listening, speaking, reading, and writing). Lessons 1 and 2 of each unit cover the reading skill. They introduce the unit topic and focus on practical reading skills for everyday life and they also provide a meaningful context for new vocabulary. Lesson 3 of each unit covers vocabulary in which students work on activating and practicing vocabulary from lessons 1 and 2. Lesson 4 of each unit tackles listening and speaking in which students listen to natural spoken English in order to understand the main points and to study the important aspects of phonology such as intonation and stress as well as identifying functional language and useful phrases from the conversations. Lesson 5 of each unit covers language which provides grammar practice exercises revised from previous levels of the course. Lesson 6 of each unit covers integrated skills which consolidates and builds on the work of the previous lessons in which students use reading, listening, speaking and writing skills to gather information and use it in productive writing and speaking tasks. Lessons 7 and 8 cover reading and language in which the text is longer, more academic and more challenging than the texts in the first part of the unit. The main focus of this double lesson is on comprehension and vocabulary and after this a grammar point arising from the text is presented and practiced. Lessons 9 and 10 cover writing and vocabulary in which students write a summary or a composition of the text from the previous reading lesson.

2.2.16.2. The work book

The workbook contains additional exercises that provide written practice of grammar and vocabulary after they have been taught in the Student's Book. These

exercises can be done by students on their own for homework or in class if time allows. The workbook also contains the literature component of the course.

2.2.16.3. The audio cassette

The audio cassette contains recordings of all listening texts (dialogues and oral presentations such as a talk or weather forecast) as well as material for pronunciation exercises and examples of functional language.

2.2.16.4. The teacher's book

The teacher's book includes and provides information and advice to the teacher as well as teaching suggestions for each lesson, including a rough guide as to how an long activity should take. It clearly states the aims of each lesson and provides answers for the student's Book and workbook exercises.

2.2.17. Summary

Reading comprehension is a basic skill that any learner needs. In other words, it is one of the most important language skills. It is fundamentally related to meaning, particularly with the transfer of meaning from writer to reader. Reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. Comprehension is the result of the interaction between the background knowledge of the reader and the text. It is the fundamental way of learning new information and it is the most significant skill required for the students' success.

☒ Part 3 Vocabulary and its retention

Learning, as a language based activity, is essentially and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (Baker et. al.,1997).

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar (Englishclub, 2014, p. 1). Thus, Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (David Wilkins as cited in Thornbury,2002, p. 13)

2.3.1. Definition of vocabulary

Vocabulary is a basic factor in learning English because it is vital to learn English skills as reading, writing, speaking, and listening. It is very important to define the term vocabulary due to its basic foundation in any language.

The definition of vocabulary relates to various views about the nature and use made of vocabulary. Beck, McKeown and Kucan (2008, p. 1) define vocabulary as "words that a reader recognizes in print" and "learning meanings of new words". Nash and Snowling (2006, p. 336) describe vocabulary as "the knowledge of words and their meanings", while Sheehan (2002) states vocabulary is "the ability to understand and use words to acquire and convey meaning".

The Longman dictionary (1995) defines vocabulary as all the words that someone knows, learns or uses. Hornby (2000) in Oxford Advanced Learner's Dictionary of Current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about a particular subject or a list of words with the explanation of their meanings in a book for learning a foreign language. The Oxford Dictionary (2002) defines vocabulary as the body of words used in a particular language or in a particular sphere.

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

Saputra (2007) gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language, have meanings and consist of some parts like verbs, idioms, pronunciation. Graddol, et. al. (1987, p. 93) indicate that words can be regarded as symbols, a symbol of the mental concept that we have.

From all the above mentioned definitions, it is clear that the concept of vocabulary is the most important part for learning any language. It is impossible for the learners to read, write, speak and listen to any foreign language without having enough knowledge of vocabulary.

2.3.2. The importance of vocabulary

When it comes to vocabulary, it surely is the first step toward learning a foreign language. Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. In the last decades there has been an increasing interest in vocabulary learning strategies given that they are found to facilitate second/foreign language vocabulary learning (Toyoda, 2007). Alemi and Tayebi (2011) state that vocabulary is a basic component of language proficiency which provides the foundation for learner's performance in other skills.

Teachers observe that students experience problems relating to a shortage of lexical knowledge while reading, speaking, listening and writing in the target language. Often, students cannot understand an English text well or a person who is talking to them in English because of insufficient vocabulary knowledge. Sometimes students cannot express themselves effectively simply because they do not possess the needed vocabulary for successful communication. Although not research-based, Krashen (1989) emphasizes the role of vocabulary in a language when he states that most of the meaning in a language is carried by words. This is why people visiting a foreign country prefer to take their dictionaries with them rather than grammar books (Krashen, 1989). This view is also held by Read (2000), who states that words in a given language are the most basic units of meaning and users of the language form phrases, sentences and larger units of meaning by using words. Vocabulary is also the foundation for reading comprehension. The relationship between reading and vocabulary size is a complex and dynamic one. This relationship can be viewed from two different points of view: the effect of vocabulary size on reading comprehension, and the effect of reading on vocabulary size.

Regarding the effects of English vocabulary size on reading comprehension, the most frequent 2000 words comprise 80% of all words in a given English text, and a vocabulary size of the 2000 most frequent words enables learners to have "a good degree of comprehension of a text" (Nation & Waring, 2001). Regarding the effect of reading on vocabulary, in order for learners to enlarge their vocabulary size, some scholars argue that learners need to read extensively in the second language (Krashen, 1989; Nation, 2001). By reading extensively, learners encounter the most frequent words repeatedly in meaningful contexts. A large vocabulary size can also have a positive impact on understanding the grammar of the target language. According to Ellis (1995), knowing the words in a text can have a facilitative effect on learning grammatical rules as learners understand the discourse functions better.

Vocabulary knowledge may make the meaning of grammatical functions more transparent to learners. Harmer (1993, p. 153) declares that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Carter and McCarthy (1988) state that the study of vocabulary is at the heart of language teaching and learning, in terms of the organization of syllabuses. Richards and Renandya (2002, p. 255) emphasize that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabulary is an important factor in all language teaching (Allen &ValetteIt,1977, p.149). It is very important to learn vocabulary when learning a foreign language since vocabulary plays a major role in language comprehension and production (Read, 2000). It is "central to language and of critical importance to the typical language learner" (Zimmerman, 1997, p.5). Educators are often faced with the challenge of how to teach vocabulary to learners comprehensively making them able to recall the words they learned when the situation calls for it (Sokmen, 1997).

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

Wilkins (1972) in his advice also states that "if you spend most of your time studying grammar, your English will not improve very much; you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words". Krashen (1989, p.440) makes a pertinent remark about the importance of vocabulary: L2 language learners realize that knowing numbers of words is necessary for mastering a target language. Besides, they have dictionaries with them, not grammatical references. In addition, they often report the major problem is lacking vocabulary. Folse (2008) mentions that English language learners need a continuous knowledge of vocabulary in order to improve comprehension and production in the foreign language. He adds that while a basic level of vocabulary will allow learners to communicate some ideas to a certain degree, better communication can happen when learners have acquired more vocabulary.

Richards and Renandya (2002, p.255) clarify that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning.

2.3.3. Benefits from learning vocabulary

Bromley (2002, p.7) points out that there are many benefits from learning vocabulary in all grade levels. First, it contributes in comprehension with proportion of 80 percent because vocabulary knowledge makes it easier for the learners to infer the meanings of unfamiliar vocabulary. Second, it improves achievement because learners with large vocabulary score higher in achievement tests than learners with small vocabulary. Third, it enhances communication because having more vocabulary help learners to speak and write well and to understand what is heard and written easily and deeply. Fourth, it shapes thinking because vocabulary is a tool for analyzing, inferring, evaluating, and reasoning either the written work or the oral one. In addition, Lin (2002) mentions that vocabulary knowledge should be the first when one wants to learn a foreign language. Students' knowledge of word meanings is widely agreed upon as a significant factor in their success in reading comprehension and also it influences successful writing, speaking and listening. It plays a tremendously important role. Thus, vocabulary learning is very important to succeed and to improve learning outcomes.

2.3.4. The nature of vocabulary acquisition

An advanced language learner knows approximately ten thousand words (Schmitt, 2002). Although there is not a consensus on how learners learn such a large

amount of vocabulary, there is a general picture of vocabulary acquisition in the literature (Schmitt, 2002). Some important features of vocabulary acquisition have been revealed through research on vocabulary acquisition. One of those features is the incremental nature of vocabulary knowledge. Incremental nature of vocabulary acquisition refers to the gradual learning of different knowledge types that belong to a single word. Schmitt (2002) stresses that these different types of knowledge cannot be learned entirely at one time.

Moreover, some knowledge types are mastered before others. For example, in Schmitt's (2002) study, learners first learned a words' spelling, then the meaning of the words. He also found that within a single type of word knowledge, there was also a continuum. In this continuum, the learners first learned a word's basic meaning and then learned other meanings of the word. One conclusion that can be drawn from Schmitt's study is that complete mastery of a word takes time because of the incremental nature of vocabulary acquisition. Another aspect of vocabulary acquisition is the distinction between receptive and productive vocabulary. The term receptive vocabulary refers to the type of vocabulary knowledge that lets learners recognize and understand a word when encountered in a written or audio piece of language, whereas productive vocabulary refers to the type of vocabulary knowledge that enables learners to produce a word (Melka, 2001).

According to Melka (2001), although there are certain levels of knowledge about a particular word, such knowledge should not be considered as two separate systems. They should be considered as differing degrees of familiarity dependent on each other. In other words, knowing a word is not an all-or-nothing proposition; some aspects may have become productive, while others remain at the receptive level (Melka, 2001).

An important feature of vocabulary acquisition is its retention fragility. When there is learning, there is also forgetting what has been learned. Forgetting is a natural part of learning. When it comes to second language vocabulary, according to several research studies, lexical knowledge is more likely to be forgotten than grammatical knowledge (Cohen as cited in Craik; Craik, 2002). According to Schmitt (2002, pp. 130), the fragility of vocabulary knowledge is due to the fact that "vocabulary is made up of individual units rather than a series of rules." Forgetting the learned vocabulary can mean losing all the effort put into learning them. Thus, once the vocabulary items

are partly or completely learned, they should be recycled systematically to foster successful retention.

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

2.3.5. The role of memory in vocabulary acquisition

Students do not necessarily learn what teachers teach them because memory has a great influence on language learning. Teachers should recognize that teaching does not necessarily cause learning. They should know that teaching can be a linear and step-by-step; however, learning is not necessarily linear, with only incremental advancement without rehearsal. Students might learn a word many weeks, months, or even years later, after he or she has met it a great number of times. Therefore, teachers should provide opportunities in which the students can frequently meet the target words. Schmitt (2000) states that students forget most of the new words after the end of the learning session, so it is important to have a review session soon after the learning session. The expanding of rehearsal could help to transfer the new words from the short-term memory to the long-term memory.

There are two different types of memory: short-term memory and long-term memory. Short-term memory is used to hold a small amount of information while it is being processed. Long-term memory stores an unlimited amount of information to be used in the future. Thus, the goal of learning vocabulary is to transfer the lexical information from short-term memory to long-term memory during the process of learning. This can be done by various ways, such as the Keyword Approach and

grouping the new words with already known words that are similar. Because the known words are already fixed in the mind, relating the new words to them provides a hook to remember them, so they are not forgotten easily. New words that do not have this connection are easily forgotten.

Words can be also forgotten even if a word is well known, as when a learner does not use a second language for a long time or stops a course of language study. In this case, it is called attrition. Studies have shown that lexical knowledge is more apt to attrition than other linguistic aspects, such as phonology and grammar. This is because vocabulary is made up of individual units rather than a series of rules, such as grammar. Studies have also shown that receptive knowledge does not decline dramatically, and when it does, it usually affects unimportant words, such as low-frequency noncognates (Weltens & Grebdel, 1993, as cited in Schmitt, 2000).

On the other hand, productive knowledge is more apt to be forgotten (Cohen, 1989; Olshtain, 1989, as cited in Schmitt, 2000). The rate of attrition is also independent of proficiency level; that is, learners who are high proficiency level will lose about the same amount of knowledge as those who are low proficiency level. Several studies have found that attrition usually occurred within the first two years, and then it decreased. This long-term attrition is similar to short-term forgetting. For instance, when learners learn new information, they forget most of this information immediately at the end of the session.

2.3.6. Types of vocabulary

There are several classifications of vocabulary. It is essential to distinguish between these different types. The researcher is going to handle the types of vocabulary as discussed in different books and by researches as follows:

2.3.6.1. Receptive and productive vocabulary

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

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

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

2.3.6.2. Passive and active vocabulary

Cairns and Redman (1986) state that receptive and productive vocabulary is often called passive and active vocabulary. Most researchers nowadays construe lexical knowledge as a continuum consisting of several levels and dimensions of knowledge, starting with superficial familiarity with a word and ending with the ability to use the word correctly in free production (Laufer & Goldstein, 2004; Nation 2001).Vocabulary on the continuum may shift from passive to active vocabulary when being properly activated. Therefore, the view of a continuum appropriately expresses the dynamic complexity of vocabulary knowledge (Zhiying, Teo, & Laohawiriyanon,2005). We understand "receptive" vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening and listening material "productive" vocabulary to be language items which the learner can recall and use appropriately in speech and writing. (Cairns & Redman, 1986, p. 64). Passive vocabulary knowledge involves receiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary knowledge, on the other hand, means to express a meaning through speaking or writing and retrieve and produce the appropriate spoken or written word form (Nation, 2001). Thus, passive vocabulary knowledge involves a process from form to meaning and productive vocabulary knowledge involves a process from meaning to form.

2.3.6.3. Content words and function words

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

2.3.7. Intentional and incidental vocabulary learning

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

Besides these two central positions on vocabulary learning, some scholars (Hulstijn, Hollander, Greidanus 1996; Coady 1998; Wesche, Paribakht 2000) argue that intentional and incidental vocabulary learning should be used at the same time as they both have an important place in language learners' vocabulary development. Krashen (1989, p. 440) argues that vocabulary acquisition occurs when learners read extensively for meaning in the target language. He opposes explicit presentation of vocabulary items because "linguistic competence developed this way is highly limited in terms of quantity, usability and quality of learned vocabulary. According to incidental vocabulary learning, the most salient incidental vocabulary learning strategy is inferring meaning of words by using contextual clues during reading for meaning The active derivation of meaning from context makes the vocabulary more memorable and therefore results in better vocabulary retention (Hulstijn, 1993). However, two questions in the literature remain unresolved about incidental vocabulary learning through reading. One question concerns how many encounters to a word are needed to acquire it. Lack of conclusive results regarding this question is due to the incremental nature of the vocabulary acquisition process (Zahar, Cobb, & Spada 2001).

Since aspects of a word such as its pronunciation, spelling, meaning, collocations, grammatical category, and appropriate use cannot be learned by language learners at one time, learners need to encounter a particular word several times in different contexts to acquire it completely (Schmitt, 2002). The review of the literature by Zahar, Cobb, Spada (2001) seem to suggest that at least six encounters of a particular

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

Intentional vocabulary instruction holds that learners' acquisition of new vocabulary can be facilitated by the provision of support to learners by teachers, dictionaries, and some exercise types that promote consolidation and retention of the vocabulary items (Nation,2001; Schmitt, Schmitt,1995; Wesche, Paribackht, 2000; Zahar, Cobb, Spada, 2001). In an intentional vocabulary instruction environment, learners are encouraged to notice the words that are unfamiliar; they consult dictionaries, their teachers and friends in order to learn the unknown words in a text. Learners involve in these intentional vocabulary teaching activities in addition to inferring meaning of unknown words from context. Furthermore, learners consolidate the newly learned words by repetition and vocabulary learning exercises.

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

Moreover, unless eighty percent of words in a reading text are known, it is difficult to infer the meaning of the unknown words from context (Nation,2001; Sökmen 2001), and students may then make incorrect inferences because they may

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

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

2.3.8. What vocabulary to teach

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

2.3.8.1. Usefulness

When making a decision about what vocabulary to teach preferentially, the teacher should take into consideration mainly usefulness of the words. Yet, which words are actually useful? To be able to answer this question, it might be helpful to look into several aspects. In the first place, the teacher should consider the learner's needs. Allen (1983) points out that it is useful to provide the learner with words for 'classroom language' just at the early stages of the course. She continues that it is important for the teacher to predict what words the student needs to know for talking about everyday life, people and things surrounding them. "When such words are learnt, the new language can immediately be put to use" (Allen 1983, p.108). One of the criteria affecting the teacher's choice is the frequency in which the particular item is used in common

language. In general, "The words which are most commonly used are the ones we should teach first" (Harmer 1993, p.154). However, most frequent words do not usually convey much information, being so-called 'empty' words (i.e. grammar words) and to be able to communicate, learners need considerable amount of words bearing some meaning. (McCarthy 1992, p.82) Another aspect to consider is coverage. As Harmer (1993, p.154) states, the words covering more things are likely to be taught before words with only one specific meaning. For example, the word 'book' will be taught before words 'notebook or exercise book'. McCarthy (1992, p.84) also speculates on the range of an item. It is generally advisable to avoid the vocabulary with a restricted range, since the wider range an item has, the more useful it is likely to be.

2.3.8.2. Learnability

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

2.3.9. Making vocabulary teaching and learning effective

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

One of the important roles of the language teacher is to help their students find the easiest way of conveying new information into the already existing system of the mental lexicon (Thornbury 2004, p.93). Moreover, students need to acquire the ability to store the information for as long as possible. Thornbury (2004, p. 24-26) summarizes a research into memory, which suggests principles supporting the process of permanent

or long-term remembering. In this summary he lists several techniques to follow to make vocabulary teaching as effective as possible:

Firstly repetition, yet what he means is "repetition of encounters with a word" (Thornbury 2004, p.24), e.g. in reading. Furthermore, he stresses the importance of retrieval and use of the new words. While practicing, learners should make decisions about words, e.g. match rhyming words or use new items to complete sentences. Moreover, personalizing vocabulary practice has proved to be beneficial for remembering along with spacing, which means that presentation of new vocabulary is divided into more widely separated sequences followed by repeated revision later on with gradually extending periods between them, e.g. the end of the lesson, next lesson, next week and so on (Thornbury 2004, p. 24). Another helpful element is motivation, which is closely linked with attention. "A very high degree of attention (called arousal) seems to correlate with improved recall" (Thornbury, 2004, p. 25). Connected to this, emotional value of words should be considered as well.

Finally, Thornbury (2004, p. 25) advises teachers to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with a similarly sounding word and its meaning in the mother tongue. Again, Thornsbury claims that students' own images have the best influence on remembering. When examining this matter, Gairns and Redman (1992) stress the importance of meaningful activities in the classroom. They point out that meaningful tasks need to be analyzed in greater detail and therefore information is more likely to be retained in long-term memory.

Furthermore, they as well as Thornbury reason the positive impact of personalization, imaging and retrieval mentioned above. They also suggest a good organization of written storage of vocabulary to support retention. Among other possibilities, they mention using 'word diagrams', which they claim might be very useful for "storage of lexis". To sum it up, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. He or she can call on various methods to aid him or her in accomplishing this task, mainly arousing motivation and attention, engaging in meaningful activities and providing many channels for learning and practicing. Pictures represent a convenient tool to be employed in nearly all of these methods.

2.3.10. Aspects of vocabulary knowledge

Words are not discrete units in a language; they have strong and complicated features (Schmitt, 2002; Wesche & Paribakht 2000). Learners may think that learning a word involves only learning its pronunciation, spelling and meaning. However, a single word is composed of different aspects which go beyond its pronunciation, spelling and meaning. In order for the learners to say they know a word, they have to have knowledge about a particular word pronunciation, spelling, word parts, meaning, grammatical properties, collocations, and contextual factors affecting its appropriate use (Nation, 2001).

Knowing a word pronunciation means being able to recognize the word when it is heard and also being able to produce the spoken form. Spelling knowledge refers to learner's knowledge of a word written form. Knowing the written and spoken form of words helps learners understand what they read and hear. Another important aspect of vocabulary knowledge for language learners is a word meaning. The meaning of a word constitutes the relationship between the word and a concept. In language, the spoken form and written form of a word correspond to a concept in the real world. Learners need to connect the written and spoken forms of words to the concepts successfully in order to communicate an intended message. The strength of this connection determines how effective language learners can remember the meaning of words when they encounter and use them in written and spoken language.

Another essential issue regarding meanings of words in language is that words generally have more than one meaning. When learners look up a word in a dictionary, they may encounter many different meanings for the word. Thus, learners need to know the various meanings that may correspond to written and spoken forms of a single word (Nation, 2001). Collocation constitutes another aspect of vocabulary knowledge. Collocation refers to typical co-occurrence of particular words more often than that would be expected by chance. Accordingly, collocational knowledge involves sequencing words in a way that is frequently observed in native speaker use of words in phrases and sentences (Nation, 2001). Collocational knowledge is believed to affect fluency and the appropriate use of language (Pawley & Syder, 1983 cited in Nation, 2001 p. 323). Thus, learners need to know what words typically occur together. Word parts are another important aspect of vocabulary knowledge. Word parts knowledge involves knowing how to form different words by using a root word with the help of

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

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

2.3.11. Techniques in vocabulary teaching

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or by other materials they work with. A lot of this vocabulary is automatically absorbed (Harmer 1993, p. 159). Besides this incidental acquisition, there are "pre-planned lesson stages in which learners are taught pre-selected vocabulary items" (Thornbury 2004, p. 75). Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning. As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial "to activate existing knowledge to make the encounter with new words more meaningful" (McCarthy 1992, p. 108). Pre-teaching activities often arouse students' attention and

desire to explore a particular topic or subject in greater detail. Both McCarthy (1992, p. 110) and Thornbury (2004, p. 76) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning.

In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique (Harmer 1993, p. 160). There are many possibilities concerning how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for 'the Direct Method' as Thornbury 2004, p. 78) specifies them "using real objects (called realia) or pictures or mime". The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total Physical Response), which is a technique where the teacher gives commands and students perform the actions. In TPR, "the intention is to replicate the experience of learning one's mother tongue" (Thornbury 2004, p. 79). As Harmer (1993, p. 161-162) suggests, sense relations, definition and direct translation of words might function as yet another helpful tool for clarifying the meaning. Thornbury (2004) list these options as well and furthermore includes an idea of clarifying the meaning by examples, such as "providing an example situation" or "giving several example sentences" (Thornbury 2004, p. 81).

All these techniques are more or less useful for a particular situation, level and vocabulary. The best way would be in many cases to combine them and use several together. Besides explaining the meaning in vocabulary presentation, it is also important to focus on forms, since the sound of words is one of the aspects influencing the organization of the mental lexicon (Thornbury 2004: 84; McCarthy, 1992, p. 110). This is arranged by various drilling activities. From experience, songs and chants are very suitable for drills, providing rhythm, catchy rhymes and an element of fun. As Thornbury (2004, p. 7-86) suggests, introducing the written form of the word should follow not long after the presentation of the pronunciation. After presentation, learners should be provided with plenty of opportunities to practice the newly gained language since it is crucial for successful remembering.

This is done by various forms of practice activities. In the first stage, usually mechanical practice is applied "in the form of some of kind of oral repetition"

(Thornbury 2004, p. 93). Furthermore, as Thornbury (2003, p. 93) claims, it is necessary to integrate new vocabulary into existing knowledge in the mental lexicon, which is done by types of activities, where students make judgments about words, e.g. matching, comparing. This mechanical practice is then followed by more open and communicative activities "where learners are required to incorporate the newly studied words into some kind of speaking or writing activity." (Thornbury 2004, p. 100). This is often provided by various pair-work or group-work activities.

2.3.12. Vocabulary exercises

Hierarchy vocabulary exercises, developed by Wesche and Paribakht (1994) comprise five categories of mental processing which are required to complete various vocabulary exercises. These categories are selective attention, recognition, manipulation, interpretation and production. The five categories are hierarchical and are classified according to the learning activities required. Much research has shown the effectiveness of hierarchical vocabulary exercises on vocabulary acquisition (Cheng, 2008; Hsu, 2005; Kan, 2010; Lai, 2009). The first exercise category is selective attention. The widespread application of this type of exercise is first to supply learners with a target word list that serves as the tool to attract the learners' attention. The second exercise category is recognition. The usual application of this type of exercise is asking learners to match the target word with the only correct definition from many word distracters. The third exercise category is manipulation. The general application of this type of exercise is asking learners to construct target words with stems and affixes. The fourth exercise category is interpretation. The common application of this type of exercise is multiple-choice exercises asking learners to guess the word meaning in context. The fifth exercise category is production. The public application of this type of exercise is answering a question by using the target word.

Wesche and Paribakht (1994) claim that extensive reading without vocabulary enhancement exercises is insufficient for vocabulary retention and gains. Exercises that draw learners' attention and provided the mental processes required to expand vocabulary and learn new words in depth were indispensable for promoting vocabulary learning (Kargozari & Ghaemi, 2011). However, previous research has offered mixed perceptions about the effect of copying vocabulary exercises. Thomas and Dieter (1987) state that copying practice was beneficial for the accuracy and completeness of writing a

word. Hummel (2010) confirms the merits of rote-copying for learning L2 words that copying exercises promote vocabulary recall in terms of immediate memory.

McMaster and Du (2009) concludes that a copying task was an effective measure of monitoring progress and changes in writing ability of beginner writers. Some divergence regarding copying words has been expressed in other research. Barcroft (2007) mentions that simple copying does not require the learners to actually produce any language. According to his resource depletion for output hypothesis (Barcroft, 2006), copying vocabulary is a type of output without the means to develop meaning and could drain processing resources. Barcroft states that constrained output yielded negative effects on vocabulary learning because there is no lexical and grammatical activation. Adequate L2 practice for vocabulary learning has to be combined with supplementary techniques, like word association, sorting, and mapping (Oxford, 1990). In Kan's study (2010), copying exercises were less effective for learning vocabulary than hierarchy vocabulary exercises.

2.3.13. Vocabulary instruction

Traditionally, as teachers presented new vocabulary to students, they used to focus on the meaning of the new word or the equivalent in the native language. However, many scholars have found that only knowing the meaning of the word is not enough. Knowing the definition of a word may be conducive to reading, but it does not enable students to produce a correct or authentic sentence, for they are not familiar with how the word should be used. Consequently, vocabulary instruction that focuses on collocation developed. "Collocation is of much higher importance, however, in terms of use, acquisition and ultimate success in language learning" (Stockdale III, 2004). When we focus on collocation, we will provide students with abundant exemplification, which will be helpful to students' analysis and production.

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

Apart from adding collocation to vocabulary teaching, implicit and explicit learning are also another focus for English teachers. Implicit learning is the acquisition of knowledge that takes place naturally, simply, and unconsciously. Explicit learning refers to a conscious operation wherein the learner makes and tests hypotheses about the target language (Ellis, 1994). As to which approach brings better effectiveness, there is still no definite answer yet. As Benthuysen (1994) says, over the years the "pendulum" has swung back and forth in second language education between methods that emphasize explicit instruction and methods that favor implicit learning. For instance, Communicative Language Teaching (CLT), which puts more stress on contents rather than forms, is more on the side of implicit learning.

Nevertheless, the Audio-lingual Method, in which reinforcement is an important element, stands closer to the side of explicit learning. In my opinion, it is easier for implicit vocabulary learning to take place with abundant English-speaking environment. If teachers want to achieve optimal effectiveness, they could take into account using these two models alternatively.

2.3.14. Reasons for failure of vocabulary instruction

Nagy (1988), states that there are two basic ways to account for this failure. The first is that most vocabulary instruction fails to produce in-depth word knowledge. A number of studies indicate that reading comprehension requires a high level of word knowledge higher than the level achieved by many types of vocabulary instruction. Only those methods that go beyond providing partial knowledge, producing in-depth knowledge of the words taught, will reliably increase readers' comprehension of texts containing those words. The implication is that teachers should augment traditional methods of instruction such as memorizing definitions with more intensive instruction aimed at producing richer, deeper word knowledge. A second reason for the failure of vocabulary instruction to improve reading comprehension measurably relates to the comprehensibility of texts containing some unfamiliar words.

One does not need to know every word in a text to understand it. In one study, the researchers found that one content word in six could be replaced by a more difficult synonym without significantly decreasing comprehension (Freebody and Anderson 1983). Hence, redundancy of text explains the failure of vocabulary instruction to improve comprehension. If a certain proportion of unfamiliar words in the text does not measurably hinder comprehension, then instruction on these words would not

measurably improve it. In fact, inferring the meanings of unfamiliar words in text is itself a major avenue of vocabulary growth (Nagy, Anderson, and Herman 1987; Nagy, Herman, and Anderson 1985). By implication, what is needed to produce vocabulary growth is not more vocabulary instruction, but more reading. These two accounts of the failure of some vocabulary instruction to improve comprehension appear to have almost contradictory implications for instruction. Yet the two are not mutually exclusive; they give complementary perspectives on the complex relationship between vocabulary knowledge and reading comprehension.

2.3.15. Vocabulary knowledge in relation to reading comprehension

Clearly, vocabulary and comprehension are closely connected skills. Each skill is imperative to reading achievement, yet one relies heavily on the other. This intricate relationship has been documented by many researchers. "Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension" (Bromley, 2002, p. 528). Harmon (2002, p. 606) notes, "Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies". While many researchers have examined the correlation between vocabulary and comprehension, other researchers have described how a larger vocabulary contributes to other areas of school success. Manzo, Manzo, and Thomas (2006, p. 615) concluded "word learning can improve the capacity to learn" and "a rich vocabulary increases comprehension and, therefore, most all learning". Simply stated, Lubliner and Smetana (2005, p. 163) declare, "Children with larger vocabularies find reading easier, read more widely, and do better in school". Bromley (2007, p. 528) states "Many teachers know they need to do a better job teaching vocabulary to students who find reading difficult".

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

the strong and positive inter-correlations found among learners' vocabulary size, depth of vocabulary knowledge and reading comprehension implied that vocabulary knowledge directly influenced reading comprehension (Qian, 1998).

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

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

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

2.3.16. Vocabulary and reading effectively

Most studies in this area have looked at the learning of English but some have looked at other languages. Laufer (1992) suggests that a vocabulary of 3000 word families of general English is enough for a good understanding of a general English text

such as a novel. Other estimates have been as high as 5000 word families (Hirsh & Nation, 1992) as an adequate level for pleasure reading. The number of words needed for the reading of technical texts such as science texts, or newspapers is larger than for less formal texts. There are several reasons for this. Firstly, there are higher proportions of academic and technical words in formal informative writing. Chung and Nation (2003) found that 38% of the running words in an anatomy text and 17% of the words in an applied linguistics text were technical words. Some of these words were drawn from the high frequency and academic vocabulary, but more were from what would in other texts be considered low frequency words. Secondly, because of the heavy cognitive demands of formal texts, a higher text coverage is likely to be needed. Where the text content is important we are less tolerant of unknown words. Thirdly, if formal reading is for academic purposes, then several subject areas and topics are likely to be covered. The more diverse the range of subjects and topics, the much larger the vocabulary required (Sutarsyah, Nation & Kennedy, 1994).

2.3.17. Vocabulary retention definition

Vocabulary retention has been defined as "the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught (e.g. grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials" (Richards & Schmidt, 2002, p. 457).

2.3.18. Retention

Memory is considered an essential factor for learning. No one can learn without memory and all what we learn would be useless if we cannot remember things. Thus, retention is very important in learning process. According to Yu-Ling (2005), learning, retaining and recalling the new words meaning have always been the main concern of not only EFL learners in reading comprehension, but also those who want to learn English language outside the academic atmosphere. When EFL learners starting to read a text, what comes to their minds is how to learn and recall the new vocabulary meanings.

Souleyman (2009, p. 108) mentions that retention is a function of memory that can be defined as including more complex functions as memorizing or learning, retention, recall, and recognition. He adds that there are processes that precede retention which are noticing, intake, and storage in the short term memory and later in the long-

term memory. Carter and McCarthy (1988, p. 13) point that in terms of retention, there are clear differences to be drawn between short term and longer term memorization. Cairns and Redman (1986, p. 87) indicate that short term memory is clearly different form long term memory, which is our capacity for recall of information minutes, weeks and years after the original input. Information entering short term memory may pass quite effortlessly into long term memory and some learners may find repetition a very effective way of transferring information into long term memory. Our "mental lexicon" is highly organized and efficient where storage of information is haphazard. We would be forced to scan in a random fashion to retrieve words.

According to Thornbury (2002, p. 23) the short-term store is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds or to repeat a word when you've just heard the teacher modeling. But successful vocabulary learning clearly involves more than simply holding words in your mind for a few seconds. Focusing on words long enough to perform operations on them is the function of working memory. Many cognitive tasks such as reasoning, learning and understating depend on working memory. It can be thought of as a kind of word bench, where information is first retrieved. The information that is being manipulated can come from external sources via the senses, or it can be' downloaded' from the long-term memory. For example, a learner can hear a word like (tangi), download a similar word from long term memory like (tango), and compare the two in working memory, before deciding if they are the same or different. Material remains in working memory for a bout twenty seconds.

Ellis (1995) and Schmitt (2002) state that most language learners seem to think that once they have studied particular words, they have completed learning those words. They do not do any further systematic study to remember and use them in other contexts. However, overtime they may forget some of the learned words either partially or completely. Mnemonic strategies and spaced repetition are seen effective techniques to ensure retention of newly-learned vocabulary items for a longer period of time.

In general, mnemonics are described as devices to aid the memory; a pattern of letters, ideas, or associations which assist in remembering information or facts (Oxford English Dictionary, 2005). One of the main characteristics of mnemonics is that new learning materials are learned by linking them with the existing ones (Ellis, 1995). In foreign language vocabulary acquisition, mnemonic strategies mainly include using keywords and using imagery (Ellis, 1995; Hulstijn, 1998). Using key words involves the

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

Spaced-repetition is also regarded as an effective technique to ensure retention of newly-learned vocabulary items for a longer period of time (Schmitt, 2002). Spaced-repetition is a learning technique in which subsequent repetitions of learning material are separated by increasing intervals of time (Baddeley, 1982). Spaced repetition was developed on the basis of how human memory works. According to studies on memory (Baddeley, 1982; Bahrick et. Al. 1993), dividing learning practice time equally over a period leads to better learning and remembering. The studies suggest extending the space between successive repetitions gradually since practicing items massively at one time does not result in better learning and retention. Baddeley (1982, pp. 29) describes the spaced repetition sequence by stating "if the learner fails an item in the learning material it should be presented after a shorter delay; whenever the student is correct the delay should be increased."

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

2.3.19. Vocabulary retention in language learning

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

in Khabiri & Pakzad 2012, p. 80). Mohammed (2009, p. 16) defines vocabulary retention as "the ability to keep the acquired vocabulary and retrieve it after a period of time to use it in different language contexts." Thornbury (2002, p. 23) indicates that learning is remembering; the learner needs not only to learn a lot of words, but to remember them. Bahrick (1984) states that how well people remember something depends on how deeply they process it. Therefore, various procedures have been recommended to facilitate vocabulary retention.

To retain the meaning of a word, learners must engage in a deeper analysis of the word properties rather than simply understand its meaning in context. In the context of word learning, a deeper level of processing means a stronger connection between the word form and its meaning (Craik & Tulving, 1975). VanPatten, Williams, and Rott (2004, p. 5) define form-meaning connection for acquisition as a multiple process with at least three stages: '1) making the initial connection, 2) subsequent processing of the connection, and 3) accessing the connection for use'. The initial connection can take place in linking the form with its meaning. But for acquisition to take place, this initial connection must be strengthened through frequent encounters with the target item that help learners develop its full meaning. Finally, learners should be able to access the form-meaning connection already established and use it productively in various kinds of tasks.

According to Allen and Valette (1977, p. 155) the presentation of new words is only the first step in the process of language learning. The students must subsequently remember these words and make them part of their own vocabulary. Retention is a product of frequent practice. Pressley and Levin's (1981 cited in Tassana-ngam, 2004, p. 101) suggests that the keyword helps learners recall L2 vocabulary. Carter and McCarthy (1988, p. 13) mention that the more opportunities that can be found for formal transfer between foreign and mother tongue words, the better the chances of retention. For long-term recall, the successful learner not only can analyze and rehearse the new word and its meanings, but also can elaborate the word-meaning complex and establish it within a suitable network of meaning. This elaboration probably increases the chances that the word and its meaning will be available for use at a later time (Lawson & Hogben 1996, p. 104). Haycraft (1978 cited in Khabiri & Pakzad 2012) states that the words which are related to each other can be easily retained, because using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention.

Research reported in Nation (1982, p. 18) suggests that similarities in sound, morphology or etymology can assist word memorization. Carter and McCarthy (1988, p. 14) point out that more memorizable still would be words which are international "loan" words such as telephone, radio, television, which have many close cognate forms in other languages. Cairns and Redman (1986, p. 88) consider other variables which affect storage .One important factor here is word frequency: items which occur most frequently are also easily recognized and retrieved.

2.3.20. Recommended procedures to facilitate vocabulary retention

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

Schouten-Van Parreren (1989), concentrating on reading with the primary goal of vocabulary acquisition, argues that a combination of three actions of inferring, verifying, and analyzing the meaning of each new word is very effective for this purpose. She defines guessing as inferencing meaning of an unknown word from the context. The second action, which is the action of verifying the guess, is looking up words in a dictionary. The third action according to Schouten-Van Parreren comprises the recognition of the relationship between new words and already known words in the target language or the mother tongue. In spite of the fact that learners are recommended

to learn words through reading texts, retention should not be confused with comprehension.

Learning the word meaning implies more than comprehending it in a particular text during a reading activity. The meaning of a word has to be retained in the long-term memory. As stated by Haycraft (1978), the words which are related to each other can be easily retained, because using the meaning of words together with the whole meaning of the sentences in which they are embedded is the deepest level of processing and ensures the best retention. To fulfill this aim, effective strategies have been developed to facilitate learning by actively involving the learner in conscious efforts and deep mental processing through reading to remember new words. One kind of such strategies is critical reading strategies.

2.3.21. Summary

Vocabulary is a basic factor in learning English because it is vital to master English skills as reading, writing, speaking, and listening. When it comes to vocabulary, it surely is the first step toward learning a foreign language. It is central to language and is of great significance to language learners. Words are the building blocks of language since they label objects, actions, ideas without which people cannot convey the intended meaning. Clearly, vocabulary is the foundation for reading comprehension. Vocabulary and comprehension are closely connected skills. Each skill is imperative to reading achievement, yet the latter relies heavily on the former.

☒ Part 4 Attitudes towards English

An attitude was the term used to describe a physical posture or pose that a person adopted when he or she had their portrait painted (Baker, 1992). During the second decade of the twentieth century, researchers and theorists started to realize, for the first time, that an attitude was related to a mental state, rather than physical posture. Behaviorists from that time were inclined to believe that an attitude could not be measured (Reid, 2006). However, Thurstone (1929) published an article claiming that an attitude, or several attitudes, could be measured, and, shortly, Likert (1932) suggested a method for actually doing so. From that point, several researchers from different academic disciplines have studied attitudes.

These studies were restricted only to the discipline of social psychology and later the idea spread to other disciplines, such as education. In the field of education, studies of attitudes were mostly concerned with student attitudes toward school, school subjects, teachers, and other students. Among the studies of school subjects, students' attitudes toward learning a foreign language were explored by researchers such as Baker (1992), and Gardner and Lambert (1972). These researchers presented the most innovative and ground-breaking findings concerning students' attitudes toward second languages.

Furthermore, Kara (2009) states that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (Victori & Lockhart, 1995).

2.4.1. Attitude definition

Learning a language is closely related to the attitudes towards the languages (Starks & Paltridge 1996, p.218). Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007).

In the Longman Dictionary of Applied Linguistics (1992, p.199) 'language attitudes' are defined as "The attitudes which speakers of different languages or language varieties have towards each others' languages or to their own language".

Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status. Attitudes towards a language may also show what people feel about the speakers of that language. Allport (1935) defines, "attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (cited in Baker, 1992, p.11). Baker, (1992) states that attitude is a convenient and efficient way of explaining consistent patterns in behavior. It often manages to summarize, explain and predict behavior.

Attitudes, according to Crystal (1997, p.215), are the feelings people have about their own language or the languages of others. Thus, attitude to language is a construct that explains linguistic behavior in particular. Hashemi (2005) defines attitudes towards the subject as the extent to which students accept the subject as well as their opinions towards it. The Longman Dictionary of Contemporary English (2001) defines attitudes as "opinions and feelings that you usually have about something". Gardener (1985) defines attitudes as "an evaluative reaction to some referent, inferred on the basis of the individuals' beliefs or opinions about the referent".

Gardner (1985, p.10) sees attitudes as components of motivation in language learning. According to him, 'motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language'. He believes the motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learner's attitudes towards foreign people in general, and the target group and language in particular, motives for learning, and generalized attitudes (Gardner, 1985).

Wenden (1991) sees attitudes as including three components: First, attitudes tend to have a cognitive component. This could involve beliefs or perceptions about the objects or situations related to the attitude. Second, attitudes have an evaluative component. This means that the objects or situations related to the attitude may generate like or dislike. Third, attitudes have a behavioral component, i.e. certain attitudes tend to prompt learners to adopt particular learning behaviors.

Bernat and Gvozdenko (2005) discuss the current issues, pedagogical implications and new directions in beliefs about language learning including social, cultural, contextual, cognitive, affective, and personal factors among which attitudes have an important place. Similarly, Csizér and Dörnyei (2005) conclude attitude as an

important factor in language learning in their study on the internal structure of language learning motivation and its relationship with language choice and learning effort, which was put forward previously as the Process Model of L2 Motivation (Dörnyei and Ottó, 1999).

Montano and Kasprzyk (2008, p. 71) state that "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude."

The researcher adopted Wenden's (1991) definition who presented a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

2.4.2. The importance of attitudes

It is argued that language learning is regarded as the cornerstone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). The matter of learner's attitude is acknowledged as one of the most important factors that impact learning a language (Fakeye, 2010).

Reid (2003, p. 33) declares, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009, cited in Tella et al, 2010) found that negative attitude towards English is the most

affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

2.4.3. Language attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learning the target language (Padwick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992, p. 9) states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death". De Bot et. al. (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

2.4.4. Attitudes in relation to achievement and motivation

Many studies have shown that the importance of attitude is due to the effect it may have on the student's achievement. Echavez-Solano (2003) states that positive attitude leads to an enthusiasm to study and learn English. Attitudes can possibly affect learners' achievement and the desire to continue studying in the target language. Kara (2009, p. 12) states that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. Kara (2009) states that positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire

the information and skills useful for daily life and to engage themselves emotionally. Choy and Troudi, (2006) states that attitude can help the learners to express whether they like or dislike the objects or surrounding situations.

Victori & Lockhart (1995) agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language. They argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes. The relation between motivation and attitudes has been considered a prime concern in language learning research.

McDonough (1983, p. 142) states that motivation of the students is one of the most important factors influencing their success or failure in learning the language. Another factor is learners' attitudes. This is because an ESL/EFL learner's motivation in language learning is affected by his/her attitudes towards learning the language. Gardner and Lambert (1972, p. 3) state that the learner's motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself.

Gardner (2006, p. 241) posits that students with higher levels of motivation will do better than students with lower levels. Ushida (2005, p. 67) states that students who had positive motivation and attitudes toward language study tended to do well on the module tests and to participate actively in online chat sessions. He clarifies that there is a positive relationship between students' motivation and attitudes and achievement.

2.4.5. Aspects of language attitude

The learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Furthermore, the learning process has social as well as psychological aspects besides the cognitive approach. An attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following,

the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

2.4.5.1. Behavioral aspect of attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) states that "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally."

2.4.5.2. Cognitive aspect of attitude

The cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2.4.5.3. Emotional aspect of attitude

Feng and Chen (2009) state that "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yielded". Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

2.4.6. Summary

Learning a language is greatly affected by the attitudes towards the language. Thus, attitudes are important to students because they cannot be neatly separated from study and they are considered as an essential factor influencing language performance. This means that learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely linguistic one. This confirms that negative attitudes towards English is the most affective and psychological factor that results in the students' poor performance, and that positive attitudes toward English lead

to the exhibition of positive behavior towards it. It is clear that the importance of attitude is due to the effect it may have on the student's achievement.

Section (B) - Literature Review

5. Previous Studies

Section (B) discusses studies related to KWL strategy, studies related to reading comprehension, studies related to vocabulary and its retention, and studies related to students' attitudes towards English language.

2.5.1. (A) Studies related to the KWL strategy

Indriyati (2013)

Indriyati's (2013) study aimed at using the KWL reading strategy to solve students' problems in reading comprehension of report text. The study subjects were 28-eleventh grade students of MAS MUJAHIDEN Pontianak. The researcher conducted the classroom action research through four phases that took place in a cycle which was divided into smaller cycles. One took two weeks and the small one consisted of a meeting which lasted for about ninety minutes. The researcher applied teaching reading comprehension or report text through KWL strategy in class with different topics.

The researcher found that using KWL strategy could be applied in the classroom activities and he recommended using KWL strategy because it could elicit students' prior knowledge of the topic in the text, set purposes for reading, helped students to monitor their comprehension, and provided an opportunity for the students to expand ideas beyond the text. The study findings showed that KWL reading strategy improved reading activities in the teaching-learning process. The steps in KWL made students easy to comprehend the text and it improved students' achievement. This showed that the fact from 28 students, 90% of them had increased their individual score. Based on the result, the KWL strategy was helpful for the students as they could improve their comprehension of the text passage.

Roozkhon et. al. (2013)

Roozkhon, et. al.'s (2013) study was designed to examine the effects of using KWL charts strategy on EFL learners' comprehension of a culturally unfamiliar texts. The study sought to answer the following questions; (1) Is there any significant improvement in Iranian EFL learners' performances on reading comprehension quizzes while using KWL charts strategy, and (2) Does KWL charts strategy have any effects on Iranian EFL learners' reading comprehension?

The study subjects were (42) intermediate EFL learners. In order to prevent gender effect, all participants were female native speakers of Persian in Bahar Language

School in Shiraz; Fars, Iran aged 17 to 45. The researcher used the quasi experimental approach as the research method. The researcher assessed learners' level of proficiency to check that all two groups of learners were homogenous. Reading sections in learners' instructional book were taught by KWL charts process to the experimental group. The KWL chart strategy was administered for a period of three sections. In each section the participants received one test followed by one reading comprehension. Each test consisted of six open ended type of questions.

The results of the study showed that there was no significant improvement in EFL learners' performances on reading quizzes while using KWL charts and KWL charts did not have any positive effect on Iranian EFL learners' comprehension.

Araam (2012)

Araam's (2012) study aimed at determining the impact of using of KWL strategy on acquiring concepts and skills of critical thinking of "science subject" for the seventh grade students. The researcher followed the experimental method. The study was applied on a sample of (97) female students from the seventh grade. The study sample was divided into two groups, the experimental group consists of (48) students while the control group consists of (49) students.

The results revealed that there were statistically significant differences at level (0.05) between the averages of the experimental group and control group on the scientific concepts test in favor of the experimental group. The results also indicated that there were statistically significant differences at level (0.05) between the averages of the experimental group and control group on the skills of critical thinking test in favor of the experimental group. In the light of the outcomes of the study results, the researcher recommended students employment of the strategies of meta cognition in general and KWL strategy in particular and urged the teachers to employ new teaching strategies and develop skills of thinking in students, especially critical thinking to provoke their critical thinking and satisfy scientific curiosity.

Al-Khateeb & Idrees (2010)

Al-Khateeb and Idrees's (2010) study aimed to investigate the impact of using KWL strategy on grade ten female students' reading comprehension of religious concepts in Ma'an city. The researchers used the quasi experimental approach to assess the impact that could be attributed to using KWL strategy on the reading comprehension of religious concepts; as compared with the traditional method of teaching. A pre and

post tests were administered as an instrument to a sample of (80) homogeneous students constituting two whole groups of participants studying at a secondary school for girls in Ma'an. The KWL strategy was used to teach reading to the experimental group while the control group was taught using the traditional method. Participants were given scores in the light of a rating scale designed for that purpose. Comparison between the two methods of reading instruction was made. Averages and standard deviations of the students' scores in both groups were calculated. Then, the ANCOVA was used to determine the impact of the KWL strategy and the traditional method on the comprehension of the religious concepts.

The results showed statistically significant differences between average scores of participants in the two groups in favor of the experimental group. Extraneous variables were controlled; and evidence ascertained that this difference can only be attributed to the use of KWL strategy.

Al-Taie (2010)

Al-Taie's (2010) study aimed at exploring the effect of applying K.W.L technique on teaching English for specific purposes (ESP) students. The sample was (30) students, who were randomly chosen from the population. They were distributed into two groups: group A as a control group, and group C as an experimental group; while group B was excluded to equivalent the sample. The sample was chosen in accordance with certain criteria. These were: age, students' achievement in English in the previous year, and students' scores in the pretest. T-test for two independent samples was used to analyze the final test. To fulfill the aims and verify the hypothesis which is as follows: "there are no significant differences between the achievements of students who are taught according to the KWL strategy and those of the control group who are taught according to the traditional method".

The results showed that the experimental group which was taught according to the KWL strategy was better than the control group which was taught according to traditional method. Finally, the outcomes of the research showed that KWL strategy enabled the students to activate their prior knowledge and operate their thinking.

Priyono (2010)

Priyono's (2010) study objectives are to find out whether the KWL strategy is able to improve students' reading comprehension and to find out what happens to the class situation if the KWL strategy is used to improve students' reading comprehension.

The researcher used the action research with two cycles in which each cycle starts from planning, acting, observing, and reflecting. The materials are Analytical Exposition and Hortatory Exposition texts. The data collected are the qualitative and the quantitative data. The qualitative data are collected from observation, interview, and questionnaire. The quantitative data are collected from the pre-test in pre-research and the post-test in Cycle 1 and Cycle 2. The qualitative data are analyzed by Constant Comparative Method and the quantitative data are analyzed by descriptive statistics.

The results showed that students' reading comprehension was improved. The improvement was proved by the increase in the students' mean scores from (73.82) in the Pre-test to (76.97) in the post-test of Cycle 1, and (81.58) in the post-test of Cycle 2. Besides that, using the KWL strategy motivated students and made them felt more comfortable in joining the reading class. Students did not come late in the reading class, and they did not ask for permission to go out during the reading class. They were more active because they interacted with their friends in the group work. Based on the result above, the researcher could interpret that using the KWL strategy helped students to comprehend the passage, and be more motivated and feel more comfortable in joining the reading class.

Stahl (2008)

Stahl's study (2008) explores the effects of three instructional methods of comprehension: Picture Walks (PW), KWL strategy, and Directed Reading Thinking Activity (DRTA). The study participants were (31) second grade students from two demographically similar schools. Each group had a certain instructional model to use throughout this study. The researcher started her study by giving brief explanations about each of the three instructional methods and states what research if any supports that particular method. All three approaches are structured, teacher-facilitated social interactions, focused on increasing students' comprehension of text. Stahl has had three research questions to focus on throughout her study; (1) What are the effects of the PW, KWL, DRTA, and control procedures on the reading growth of novice readers, (2) What are the effects of the PW, KWL, DRTA, and control procedures on the comprehension of informational text and science content acquisition, and (3) How does each set of instructional procedures facilitate the transition from an experience-based representational system to a text-based representational system?.

Results indicated that that the Pictures Walk and DRTA methods yielded statistically significant effects on reading growth as measured by a timed maze task.

The KWL did not yield any significant effects on measures of comprehension. However, the KWL was the most enjoyable method for students but 68% of the students reported that the PW and DRTA helped them to read more fluently and remember more text information. Stahl stated that this small group setting seemed to be essential for these approaching grade level students. The results of this study provided evidence of the success of DRTA method on general comprehension measures. This study reinforces how effective DRTA's are for young readers.

Ammre & Natoor (2006)

Ammre and Natoor's (2006) study aimed at investigating the impact of activating previous knowledge by using the KWL strategy and the closure strategies on the reading comprehension of a sample of grade four underachieving pupils. The study sample was (60) students. Half were boys and the others were girls. All were fourth graders who suffered from difficulty in learning and were subscribed in the Learning Sources Centers in fourteen state and private schools. The participants were selected randomly. They were divided into an experimental group of (30), taught reading texts using the KWL strategy and closure strategies to activate their previous knowledge; and a control group of (30), taught in the traditional method.

The results of this study proved the effectiveness of KWL and closure strategies in activating previous knowledge, and thus, improving reading comprehension of underachieving pupils. However, there were no reading comprehension differences that can be attributed to difference in gender. It is clear that the study highlights the importance of the KWL strategy as a means of activating prior knowledge to develop reading comprehension for the underachieving pupils.

Volkan (2004)

Volkan's study (2004) aimed to investigate the effect of textbook style and reading strategy on 9th grade students' achievement and attitude towards heat and temperature. The textbook style was analyzed to discover whether it was written in conceptual style or the traditional style. The reading strategy was taken as KWL vs. reading without KWL. The study used the factorial design to investigate the partial and combined effects of these methodologies. The subjects were (123) 9th grade students at Zonguldak Ereğli Super High School selected from four different classes. Then selected classes were randomly assigned into four groups. The groups were conceptual physics text with KWL reading strategy, conceptual physics text with reading without KWL,

traditional physics text with the KWL reading strategy and traditional physics text with reading without the KWL strategy. Achievement and attitude tests were administered before and after the treatment. The data was analyzed by Multiple Analysis of Covariance (MANCOVA) to find out individual and combined effects of conceptual physics texts and KWL reading strategy.

The results showed that conceptual physics texts were effective in increasing students' attitude. KWL strategy was effective in increasing achievement, and their combination was effective in increasing both achievement and attitude of the students. The study indicates that the KWL strategy is appropriate not only in reading comprehension skills, but also in increasing the achievement of students at university level.

Shaye (2000)

Shaye's (2000) study investigated the effectiveness of what was called metacognitive strategies on the second secondary students' reading comprehension in Kuwaiti schools. The sample included (100) students who were distributed into four groups: one group was taught using SQ3R strategy; a second group was taught using KWL strategy; a third group was taught using both SQ3R and KWL strategies; while the old traditional method was used with the control group (the fourth group).

The study results showed that there was significant improvement in the comprehension level of all groups except the control group which was taught using the traditional method. However, there were no statistically significant differences in the reading comprehension among the three groups which was taught using (SQ3R, KWL and KWL & SQ3R).

Piper (1992)

Piper's (1992) study investigated the effectiveness of metacognitive skills programmed in the reading comprehension. The study sample consists of (120) sixth graders taking Social Studies. The researcher used five metacognitive strategies: determining main points, sentence summarization, enquiry, KWL strategy, and eliciting. The results indicated the improvement of the reading comprehension when any of those strategies was used. An intervention program in the area of sixth grade social studies was implemented for the purpose of increasing reading comprehension levels of average ability students in a large, urban school district. Five metacognitive strategies were employed to improve understanding of the adopted textbook. The strategies included

outlining, sentence summaries, self-interrogation, the KWL strategy, and discourse as a mode of inquiry. Success was measured by comparing the pre and post test scores.

Results showed an improvement in reading comprehension skills as measured by the Qualitative Reading Inventory. Efficient use of metacognitive skills was demonstrated and measured by the Gates-MacGinitie Reading Test. Increased social studies grades were determined by an average score of three unit tests from the social studies text. It was concluded that instruction in the five metacognitive strategies improved the target group's reading comprehension abilities. The study indicated that the KWL strategy was effective in improving the reading comprehension of students.

Van Sledright (1992)

Van Sledright's (1992) study used the KWL strategy to evaluate the differences in the teaching practices of two fifth-grade social studies teachers. The researcher made a comparative analysis of student's KWL forms to measure the influence of a teaching context that emphasized history as important in its own right compared with a teaching context that viewed historical knowledge as a problem-solving tool. For the purpose of this investigation, the teacher plays a key role in the effectiveness of the KWL strategy in promoting higher levels of thinking.

The KWL charts from the latter class reflected higher levels of thought and richer learning opportunities This study is in consistence with Araam (2012) which emphasizes the positive effect of new teaching strategies in developing students' thinking skills, especially critical thinking to provoke their critical thinking and satisfy scientific curiosity.

McLain, Katherine Victoria Mayer (1990)

McLain, Katherine Victoria Mayer's (1990) study compared the effects of two comprehension monitoring strategies on the reading comprehension awareness in expository text read by third and fifth grade students. A secondary purpose was to determine if the comprehension monitoring strategies influenced reading comprehension achievement. The effects of gender were also studied. The study sample was (51) third grade students and (57) fifth grade students from six intact classrooms in four elementary schools in a Midwestern School District. One third and one fifth grade classroom was randomly assigned to each of the two experimental groups and the one control group. During a 4-week intervention, one experimental group was taught the comprehension monitoring using the KWL strategy while the other group was taught

using the comprehension monitoring strategy Predicting/Evaluating. The control group read the same expository text as the experimental groups during sustained silent reading for the 4-week period with no instruction in a comprehension monitoring strategy. A metacognitive instrument and a standardized norm-referenced test were used as pretest (covariate) and posttest (dependent variable) measures. Two separate analyses of covariance were used to address the four research questions.

The study came up with very consistent results related to gender and grade differences. However, the study was unable to find any significant effects of the KWL strategy on comprehension as measured by a standardized comprehension test or on a metacognitive awareness index with third- and fifth grade subjects who were the youngest participants in any of the studies.

2.5.2. Comments on the previous studies (A)

The above mentioned previous studies focused on the positive effect of KWL strategy on reading comprehension skills. They all were in agreement of the independent variable which is KWL strategy. Yet, they were different in the dependent variables. Where Indriyati (2013) employed solving students' problems in reading comprehension of report texts, Roozkhon et. al. (2013) EFL learners' comprehension of a culturally unfamiliar texts, Arram (2012) worked on acquiring concepts and skills of critical thinking of "science subject", Al-Khateeb and Idrees (2010) employed reading comprehension of religious concepts, Al-Taie (2010) worked on teaching English for specific purposes, Ammre and Natoor (2006) worked on the impact of previous knowledge and the closure strategies on the reading comprehension, Piper (1992) employed metacognitive skills programmed in the reading comprehension.

It is worth mentioning that some studies such as Roozkhon et. al.'s (2013) showed that there were no significant improvement in EFL learners' performances on reading quizzes while using KWL strategy charts and KWL charts did not have any positive effect on the learners' comprehension. Furthermore, Stahl's study (2008) showed that the KWL strategy did not yield any significant effect on measures of comprehension. However, the study indicated that the KWL strategy was the most enjoyable method for students. Additionally, McLain, Katherine Victoria Mayer's study (1990) was unable to find any significant effect of the KWL strategy on comprehension or on a metacognitive awareness index with third and fifth grade subjects as they were the youngest participants in any of the studies.

2.5.3. (B) Studies related to reading comprehension

Al-Farra (2011)

Al-Farra's (2011) study aimed at recognizing the impact of vocabulary and cohesive devices knowledge, especially pronouns and conjunctions, on the literary 11th graders' reading comprehension. The researcher applied pre and post tests on a random sample of two intact classes of sixty literary 11th male graders divided into control and experimental groups. After the researcher made sure that both groups were approximately equal regarding their previous knowledge in terms of vocabulary, pronouns and conjunctions, he subjected these graders to some treatment during eight lessons through three texts from the graders' syllabus in terms of vocabulary and the meant devices. After that, the researcher carried out a post-test to identify the effect of knowledge of vocabulary and cohesive devices on students' reading comprehension skill. The study results showed that each independent variable, either vocabulary or pronouns, remarkably and positively affected reading comprehension. Moreover, each independent variable has the ability to predict reading comprehension. However, vocabulary affected reading comprehension more than pronouns and conjunctions did.

This study highlights that previous knowledge of vocabulary has the most important role in developing and simplifying reading comprehension. However, vocabulary knowledge contributes much development in reading comprehension than referent devices do. Thus, vocabulary positively affects reading comprehension more than referent devices do.

Yusuf (2011)

Yusuf's (2001) study investigated the effect of pre-reading activities on English as a Second Language students' performance in reading comprehension in senior secondary schools. The study sample was a (50) male and female students selected from two senior secondary schools in Kaduna (Nigeria). The experimental group was a (25) students (Senior Secondary year (one intact class)) were from Government Secondary School Ungwar Sarki, and the control group was a another (25) students (Senior Secondary Year (one intact class)) from Government Secondary School Nassarawa. A Pretest – Posttest experimental design was used for the study. Students were pre-tested to establish their homogeneity before the treatment. They were taught for six weeks and were tested using cloze test as an instrument. The findings through the computation and analysis of t-test revealed that better comprehension can be gained through exposure to

pre-reading activities. In fact, the experimental group which was exposed to pre-reading activities gained considerable abilities in comprehension as reflected in their performance than the control group. The study recommended that teachers could use pre-reading activities as a useful tool to facilitate students' reading comprehension activities. Curriculum planners could also provide pre-reading activities such as pre-viewing activities, pre-reading discussion, and brain storming activities alongside each reading task to make reading comprehension lessons more purposeful and meaningful.

Al Udaini (2011)

Al Udaini's (2001) study aimed at investigating the effect of a computerized program on developing ninth graders' reading comprehension skills and students' attitudes towards reading. The researcher purposively chose a representative sample of (60) ninth graders. The participants were divided into two equivalent groups: each group had (30) students. The researcher used four tools: 1) a questionnaire for teachers to determine the most important reading comprehension skills for ninth graders, 2) an achievement test (Pre & Post), 3) the suggested computerized program for the reading texts included in the second-term of English for Palestine 9, and 4) an attitude scale (pre & post) to determine the students' attitudes towards reading. The results of the study revealed that the computerized program was effective to develop the reading comprehension skills for ninth graders. In addition, the study findings confirmed that the technological environment develops and enhances the students' attitudes towards learning in general and towards reading via computers in particular. The researcher recommends that EFL Palestinian teachers should use computers as a tool of enhancing students' reading comprehension and developing their attitudes towards not only reading but also learning.

The study concludes that the computer has a positive effect on the students' reading comprehension skills and their attitudes towards reading. So teachers should be trained to use computers in the learning process to fit the students' abilities and enables them to interact with the lesson effectively.

Haboush (2010)

Haboush's (2010) study aimed at investigating the effectiveness of a suggested program based on Multiple Intelligences theory on eighth graders' English reading comprehension skills. The participants were (65) EFL students. They were divided into two equivalent groups: a control group which consists of (32) students, and an

experimental one which consists of another (33) students. to achieve the aim of the study, the researcher used 5 tools: 1) a checklist of reading comprehension skills; 2) an achievement test (pre and posttest) to measure any possible differences between the target groups; 3) an MI-based analysis of the reading texts; 4) a suggested program and 5) weekly quizzes for the purpose of formative evaluation. Data were analyzed and treated statistically.

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

The researcher believes that (MI) helps students attain interest in the target subjects; for it enhances and increases students' motivation through the miscellaneous activities and techniques to be used; and thus their achievement improves.

El Kahlout (2010)

El Kahlout's (2010) study examined the effectiveness of using a guided discovery approach on developing reading comprehension skills among the eleventh graders in Gaza governorates. To achieve the aim of the study, the researcher adopted the experimental approach. The study subjects consisted of (77) students who were chosen from the humanities stream. The experimental group included (39) students and was taught reading comprehension using the guided discovery strategy. The control group included (38) students and was taught reading comprehension using the traditional method. The experiment lasted for two months. A content analysis card was designed to choose the reading comprehension skills to be developed. The researcher used the critical level as a high level of comprehension. An achievement test was designed and served as a pre and posttest. The results of the achievement test were statistically analyzed and they indicated that there were statistically significant differences at ($a \leq 0.05$) between the pre and posttest of the experimental group in reading comprehension skills in favor of the post test. The results also proved that there were significant differences at ($a \leq 0.05$) between the levels of reading comprehension skills for the experimental group compared with the control group in favor of the experimental group.

Based on the study findings, the researcher recommended teachers of English to adapt guided discovery in teaching English in general and in teaching reading comprehension in particular. The study also recommended that the Ministry of Education should hold training courses to train teachers on using guided discovery and on preparing enrichment material to activate students' role.

Fan (2010)

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

The study findings indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension particularly in relation to the comprehension questions on getting the main idea and finding the supporting details. However, the statistical analysis did not show that CSR significantly promoted the EFL learners' strategic reading competence in regard to predicting, making inferences and dealing with vocabulary problems. The study findings suggested that implementing comprehension strategy instruction for one semester may help learners adopt some degree of strategic reading behaviors, but it takes long-term efforts and practices for EFL learners to fully develop their strategic reading abilities.

The researcher believes that it is important for EFL English teachers to recognize the longitudinal nature of comprehension strategy instruction. Training students to become strategic is a long term process. Learners' effective use of reading strategies such as predicting and making inferences requires teachers' thoughtful planning to help them conceptualize the nature of the reading process and raise their awareness of the necessity for a shift in reading behaviors. Developing students' strategic reading is not simply a matter of introducing them to a number of reading strategies. Promoting mastery of the comprehension strategies involves teachers' constant modeling and instant feedback for mastery of the comprehension strategies not only at the beginning but also through the whole implementation of comprehension strategy instruction.

Chen et. al. (2010)

Chen et. al.'s (2010) study aimed at developing an online Tag-based Collaborative Reading Learning (TACO) system designed to both improve English reading comprehension and aid teachers in accurately evaluating English literacy. To enhance student reading comprehension and assist teachers in tracing and evaluating student literacy effectively, this study developed a tag-based reading learning approach and scoring mechanism. The researchers tested their system ability to both improve reading comprehension and aid teachers in accurately assessing literacy by conducting a three month trial on a (56) participating Taiwanese high school students from February to May 2009. During this period, the post test results showed a significant improvement in reading scores among participants in the tag-based system, and survey feedback from teachers suggests an improved capacity for literacy assessment. This study used both quantitative and qualitative methods of data analysis. The qualitative analysis was obtained from all students, by asking students to fill out a questionnaire to help better understand their learning behavior, system usage, and satisfaction with the system. The quantitative analysis consisted of the tag statistical characteristics, expert validity survey, and learning performance assessment.

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

Abu Shamla (2009)

Abu Shamla's (2009) study examined the effectiveness of a suggested program based on prior knowledge to develop eighth graders' reading comprehension skills. In order to achieve the aims of the study, the researcher used four tools; 1) a checklist to determine the suitable reading comprehension skills for the eighth graders, 2) a questionnaire to determine the degree of importance of reading comprehension skills, 3) an achievement test and 4) the suggested program. The study sample was (40) students as an experimental group and another (40) students as a control one. The suggested program was taught to the experimental group, while the control group was taught using the traditional method.

The results were statistically analyzed using T-test to find the differences between the experimental and the control group in the pre and the post test. The findings revealed that there were significant differences between the two groups in the favor of the experimental one due to the use of prior knowledge activation before reading. The researcher recommended that it is important for the teachers to activate prior knowledge the students have before reading comprehension activities. This study assures that the more prior knowledge and schemata students have about the reading text, the more they will be able to comprehend.

Badr El-Deen (2009)

Badr El-Deen's (2009) study tested the effectiveness of the assisted extensive reading program on developing reading comprehension strategies namely; skimming, scanning, guessing meaning of words in context and inference for ninth graders in Gaza governorates. The study participants were three groups, two groups as an experimental groups and the third group as a control one. The study examined the improvement of reading comprehension strategy for the first experimental group who received training with comparison with group two who received treatment with the strategy training and extensive reading program. The control group received no treatment. The experiment lasted for nine weeks of an extensive reading program. An achievement served as pre and post tests and a statistical analysis was conducted to collect data.

The results of the pre and posttests concluded that the assisted extensive reading program proved to be efficient in developing reading comprehension strategies. On the other hand, the traditional method was ineffective in that students made very little progress on all levels. Comparing the scores achieved by the three groups at each of the four strategies, it was found that group two who received both strategy training and extensive reading program was always superior to the other two groups, and group one who received strategy training only achieved some program aims but it was not significant when compared the scores of the control group. The study recommended that extensive reading program should be conducted in schools and training courses should be held for teachers.

Hamdan (2009)

Hamdan's (2009) study investigated the effect of using linguistic games on seventh graders' reading comprehension skills. The study sample 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. The targeted skills were translation, extrapolation and interpretation. The researcher conducted a pretest to prove group equivalence; and any possible differences in achievement among the groups were measured through a posttest.

Analysis of the collected data revealed that both male and female experimental groups demonstrated more achievement than the control ones in terms of translation, extrapolation and interpretation skill. Based on the positive findings, the study recommended the implementation of linguistic games on other language skills. The study highlights the importance of linguistic games on developing reading comprehension skills.

Hollingsworth (2007)

Hollingsworth's (2007) study investigated the effect of cooperative learning on reading comprehension for the first and second grade. The study sample was (51) students form the first and the second graders, (28) elementary teachers. Participants of (184) were chosen from the families of the (51) second graders. The study tools were: 1) a survey for the students, 2) a comprehension checklist for a narrative text and 3) a comprehension checklist for an expository text. The researcher assumed that low test scores, poor decoding skills, and lack of ability to answer comprehension questions appropriately characterized the main factors to the problems of low reading comprehension. To test this assumption, the researcher implemented specific reading comprehension strategies through the use of cooperative learning groups, guided reading, and reader's theater.

The results indicated that cooperative learning proved to be valuable in helping students learn comprehension strategies and encouraging positive interactions among peers. Moreover, the students achieved academic success by increasing their levels and knowledge of comprehension skills. The study recommended that increasing enthusiasm and motivation help creating positive attitude towards reading. The researcher believes that classroom management helped teachers to achieve their objectives of developing their students' reading comprehension skills.

McKown & Barnett (2007)

McKown and Barnett's (2007) study was conducted to improve reading comprehension for second and third grade students by using higher-order thinking skills

such as predicting, connections, visualizing, inferring, questioning and summarizing. The study sample was (65) students divided into two groups; (33) from the second grade and (32) students from the third grade. The researchers used three tools to assess the changes in their students' learning. The study tools were: 1) Meta comprehension strategy, 2) State Snapshots of Early Literacy test, 6) Ready's practice, 4) Reading comprehension Test, and 5) the Teacher observation checklist. The strategies of Meta comprehension were first modeled by the researchers through the think-aloud process and the use of graphic organizers. Next, the strategies were practiced by the whole class, then small groups, and finally independently. The strategies were introduced and practiced over a sixteen weeks' period ending with an assessment.

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

Ahmadi (2007)

Ahmadi's (2007) study investigated the effects of linguistic simplification and content schemata on reading comprehension and recall. The study subjects were (240) Iranian male students of English as a foreign language. They were divided into (4) homogeneous groups, each consisting of (60) participants (30 with high proficiency and 30 with low proficiency). The study used 2 types of texts: content-familiar and content-unfamiliar. Each type appeared in 4 versions: original, syntactically simplified, lexically simplified, and syntactically lexically simplified. The results of two separate one-way ANOVAs confirmed the homogeneity of the subgroups within the high and low proficiency levels. Two types of instruments were used. The first type included an NELT and eight reading comprehension tests. NELT was chosen based on a pilot study with a representative sample of participants. The second type of instrument included eight reading comprehension tests based on two texts. One of the texts, an extract from the biography of the Prophet Muhammad, Peace be upon him, had content related to Islam. The other text was an extract from the biography of Joseph Smith, a non-Muslim religious figure. The content of the first text is supposed to be much more familiar to the Muslim participants than that of the second one. For each of the texts, 14 MC test items

were developed. The tests were piloted and pre-tested with a sample group of participants.

The study results showed that content schemata had a greater effect on both EFL reading comprehension and recall than that of lexical or syntactic simplification. Also language proficiency had a significant effect on both reading comprehension and recall, whereas linguistic simplification (syntactic or lexical) showed no significant effect. Language proficiency showed a significant positive correlation with both reading comprehension and recall regardless of content. The study indicates that recalling from the content-familiar texts was significantly higher than recalling from the content-unfamiliar texts. The effect of the linguistic simplification on reading comprehension and recall is interpreted in the light of the interaction between content and linguistic simplification.

Gabl et. al. (2007)

Gabl et. al.'s (2007) study examined the effect of a program on increasing student's reading comprehension and fluency through the use of guided reading. The syudy sample consisted of the second and the fourth grade students in a northwest suburban area of a large city. The problem of the study was that students in the second and the fourth grade performed below their respective expectancy on reading tasks that related to comprehension and fluency. The study showed that multiple factors contributed to the problem of low reading fluency and comprehension scores. These factors included individual students, school curriculum and classroom environment, teacher training and family involvement. The experiment lasted for sixteen weeks. The students were assessed using district provided comprehension and fluency assessments. The instruments were a teacher survey and a comprehension test measuring fluency. The researcher hypnotized that guided intervention using leveled texts was effective in solving the problem of reading comprehension and fluency for the second and fourth grade.

The results showed an increase in students' reading fluency and comprehension throughout the course of the intervention. The study recommended that guided reading in the classroom as a method helped teachers to meet the individual needs of each student. The study also has suggested some solutions to improve reading comprehension and fluency as increasing family involvement, teaching thinking skills, creating flexible groups in the classroom, utilizing a meaningful reading curriculum, improving teacher education, and setting up a positive environment.

Murphy (2005)

Murphy's (2005) study aimed to examine the effect of a custom-designed English language proficiency and interaction on developing reading comprehension skills for university students who were learning English as a second language in Japan. The first hypotheses suggested that pair work would be more effective for promoting comprehension of reading text than individual work. The second hypothesis stated that feedback would result in a higher level of understanding of a reading text. The third hypothesis was that students with higher proficiency studying in pairs would demonstrate higher in a comprehension text than others. The students were divided into groups; some students worked in pairs and some alone. The interaction was promoted through pair work at a single computer program and providing elaborative feedback in the formative hints about incorrect answers as means of stimulating discussion. The students were enhanced by online material to promote interaction between them as they completed a multiple choice reading comprehension exercises. Quantitative results showed that the interaction between type of feedback and manner of study (Individual or Pair work) was statistically significant. Students performed better on follow up comprehension exercises in pairs and having provided with elaborative feedback. Furthermore, qualitative analysis of transcribed interactions also showed that elaborative feedback was conducive to quality interaction. The study recommended that the designer could cater for different level of language proficiency by providing feedback that may promote both reading comprehension and interaction. They could also offer different forms of feedback to promote preferences.

Alghazo (2005)

Alghazo's (2005) experimental study was conducted to examine the effect of background knowledge on reading comprehension. The study subjects consisted of four sections of fifth grade male and female students in Jordan. One male section had (30) students, the other had (25) students. One female section had (30) students and the other had (30) students. The purpose of the study was to show that when Arab students read culturally relevant material in English they are more likely to comprehend it better than when they read texts that are quite foreign to them. The study adopted the experimental approach in which two passages were selected, one was culturally familiar to students and the other was unfamiliar to students. Two tests and observation tools were used.

The results indicated that the students were more interactive with the culturally familiar passage than with the unfamiliar one. Students also tended to have more to say on topics that they already have previous knowledge of research in the field of reading comprehension and comprehend better if they know something about what they are reading.

Caposey & Heider (2003)

Caposey and Heider's study (2003) used the action research to investigate 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 participants were 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 lasted for 10 weeks. The after-treatment data were collected through parents' survey to identify parents' views about students reading behavior, students' survey in order to identify their views toward reading and vocabulary posttest. The results of the tools mentioned above were compared to the results of the same type of tools administered previous to treatment.

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 behavior. In conclusion, the researchers recommended the use of cooperative learning in other school subjects.

Mahmoud (2001)

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

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

Stahl et. al. (1991)

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

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

2.5.4. Comments on previous studies (B)

The above mentioned studies focused on developing reading comprehension skills and sought to improve reading comprehension in English as foreign language; thus, they worked on the same dependent variable. Although they investigated the same dependent variable, they varied in terms of the independent ones. For example, where Al-Farra (2001) employed vocabulary and cohesive devices knowledge, Yusuf (2001) employed pre-reading activities, Al-Udaini (2011) employed a computerized program, Haboush (2010) employed a suggested program based on multiple intelligences theory, Al Kahlout (2010) employed a guided discovery approach, Alghazo (2005) employed background knowledge, Caposey and Heider (2003) employed cooperative learning, and Mahmoud (2001) employed pre-reading activities. Whereas Badr El-Deen (2009) employed extensive reading strategy, Abu Shamla (2009) activated students' previous knowledge.

This reflects the importance of teaching reading comprehension in English. In addition, the previous studies tried to search for finding solutions for difficulties in teaching reading comprehension in English. Similarly, the current study focused on the effectiveness of KWL strategy on developing Palestinian eleventh graders reading comprehension.

2.5.5. (C) Studies related to vocabulary and its retention

Al Farra (2014)

Al Farra's (2014) study aimed at investigating the effectiveness of using the smart board in developing tenth graders' vocabulary achievement, retention and attitudes towards English. The researcher adopted the experimental approach with both experimental and control groups. The study sample was (85) male students who were divided into two groups. The two groups were similar in their age, previous learning, achievement in general and achievement in English language. The researcher used the smart board in teaching the experimental group, while the traditional method was used to teach the control group. The experiment lasted for five weeks. After three weeks, the researcher administered a delayed test to the experimental and control group to test retention.

The study revealed that there were significant differences at ($\alpha = 0.05$) in the scores of the control and the experimental groups in favor of the experimental group in the vocabulary posttest which was attributed to the effectiveness of the smart board. The findings also pointed out that there were statistically significant differences at ($\alpha = 0.01$) in the students' post attitudes towards English before and after the implementing the smart board in favor of the experimental group. The study also revealed that there were statistically significant differences at ($\alpha = 0.01$) in the students' achievement level of the control and experimental groups in retention test in favor of the experimental group. The study also showed that there were no significant differences in the mean scores between the posttest and retention test of the experimental group.

The study recommended teachers to use the smart board in teaching English, training courses and workshops for teachers in general and for teachers of English in particular. It also recommended using the smart board to enrich the teaching learning process and develop students' achievement level.

Wafi (2013)

Wafi's (2013) study aimed to investigate the effectiveness of using animated pictures program in learning English vocabulary among the fifth graders in Gaza. The study sample consisted of (64) students distributed into two groups. One of the groups represented the control group of (32) students, and the other represented the experimental one of (32) students. The groups were randomly chosen from a purposive sample from Haifa Primary School for Girls. The animated pictures program was used

in teaching the experimental group, while the traditional method was used with the control one. An achievement vocabulary test was designed and validated to be used as a pre and posttest in acquiring English vocabulary for the fifth graders.

The results indicated that there were statistically significant differences between both groups in favor of the experimental one in receptive, productive and the total score due to the animated pictures program.

Demir (2013)

Demir's (2013) study aimed to provide insight into the understanding of teaching and learning vocabulary and explored if the vocabulary instruction through in-class vocabulary strategies developed by the researcher were helpful for Turkish 8th grade EFL students' English vocabulary retention in comparison to traditional vocabulary instruction. The experimental group consisted of (66) students from two different classes and the control group was comprised of (63) students from two classes.

From the data collected through the post-test and retention-test design, it was concluded that both in the short and medium term, there was a significant difference between the vocabulary retention scores of the experimental group who were instructed with in-class vocabulary strategies and those of the control group who were given traditional instruction in favor of the experimental group.

Kieffer et. al. (2012)

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

The study revealed that vocabulary was comprised of three highly related, but distinct dimensions-breadth, contextual sensitivity, and morphological awareness. This three-dimensional model was found to hold for L2 learners as well as L1 speakers. Although the L2 learners were statistically significantly lower than the L1 students on all three dimensions, the magnitude of the difference for morphological awareness (d= 0.37) was somewhat smaller than that for vocabulary breadth (d = 0.52) and contextual sensitivity (d = 0.49). Results were similar for a sub sample of Spanish speaking L2 learners and for the full sample of L2 learners from various home language groups.

Findings support a distinction between word-specific and word general knowledge in understanding individual and group differences in vocabulary.

Al-Nassir (2012)

Al-Nassir's (2012) study compared the effectiveness of the translation method and pictorial method in teaching English vocabulary for EFL learners at the elementary level. The study participants were (36) from a secondary school in Saihat, Saudi Arabia. A repeated measures ANOVA was used to compare the effectiveness of both methods.

The results indicated that there was a significant difference between the translation method group and pictorial method group for the pictorial method participants on all the immediate recall tests and the delayed post- test.

The results also showed that the pictorial method is more effective than the translation method for EFL learners at elementary level. The author of this study suggests the use of several methods for teaching EFL and ESL learners at elementary level instead of using one method.

Khairi & Pakzad (2012)

Khairi and Pakzad's (2012) study aimed to investigate whether teaching critical reading strategies had any significant effect on intermediate EFL learners' vocabulary retention. The study sample was (72) male and female students within the age range of 17-32 years studying at Farzan and Farzanegan language schools in Tehran at intermediate level and were selected from a total number of (114) participants based on their performance on a piloted PET and a piloted teacher-made vocabulary recognition test and assigned to the experimental and control groups of 36 participants each. The same content was taught to both groups throughout the 19-session treatment with the only difference that the experimental group was taught critical reading strategies while in the control group the common comprehension-based approach was applied. At the end of the instruction, the piloted vocabulary retention post-test was administered to the participants of both groups after an interval of two weeks.

The study indicated that the mean scores of both groups on the post-test were compared through an independent samples t-test which led to the rejection of the null hypothesis. Thus, teaching critical reading strategies proved to have a significant effect on intermediate EFL learners' vocabulary retention.

Aghlara (2011)

Aghlara's (2011) study aimed at investigating the effect of using a digital computer game and its role on promoting Iranian children‘s vocabulary learning. In the experimental group, the SHAIEx digital game was used whereas in the control group, English vocabulary was taught through traditional methods. At the end of the teaching period, the participants’ performances were compared.

The results indicated that the mean score of the children in the experimental group was significantly higher than those in the control group, indicating the positive effect of using digital games in teaching English vocabulary to children.

Al-Zahrani (2011)

Al-Zaharani's (2011) study aimed at investigating the effectiveness of keyword-based instruction in enhancing English vocabulary achievement and retention of intermediate stage pupils with different working memory capacities. The study used the quasi-experimental design employing two groups, experimental and control. The study sample consisted of (96) 3rd intermediate grade pupils from two intermediate schools in Taif. The pupils were divided into two groups. The experimental group consisted of (47) students and the control group consisted of another (49) students. The design included an independent variable (keyword method), and two dependent variables (vocabulary achievement and vocabulary retention) which were measured by the achievement vocabulary test and a classification variable (working memory capacity) which was measured by working memory tasks. The experimental group was taught the vocabulary of the first term of English language book of 3rd intermediate grade through keyword method. The control group was taught the same vocabulary through the traditional method. The two group's scores were analyzed using Two-way ANOVA.

The study results revealed that the keyword method had a positive effect on the learners' vocabulary achievement and retention. Also, results showed that pupils with high WMC were better than pupils with medium and low WMC in both vocabulary achievement and retention. Finally, the results revealed that the interaction between keyword method and WMC had a main effect on both dependent variables (Vocabulary achievement and retention).

Lin et. al. (2011)

Lin et. al.'s (2011) study was intended to explore EFL students’ perceptions of learning vocabulary collaboratively with computers. The study sample was (91) eighth-

graders from three intact classes in a junior high school in Taiwan, assigning one class to learning individually without computers, one learning collaboratively without computers and the last learning collaboratively with computers. All participants took pre-post and delayed tests of vocabulary exercises in three periods. The computer group also completed a questionnaire and six students were interviewed.

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

Hall (2010)

Hall's (2010) dissertation investigates the importance of vocabulary development in kindergarten. The purpose of this study was to explore and describe how kindergarten teachers in 1 Midwestern U.S. suburban school district perceive and value the task of teaching vocabulary. The results were based on data collected from 2 focus group interviews and 8 follow-up 1-on-1 interviews from kindergarten teachers in the district.

The teachers specified that vocabulary instruction does definitely exist in their classrooms. One significant finding was the acknowledgment by the core searchers that socioeconomic status is not a consideration for children's abilities to increase vocabulary capacity. There is no distinction in children's learning curve related to vocabulary between children who are poor or children who are wealthy.

These findings provide new information regarding learning and socioeconomic status. A child's ability for vocabulary knowledge and learning may not be based on the socioeconomic status of the family. This study also identified the teachers as their own resource for sources and programs to provide vocabulary instruction for their students instead of searching for teachers or curriculum specialists to assist them with strategies. The classroom kindergarten teacher has an innate sense and ability to create authentic vocabulary-rich environments that are indicative to the children they serve to promote vocabulary enhancement.

Endo (2010)

Endo's (2010) study examines the effects of topic interest on the vocabulary learning and retention in third grade students with and without learning disabilities. All students learned 12 unfamiliar vocabulary words in three different vocabulary learning conditions: High-interest topic vocabulary, low-interest topic vocabulary, and vocabulary words without a thematic topic. Harry Potter represented the high-interest topic condition, Ancient Mesopotamia represented the low-interest topic condition, and the No Topic condition consisted of unassociated words without a thematic topic.

Two studies were conducted. Both studies used the same methodology, but were conducted on a different student population. The first study involved third grade students without learning disabilities, and the second study compared the same students from the first study to third grade students with learning disabilities. Students without learning disabilities (NLD) who showed high ability in reading comprehension on pretest showed effects of topic interest on vocabulary retention. These students learned vocabulary items better in the high-interest condition, and performed equally in the low-interest topic and No Topic conditions. However, students with low reading comprehension on the pretest showed no effect of topic interest on vocabulary retention, and students with learning disabilities (LD) demonstrated a similar lack of effect.

The low comprehension students and LD students demonstrated a superior performance on the No Topic condition compared to the high or low interest condition, suggesting a less clear cut relationship between topic interest and vocabulary learning in these groups. In addition, reading comprehension and word knowledge were significantly correlated in NLD students, and each was significantly correlated with their vocabulary retention.

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

Stager (2010)

The purpose of Stager's (2010) study is to investigate the effects of using flashcards on developing automaticity (rapid word recognition) with key vocabulary words and phrases in order to improve fluency and reading comprehension skills for participants with and without diagnosed learning disabilities enrolled in a high school Spanish course. The study sample was (93) students. Eighty-seven students without learning disabilities and six students with learning disabilities, all between 16-18 years of age, (sample of convenience) were given single-word and phrase training within the context of the curriculum. Participants learned to decode key words and phrases quickly and accurately in Spanish using flashcards. Once training was determined to be sufficient, as measured through Curriculum-Based Measures (CBM's), reading comprehension scores were then obtained through end-of-unit exams. One-Way Within Subjects ANOVA/Mean analysis was conducted to explore the differences between rapid word decoding rates and reading comprehension scores. ANOVA (p less than 0.05) analyses comparing the CBM's of automaticity (administered just prior to the exams) with end-of-unit comprehension exams found no statistically significant difference between the two.

The study results suggested an emphasis on the development of automaticity (rapid word recognition), within the context of the curriculum, benefits all students of foreign language study. The findings also indicated that students with learning disabilities were able to achieve comprehension rates comparable to students without learning disabilities as a result of the intervention.

Huang (2010)

Huang's (2010) study investigates the longitudinal development of L2 vocabulary. The study sample was a (17) individual adult L2 learners in an English as a second language (ESL) instructed context over one academic year, combining a longitudinal case study design with two cross-sectional comparisons in order to enhance (a) detailed documentation addressing the idiosyncrasy of L2 vocabulary learning and (b) comparability across previous and future research.

The research design and theoretical framework emphasized the incremental and multidimensional nature of L2 vocabulary development. Seventeen L2 learners from intermediate ESL writing courses at a U.S. university were recruited for participation in a one-academic-year investigation for the longitudinal case study. They contributed

triangulated data through four semi structured vocabulary interviews designed after Schmitt (1998), two standardized vocabulary tests of vocabulary size (Nation, 1990) and suffixation knowledge (Schmitt & Meara, 1997) administered in a pre-posttest design, and written assignments produced throughout the research period. A hierarchical cluster analysis and other analytical and graphic display techniques from Dynamic Systems Theory (DST, e.g., Larsen-Freeman, 2006) were applied to the interpretations of individual L2 students' development. For the purpose of providing a backdrop on the instructional context in which (123) participants of the longitudinal case study were situated, cross-sectional data were collected involving vocabulary tests and a (150) learner corpus of placement essays within the same instructional context as the longitudinal case study.

The findings showed that individual learners exhibited growth in meaning, grammar information, and collocation knowledge, but no change in spelling and association knowledge. The development in meaning, grammar, and collocation knowledge were found to be supportive of each other. In addition, improvement of vocabulary size mainly came from low-frequency words while advancement of morphological knowledge was manifested in productive derivational knowledge. Investigation into writing assignments collected over the research period suggested that L2 learners' opportunities for vocabulary output and development were affected by instructional contexts in which participants were situated.

The study contributes insights for the development of theoretical models of L2 vocabulary learning. It also demonstrates the need for adopting multiple methodologies in the same design and for emphasizing ecological validity in L2 vocabulary development research.

Robson (2009)

The purpose of Robson's (2009) study was to examine the effects of four instructional methods--context clues, definition, elaboration technique, or word parts and word families on the vocabulary growth and acquisition of adults enrolled in a community college developmental reading course. The study investigated whether performance in any or all of the four instructional methods was moderated by age or language. The study sample was (70) students. Participants were enrolled in one of five sections of College Reading Preparatory II (REA0002) offered in the Spring of 2009 at Indian River State College in Fort Pierce, Florida. All five sections of REA0002 were taught by the same professor, a tenured faculty member, chair of the developmental

reading department and Associate Professor of Developmental Reading at Indian River State College.

The instruction and tests in all five sections of REA0002 were consistent with the research design which insured continuity and consistency in the use of the four instructional methods. All participants received the same treatment and quizzes. During the course of the study, participants first received a pretest, then the treatment or instruction, followed by an instructional quiz, and a delayed post-test was administered at the end of the study. An analysis of the data, which included the pretest, instructional quizzes with four quizzes independently and then combined for an aggregate score for an immediate post-test, and the delayed post-test, yielded mixed results. The four instructional quizzes independently showed definition instruction to have the highest positive impact on student learning.

In a measure of gains from pretest to instructional quizzes immediately after treatment, significant improvement in student learning was found only with word parts instruction. In a measure of performance from pretest to immediate post-test (aggregate score of instructional quizzes) there was a significant gain in students' vocabulary competence, and from pretest to delayed post-test there was a significant decrement in students' vocabulary competence. Age and language moderated vocabulary competence. Further tests of equivalency were mixed and should be interpreted cautiously, as there were a very small number of students in the group of 25 years or older and non-native English speakers.

Zhang (2009)

In Zhang's (2009) study of language learning, three presentation modes (varying from providing or not providing example sentences by the teacher and by the students themselves) was utilized to examine the effectiveness of using example sentences in vocabulary presentation and learning activities. The study sample was (58) English majors and two tests were performed one hour and one week after the relevant presentations, utilizing one of three presentation modes.

The study reached the conclusions that: 1) using example sentences in vocabulary learning promoted learners' vocabulary learning and retention; 2) the ways of using example sentences influenced learners' vocabulary learning and retention effects as well. Generally, the effect was better when learners made their own example sentences than when the sentences were randomly provided by the teacher. The

conclusions indicated that example sentences did work in direct vocabulary learning in ESL and EFL contexts.

2.5.6. Comments on previous studies (C)

The above mentioned studies focused on the great importance of vocabulary learning. Moreover, the previous studies indicated that retention of vocabulary is very important. They all were in agreement of the independent variable which is vocabulary. Yet, they were different in the dependent variables. Where Al Farra (2014) employed the effectiveness of smart board, Wafi (2013) worked on using animated pictures program, Demir (2013) employed in-class vocabulary strategies, Kieffer et. al. (2012) workes on a multi-dimensional model of English vocabulary knowledge, Al-Nassir (2012) employed the translation and pictorial methods, Khairi & Pakzaz (2012) employed critical reading strategies. However, Aghlara (2011) worked on using digital computer game, Al-Zaharani (2011) employed keyword based instruction, Lin et. al. (2001) worked on computer, Endo (2010) employed topic interest, Stager (2010) worked on using flashcards, Robson (2009) made use of four instructional methods context clues.

This reflects the importance of teaching vocabulary in English. In addition, the previous studies tried to search for finding solutions for the difficulties in teaching vocabulary. So the current study focused on the effectiveness of KWL strategy on developing Palestinian eleventh graders' vocabulary and its retention.

2.5.7. (D) Studies related to students' attitudes towards English

Al Noursi (2013)

Al Noursi's (2013) study outlines the results of a survey that was carried out, to identify Applied Technology High School students' attitudes towards learning the English language and to investigate whether the students' attitude is affected by the teacher's nativity. The study participants were (196) students at the Applied Technology High School. A questionnaire was used to collect data.

The study results showed that the majority of the study subjects had positive attitudes towards learning the English Language. In addition, the findings revealed that teacher's nativity did not influence students' positive orientation toward the English language.

Martínez, D. et. al. (2013)

Martínez, D. et. al.'s (2013) study examined the attitudes of a group of Mexican American students towards learning English as a second language in a structured immersion program. It also analyzes the extent to which these attitudes differ in relation to the variables of gender and performance in English. The study sample consisted of (110) participants, (56) girls and (54) boys, who were randomly selected and enrolled in grades 8 to 12 in a public school in the Compton Unified School District, South of Los Angeles. A questionnaire with four subscales was used to measure student attitudes towards learning English as a L2 in a structured immersion program. The questionnaire was offered in Spanish and English and was used satisfactorily in a pilot study in the months leading up to the study to check the validity and reliability of the instrument.

The results of this study indicate that the attitudes of Mexican American students toward learning English as a L2 within a structured immersion program were generally positive. Students showed good disposition toward the L2 learning in its various facets. Their perceptions are very similar to all items of the four subscales, indicating that the group is very homogeneous and shared the same vision to the attitudinal construct studied. This sample of students seemed to feel that studying English is a need in their lives; however, more positive attitudes were expected. Maybe their personal motivations and the external environment make English an important element in their lives, and thus, a priority.

Alkaff (2013)

Alkaff's (2013) study aimed at studying the attitudes and perceptions of Foundation Year students towards learning English, at the English Language Institute of King Abdulaziz University in Jeddah, Saudi Arabia. English is one of the required courses, the rest of which are primarily taught in Arabic. The researcher attempted to find out the students' opinions regarding the importance of English, whether they thought it was difficult or not, and where the difficulty lay. After the selection of a random sample of (47) female students of levels 3 and 4 (pre-intermediate and intermediate levels), who represented the largest majority of the students during the time of the study, a questionnaire was developed and students' responses were tabulated and analyzed.

The study results showed that most students had a positive attitude towards learning English and that they tried to improve their English and to use the language even though there were a lot of demands on their time and few opportunities to practice their English.

Lakshmi (2013)

Lakshmi's (2013) study investigated the ninth standard students' attitudes towards learning English language. A standardized questionnaire of attitudes' scale was administered in the form of normative survey to a randomly selected sample of (600) ninth standard students from various high and higher secondary schools in Puducherry region to collect their attitude towards learning English language.

The results revealed that there was a significant difference based on the gender, locality of the school, type of school, and type of management. The study concluded that more classroom activities in the study of English enhance pupils' attitude to learn English.

Ibnian (2012)

Ibnian's (2012) study aimed at investigating the effect of using the group work technique on developing attitudes of non-English major students at the World Islamic Sciences and Education University (WISE) towards leaning English as a Foreign Language (EFL). The study attempted to answer the following question; What is the effect of using the group work technique on developing attitudes of non-English majors at the World Islamic Sciences and Education University towards leaning English as a Foreign Language. The study included a questionnaire to measure the students' attitudes

towards leaning EFL. The sample of the study consisted of (64) non-English major students studying the English Communication Skills1 course at W.I.S.E. University. The students' average age was 20 years old. According to their school files, all the students were from a nearly similar socio- economic environment. The study followed the Quasi- Experimental Design, so the students were classified into two classes, one served as an experimental group and the other as control. Students of the experimental group received instruction through the proposed technique (group work), whereas students of the control group received instruction through the traditional method. A pre-post attitudes questionnaire was administered to both groups before and after the implementation of the proposed technique.

The study findings showed that there was a statistically significant difference between the mean scores of the experimental group and the control group on the post-questionnaire in attitudes towards learning EFL in favor of those of the experimental group. The study concluded that the proposed technique had a positive effect on developing attitudes of the experimental group students towards learning EFL. The also study proved that the experimental group performed much better on the post- attitudes scale than the control group. Consequently, the group work had a positive effect on developing attitudes of non-English majors studying English Communication Skills 1 at W.I.S.E. University.

Abidin et. al. (2012)

Abidin et. al.'s (2012) study investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles that is, gender, field and year of study. 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of attitude that is cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study.

The study findings showed that the respondents' obvious negative attitude towards English may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject. The study also indicated that attitudes are an essential component in language learning and showed that positive attitudes should

be the umbrella of language learning. The study also urges EFL teachers to respect and think about students' feelings, beliefs and behaviors before the cognitive abilities. The study also recommended that English curriculum and classroom activities should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English.

Abbaspour & Nia (2012)

Abbaspour and Nia's (2012) study investigated Iranian junior high school students' overall attitude towards learning English as a foreign language as well as the possible difference that existed between boys' and girls' attitude towards learning English as a foreign language. The study sample consisted of (116) third grade junior high school students in Tehran, (60) females and (56) males. To achieve the study aims, the study used an attitude scale of 20 items.

The study findings indicated that Iranian junior high school students generally had a positive view of using and learning English. It was also observed that there was no significant difference between female and male learners' attitudes although those of the girls were slightly more positive.

Al-Mamun et. al. (2012)

Al-Mamun et. al.'s (2012) study aimed at investigating the attitude of the undergraduate students of Life Science School of Khulna University in the south-western region of Bangladesh towards English language. The data of this study were collected through a questionnaire survey administered upon total of (79) undergraduate students. The sample was selected randomly from all the seven Disciplines of the School. The study is non-experimental. It was designed on the conceptual framework of mentalist point of view.

Upon the completion of the collection of data, these were analyzed, computed and tabulated using SPSS. The percentage values and frequencies were computed through descriptive statistics.

The result of the study shows that the respondents have positive attitudes towards English language. They reported that they like English language and they like those who speak English. They were of the opinion that those who speak English create good impression. The respondents reported that they recognize the global status and importance of English language in this era of globalization and global communication network. The result also shows that the respondents realized that knowledge of English

offers advantages in this era of globalization when getting a good job, securing a better social position and personal establishment is very competitive. The respondents reported that they want to choose and use more English in the domain of media, office and education. Though they supported increase in the use of English language but they did not want exclusive use of English rather they wanted that English and Bangla should go hand in hand in their use in different domains. As far as education domain in concerned, the respondents opined that English should be the medium of instruction in tertiary studies and they need English in order to succeed in higher education.

Above all, the respondents were found to be positive towards English language and this could be attributed to the fact that respondents were instrumentally motivated towards English.

Bhaskar & Soundiraraj (2012)

Bhaskar and Soundiraraj's (2012) study aimed at finding out whether there was any change in the attitude of students towards English Language Learning (ELL) when they came for college education after completing the school education. The transformation in the attitude of students from school to college was examined in terms of marks, interest towards English language, self- motivation to learn the language, participation in the class, understanding the importance of English in securing a job and learner-centered language teaching methods that ensured more freedom to the learners. The study sample was (52) first year Mechanical Engineering students from Tamil medium stream. To examine their shift in attitude towards ELL, an attitude questionnaire was administered and a semi-structured interview was conducted.

The study findings indicated that there was a positive significant shift in their attitude towards English Language Learning at their college level.

Zafarghandi & Jodai (2012)

Zafarghandi and Jodai's (2012) study intended to represent attitudes toward English and English learning at an Iranian military university. Iranian military staff was required to study English in a social environment where there was little immediate need or opportunity to use the language for real communicative purposes. The study subjects included (34) Iranian military personnel who took part in 4 different English classes at Iranian Military University Foreign Language Center. The study employed a questionnaire based on the Attitude/Motivation Test Battery provided by Gardner R.C (2004), incorporating some new concepts in (SLA) research that had come to light since

the time of previous surveys. Quantative treatment of qualitative data was the method of this study. After collecting the qualitative data through questionnaires and using Likert - 5 scale, the data were converted to the quantative data for analysis. Overall non–negative attitude toward English and English learning was the most important result of this study.

Chalak & Kassaian (2010)

Chalak and Kassaian's (2010) study investigated the various socio-psychological orientations of Iranian undergraduates towards learning English. It focused on the motivation orientations of the students and their attitudes towards the target language and its community. A group of (108) students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan, Iran was surveyed using the AMTB (Attitude, Motivation Test Battery). The domains used for the purposes of the study were: a) interest in English, b) parental encouragement, c) motivational intensity, d) attitudes towards learning English, e) attitudes towards English-speaking people, f) integrative orientation, g) desire to learn English, and h) instrumental orientation.

The results indicated that these Iranian nonnative speakers of English learned the language for both 'instrumental' and 'integrative' reasons and their attitudes towards the target language community and its members were generally found to be highly positive.

Abu-Melhim (2009)

Abu-Melhim's (2009) study aimed at determining what attitudes college students at Irbid University College in Jordan have towards learning English as a foreign language. Over the past several decades, there has been a growing interest in learning the English language in colleges and universities throughout Jordan. However, the real reasons for college students choosing English as a major do not seem to be clear. The researcher felt the need to investigate such reasons as well as describe the attitudes that students have towards learning English and how these attitudes might impact the outcomes of the learning process. The study sample was a (45) female students from Irbid University College. The students were asked to explain why they wished to become English teachers. Notes were taken during these interviews and the responses were recorded. A student survey was designed and distributed to all 45 female students at the college and detailed instructions were given.

The study findings indicated that the students' reasons for studying English revealed a wide array of attitudes and motivations. Surprisingly, almost half of the

students exhibited negative attitudes towards learning English and entering the teaching profession. Other students demonstrated more positive attitudes.

Shah (2008)

Shah's (2008) study describes an empirical study of attitudes towards the English curriculum in Pakistan. This study seeks to explore the attitudes of (292) students and (20) teachers towards the learning of English in different higher-secondary schools in Pakistan. English is often thought as a subject that is difficult to learn especially in secondary schools and colleges. Undoubtedly, many acknowledge that English is an important subject to learn. However, due to the poor image and, possibly, the way it is being taught, a majority of students fail to pass the subject and they approach the learning of English or taking it as an optional subject with caution or even with trepidation. The research study for this thesis was carried out with the help of a detailed questionnaire, asking students about different teaching methods, mediums of instruction, evaluation, textbooks, students' participation, audio-visual aids and their effect on the teaching and learning of the English language.

The study showed that students learning English in the complex socio-political and cultural context of the Pakistani educational system have mixed attitudes towards the subject. While some of them admire the qualities of English literary classics, on which English teaching is based, others are of the opinion that English should not be studied at all, as it is an imperial language. Most students can see the usefulness of learning English, however, and stress the importance of the spoken skills. These skills and audiovisual approaches are often neglected in English classrooms in Pakistan. Female students and those from poorer backgrounds, in particular, showed the most positive attitudes towards learning English. Some recommendations are made for developing new approaches to teaching and learning the subject and suggestions for future studies in the field.

Karahan (2007)

Karahan's (2007) study examined the relationship between language attitudes towards the English language and its use in Turkey. The study participants included (190) eighth grade students of a private primary school in Adana, Turkey, where English is intensively taught. The questionnaire consisted of two parts: The first part required personal information such as gender, the age when they started to learn English, the place where they started to learn English. The second part asked them

about their attitudes towards the English language and their attitudes towards the use of English in Turkish context.

The study findings showed that although these students are exposed to English in a school environment more frequently than other students at public schools, they have only mildly positive attitudes; especially female students have higher rates. They recognize the importance of the English language but interestingly do not reveal high level orientation towards learning the language. On the other hand, they have mildly positive attitudes towards the English based culture but they are not tolerant to Turkish people speaking English among themselves.

Ateş et. al. (2006)

Ateş et. al.'s (2006) study aimed at investigating the effects of computer assisted English instruction on English language preparatory students' attitudes towards computers and English in a Turkish-medium high school with an intensive English program. The study used the quasi-experimental time series research design. The study subjects were a group which consisted of a (30) male and female students, (20 females and 10 males). The research had two phases: traditional English instruction and computer assisted English instruction. The instruments for data collection were a scale for attitudes towards English and a scale for attitudes towards computers, which were given three times at intervals of two weeks. The study findings showed that the students' scores of attitude towards computers and English increased significantly.

2.5.8. Comments on previous studies (D)

The above mentioned studies indicate that attitudes are of great importance to students because they are considered as an essential factor influencing language performance. The studies also showed that most students were not feeling well towards English language and this is due to different reasons such as using the traditional teaching methods and techniques used by teachers as well as the lack of motivation towards teaching and learning of English language. Thus, students need more active and exciting environment of teaching and learning to motivate students towards English language which can be achieved by using new strategies such as the KWL strategy.

2.5.9. General commentary on the previous studies

Through this review of literature the following can be concluded:

1. The results of many previous studies reveal the existence of a general weakness in reading comprehension skills in all levels which support the need for this study.
2. All the previous studies indicated that there is a strong relationship between prior knowledge and reading comprehension. The more prior knowledge students have about the reading text, the more they will be able to comprehend texts.
3. The previous literature review emphasized the importance of pre-reading activities as instructional strategies for the development of reading comprehension.
4. The previous studies indicated that activating prior knowledge and developing reading comprehension skills can be improved by applying strategies based on KWL strategy.
5. Most of the previous studies concentrated on the role of the teacher in improving teaching reading comprehension.
7. The previous studies stated that understanding the relationship between reading comprehension and prior knowledge is helpful for both teachers and students.
8. The previous literature review indicated that poor reading comprehension arise from weaknesses in vocabulary.
9. The previous literature review emphasized that vocabulary is central to language and is of great significance to language learners and it is also the foundation for reading comprehension.
10. The recommendations of the previous studies highlighted the importance of considering such strategies in improving the students' reading comprehension, vocabulary and its retention and in enhancing the students' attitudes towards English.
11. The previous literature review emphasized that attitudes are of great significance to language learners and it is also the foundation of their success.

2.5.10. Summary

Chapter II handled the theoretical framework of the study, which were divided into four parts. The first part discussed KWL strategy while the second part tackled reading comprehension. The third part covered vocabulary and its retention whereas the fourth part discussed attitudes towards English. Furthermore, Chapter II reviewed the previous studies relevant to the subject of the current study and this expanded the researchers' background and broadened the subject of this study.

Chapter III
Methodology

- Type of Research Design
- Population
- Sample
- The Variables
- Instruments
- Controlling the Variables
- Procedures
- Summary

The Researcher
Abdel Rahman M. A. Abdal Rahim

Chapter III

Methodology

This chapter covers the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study and the research design. Moreover, it introduces the statistical treatment of the study findings.

3.1. Type of research design

The researcher used the experimental approach, which requires an experimental group and a control one. The KWL strategy was used in teaching reading comprehension to the experimental group while the traditional method was used with the control group. The study includes five variables; the first variable is KWL strategy, the second variable is reading comprehension, the third variable is vocabulary, the fourth variable is vocabulary retention, and the fifth is the students' attitudes towards English. The experiment lasted for six weeks. Both groups were taught by the same teacher, the researcher.

3.2. Population

The population of the study consists of all male eleventh graders who count (968) students according to the records of the directorate of education in the middle governorate - Gaza (2014), and enrolled at the governmental schools in the second semester of the scholastic year (2013 - 2014).

3.3. Sample

The sample of the study consisted of (64) students distributed into two groups; the experimental group which consisted of (32) students and the control group, which included (32) students. The sample of the study was chosen from Al Manfalouti Secondary School for Boys in Deir El Ballah, Middle Directorate of Education - Gaza. The study sample was randomly chosen from the eleventh grade classes and equally divided into two groups, experimental and control.

Both groups were all in the eleventh grade aged nearly (15-16) years old. They were chosen from the same school (Al Manfalouti Secondary School for Boys). The two groups were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term exam of the scholastic year 2013 - 2014 and so, naturally, all classes were equivalent in their achievement as they were distributed according to their achievement in equivalent classes by the school

administration beforehand. A pre-test was used to check the equivalence between the two groups. Table (2) shows the distribution of the study sample.

Table (2)
The distribution of the sample according to the groups

Group	Experimental	Control	Total
No. of a sample	32	32	64

3.4. The variables

The study included the following variables:

1. The independent variable is the KWL strategy.
2. The dependent variables are reading comprehension, vocabulary, vocabulary retention and students' attitude towards English.

3.5. Instruments

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

1. A reading comprehension skills checklist.
2. Reading comprehension test (Pre & post).
3. Vocabulary test (Pre - post).
4. Vocabulary retention test.
5. Attitude scale towards English language.

3.5.1. Reading comprehension skills checklist

The reading comprehension skills checklist was prepared by the researcher based on the general aims of the reading comprehension skills for the eleventh graders which were prepared by the English Language Curriculum (1999) as a checklist for teachers and supervisors.

3.5.1.1. The aim of the checklist

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

3.5.1.2. The sources of constructing the checklist

The researcher used the aims of the reading comprehension skills for eleventh graders as a reading comprehension skills checklist for teachers and supervisors to choose the five most important reading comprehension skills for the eleventh graders.

3.5.1.3. Description of the checklist

A checklist of 12 items was used in this study in order to rate the degree of importance of the five most important reading comprehension skills for the eleventh graders. Respondents were asked to rate each item of the reading comprehension skills as follows: (3) = very important, (2) = important, and (3) = slightly important.

3.5.1.4. Validity of the checklist

To assess the checklist validity, the checklist given to a jury of specialists to judge the validity of these skills. The researcher took their valuable notes into consideration and made all the necessary modification accordingly.

3.5.1.5. Application of the checklist

The checklist was given to (2) English language supervisors and (18) expert teachers to rate the degree of importance of the five most important reading comprehension skills for the eleventh graders. After that, relative weight was calculated and the five most important skills which got more than (90%) were chosen. The results showed that there were (5) important skills out of the (12) reading comprehension skills.

Table (3)
The five most important reading comprehension skills

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

3.5.2. Reading comprehension test

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

3.5.2.1. The aim of the reading comprehension test

The test was one of the study instruments which aimed at measuring the effectiveness of using KWL strategy on developing reading comprehension skills for the 11th graders. The objectives of the test were to examine the students' ability to:

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

3.5.2.2. The sources of constructing the reading comprehension test

The researcher referred to many resources in designing the test. In addition to his own experience, he depended on English for Palestine 11 textbook to construct the reading comprehension test. Furthermore, the researcher consulted English supervisors and experienced teachers.

3.5.2.3. Items of the reading comprehension test

One reading comprehension passage was used in the pre-test. The passage was selected form the eleventh graders students' book (English for Palestine 11), which is taught in the Palestinian schools. The passage was about trade. It was selected from the reading text in unit 4, lesson 7 & 8, pages 42-43. The items of the test were distributed into five questions as follows:

1. A multiple choice exercise in which students are going to expect what the text is about and choose the correct answer form a-d. It consists of three items; one mark is given for each correct answer. **(Prediction)**.
2. A multiple choice exercise, in which students are going to read the passage flipping through the pages fairly fast and choose the correct answer form a-d. It consists of five items; one mark is given for each correct answer. **(Skimming)**.
3. A multiple choice exercise, in which students are going to read the passage seeking specific information in order to choose the correct answer form a-d. It consists of five items; one mark is given for each correct answer. **(Scanning)**.
4. A multiple choice exercise, in which students are going to use clues from the text combined with readers' previous knowledge to find out about something that is not directly stated and choose the correct answer form a-d. It consists of three items; one mark is given for each correct answer. **(Inference)**.
5. A multiple choice exercise in which students are going to read the passage in order to determine certain items of language which have the property of reference and choose the correct answer form a-d. It consists of five items; one mark is given for each correct answer. **(Recognize reference words)**.

3.5.2.4. The pilot study

A pilot study was required to find out whether the test is well constructed or not. The results of the pilot study can be a good indicator for making any necessary modifications in the final version of the test. So, the reading comprehension test was applied on a random sample of (30) eleventh graders from Al Manfalouti Secondary School for Boys, who have the same characteristics of the study sample. The results were recorded and statistically analyzed to assess the validity and reliability of the test.

3.5.2.5. Time estimation

The time needed was calculated according to the following equation:

$$\frac{\text{Time of the first student + time of the last student}}{2} = 40 + 65 \div 2 = 52 \text{ minutes}$$

3.5.2.6. The validity of the reading comprehension test

Al Agha (1996, p.118) states that "a valid test is the test that measures what it is designed to measure". The study used the referee validity and the internal consistency validity. The researcher took their valuable notes into consideration.

3.5.2.6.1. The referee validity

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

3.5.2.6.2. The internal consistency validity

Al Agha (1996, p.121) asserts that the internal consistency indicates the correlation of the score of every item with the total average of the test. It also indicates the correlation of the average of each item with the total average of the dimension to which it belongs. Table (4) shows the correlation coefficient calculated by using Pearson Formula.

Table (4)
Correlation coefficient of every item of the reading comprehension skills test

Skill	No.	Pearson Correlation	Skill	No.	Pearson Correlation	Skill	No.	Pearson Correlation
1. Prediction	1	**0.771	3. Scanning	1	**0.528	5. Recognize reference words	1	*0.433
	2	**0.765		2	**0.627		2	**0.737
	3	**0.863		3	**0.647		3	**0.679
2. Skimming	1	**0.834		4	**0.627		4	**0.697
	2	**0.581		5	**0.544		5	**0.681
	3	**0.581	4. Inference	1	**0.769			
	4	*0.411		2	**0.717			
	5	**0.841		3	**0.756			

***r table value at df. (28) and sig. level (0.05) = 0.361**
****r table value at df. (28) and sig. level (0.01) = 0.463**

Table (4) shows that correlations of the test items were significant at (0.05), which indicates that there was a consistency between the items which means that the test was highly valid for the study.

The researcher also made sure of the correlation of the average of each skill with the total score of the test. Table (5) the Pearson correlation coefficient of every skill.

Table (5)
Pearson Correlation coefficient for every skill in the reading comprehension test

Skill	Pearson Correlation
Prediction	**0.749
Skimming	**0.848
Scanning	**0.698
Inference	**0.828
Recognize reference words	**0.862

***r table value at df. (28) and sig. level (0.05) = 0.361**
****r table value at df. (28) and sig. level (0.01) = 0.463**

Table (5) shows that there is a correlation between the skills and the total score and every skill with the other skills at sig. level (0.01), which shows a high internal consistency of the reading comprehension test which reinforces the validity of the test.

3.5.2.7. Reliability of the reading comprehension test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996, p.120). To determine the reliability of the test, the researcher has applied the Kuder Richardson formula (KR20) and the Spilt-half technique to find out the extent of test reliability. Table (6) shows (KR20) and Split half coefficients of the reading comprehension test.

Table (6)
(KR20) and Split-half coefficients of the reading comprehension skills test

Skill	No. of items	KR20	Split half coefficients of the test domains
Prediction	3	0.719	0.810
Skimming	5	0.634	0.657
Scanning	5	0.500	0.518
Inference	3	0.560	0.571
Recognize reference words	5	0.619	0.414
Total	**21**	**0.870**	**0.869**

The results showed that the Spilt-half coefficient is **(0.869)** and KR20 is **(0.870)** and this indicates that the reliability of the test was high and strong.

3.5.2.8. Scoring of the test

The test was scored by a simple traditional way. Each correct answer was given one point. The maximum score was (21) and the minimum was (zero). So, the total points for the whole test were (21).

3.5.2.9. Analysis of the items of the reading comprehension test

3.5.2.9.1 Difficulty coefficient

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of every item made by the students (Abu Nahia, 1994, p. 308). The difficulty coefficient of every item was measured on a pilot study counting (30) according to the following formula:

$$\textbf{Difficulty Coefficient} = \frac{\textbf{No. of students who gave wrong answers}}{\textbf{the total number of students}} \textbf{ X 100}$$

Table (7)

Difficulty coefficient for every item of the reading comprehension skills test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.69	**12**	0.69
2	0.75	**13**	0.38
3	0.63	**14**	0.63
4	0.69	**15**	0.75
5	0.75	**16**	0.56
6	0.69	**17**	0.69
7	0.56	**18**	0.75
8	0.63	**19**	0.63
9	0.63	**20**	0.69
10	0.69	**21**	0.75
11	0.56		
Total difficulty coefficient		**0.65**	

Table (7) shows that the difficulty coefficient wobbles are between (0.38 – 0.75) with total average (0.65), which means that every item is in the normal limit of difficulties according to the view point of assessment and evaluation specialists.

3.5.2.9.2. Discrimination coefficient

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

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

Table (8) shows the discrimination coefficient for every item of the test:

Table (8)
Discrimination coefficient for every item of the reading comprehension skills test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.63	12	0.63
2	0.50	13	0.50
3	0.75	14	0.75
4	0.63	15	0.50
5	0.50	16	0.63
6	0.63	17	0.38
7	0.38	18	0.50
8	0.75	19	0.75
9	0.50	20	0.63
10	0.63	21	0.50
11	0.63		
Total Discrimination coefficient		**0.58**	

Table (8) shows that the discrimination coefficient wobbles are between (0.38 – 0.75) with total average (0.58), which means that every item is in the normal limit of discrimination according to the view point of assessment and evaluation specialists.

3.5.3. Vocabulary test

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

3.5.3.1. The general aim of the vocabulary test

The test aimed at measuring the effectiveness of KWL strategy in developing the eleventh graders' vocabulary achievement and its retention in English language.

3.5.3.2. The sources of constructing the test

The researcher depended on "English for Palestine 11" textbooks to construct the vocabulary test. Furthermore, the researcher depended on his experience as a teacher of English. Moreover, the researcher consulted the English supervisors in the Directorate of education in the middle governorate and some colleague teachers. The test consisted of (65) varied items.

3.5.3.3. The items of the vocabulary test

The items of the test are distributed into eleven questions as follows:

1. Complete the following by using a suitable word from the box. This question includes five items, which evaluate the pupils' ability in choosing words according to context. One mark is given for each correct answer. Students have to read the words from the box and then use them to complete the sentences.

2. Write each word in the box next to its definition below. This question includes five items, which evaluate the pupils' ability in matching words with their definitions. Students have to read the words and the definitions to match them with the appropriate ones. One mark is given for each correct answer.

3. Complete the sentences with a suitable word from the same word family. This question includes five items, which evaluate the pupils' ability in using the appropriate form of words. One mark was given for each correct answer. Students have to read the words between brackets then derive a word from the same word family to complete the sentences.

4. Match the words in the box to words below to make word pairs. This question includes five items, which evaluate the pupils' ability to use word collocations. Here the students have to match pairs of words from two boxes together to make one meaningful pair. A mark is given for each one.

5. Complete the sentences with words from your own that have the same meaning of the underlined words. This question includes four items, which evaluate the pupils ability to recall and identify word synonyms of the underlined words. A mark is given for each one.

6. Complete the sentences with words from your own that have the opposite meaning of the underlined words. This question includes four items, which evaluate the pupils' ability to recall and identify word opposites of the underlined words. A mark is given for each one.

7. Choose the correct phrasal verb. This question includes seven items, which evaluate the pupils' ability to choose the correct phrasal verb according to context. A mark is given for each one.

8. Circle the correct answer from the underlined words. This question includes five items, which evaluate the pupils' ability to distinguish between orthographically similar words. A mark is given for each one.

9. Classify the words in the box so as they go under their fields. This question includes fifteen items, which evaluate the pupils' ability to classify words according to category. A mark is given for each one.

10. Match the words in the box below with their synonyms below. This question includes five items, which evaluate the pupils' ability in matching words with their synonyms correctly, by writing a word from the box given next to its meaning below. A mark is given for each one.

11. Match the words in the box below with their opposites below. This question includes five items, which evaluate the pupils' ability in matching words with their antonyms correctly, by writing a word from the box given next to its antonym below. A mark is given for each one. Table (9) shows the distribution of the test questions.

Table (9)
The distribution of the vocabulary achievement test questions

Vocabulary achievement test questions		No. of items	Marks
Ques. 1	Complete the following by using a suitable word from the box.	5	5
Ques. 2	Complete the following by using a suitable word from the box.	5	5
Ques. 3	Complete the sentences with a suitable word from the same word family.	5	5
Ques. 4	Match the words in the box to words below to make word pairs.	5	5
Ques. 5	Complete the sentences with words from your own that have the same meaning of the underlined words.	4	4
Ques. 6	Complete the sentences with words from your own that have the opposite meaning of the underlined words.	4	4
Ques. 7	Choose the correct phrasal verb.	7	7
Ques. 8	Circle the correct answer from the underlined words.	5	5
Ques. 9	Classify the words in the box so as they go under their fields.	15	15
Ques. 10	Match the words in the box below with their synonyms below.	5	5
Ques. 11	Match the words in the box below with their opposites below.	5	5
Total		**65**	**65**

3.5.3.4. The pilot study

The vocabulary test was applied on a random sample of (30) eleventh graders from Al Manfalouti Secondary School for Boys, who have the same characteristics of the study sample. The results were recorded and statistically analyzed to assess the

validity and reliability of the test, as well as, the time needed. The items of the test were modified in the light of the statistic results.

3.5.3.5. Time estimation

The time needed was calculated according to the following equation:

$$\frac{\text{Time of the first student + time of the last student}}{2} = 30 + 50 \div 2 = 40 \text{ minutes}$$

3.5.3.6. The validity of the vocabulary test

A valid test is the test that measures what it is designed to measure (Al Agha, 1996, p.118). The study used the referee validity and the internal consistency validity.

3.5.3.6.1. The referee validity

To check test validity, the test has been submitted to a jury of specialists. The researcher took their valuable notes into consideration.

3.5.3.6.2. The internal consistency validity

Al Agha (1996: 121) asserts that the internal consistency validity indicates the correlation of the score of every item with the total average of the test. It also indicates the correlation of the average of every item with the total average of the domain to which it belongs. Table (10) below shows the correlation coefficient calculated by using Pearson Formula.

Table (10)
Correlation coefficient of every item of the vocabulary test

Question	No.	Pearson Correlation	Question	No.	Pearson Correlation
Choosing words according to context	1	**0.846	Distinguishing between orthographically similar words	1	**0.608
	2	**0.728		2	**0.490
	3	**0.846		3	**0.608
	4	**0.917		4	**0.484
	5	**0.922		5	**0.510
Matching words with their definition	1	**0.820	Classifying words according to category	1	**0.444
	2	**0.859		2	**0.775
	3	*0.456		3	**0.793
	4	**0.910		4	**0.773
	5	**0.757		5	**0.834
Using the appropriate form of words	1	**0.696		6	**0.798
	2	**0.613		7	**0.568
	3	**0.734		8	**0.658
	4	**0.704		9	**0.667
	5	**0.613		10	**0.698
Using word collocations	1	**0.733		11	**0.826
	2	**0.765		12	**0.526
	3	**0.733		13	**0.432
	4	**0.710		14	**0.620
	5	**0.480		15	**0.786

Question	No.	Pearson Correlation	Question	No.	Pearson Correlation
Identifying word synonyms	1	**0.656	Matching words with their synonyms	1	**0.742
	2	**0.833		2	**0.693
	3	**0.814		3	**0.824
	4	**0.879		4	**0.794
Identifying word antonyms	1	**0.668		5	**0.692
	2	**0.734	Matching words with their antonyms	1	**0.691
	3	**0.646		2	**0.667
	4	**0.591		3	**0.757
Choosing phrasal verbs according to context	1	**0.653		4	**0.707
	2	**0.390		5	**0.708
	3	**0.491			
	4	**0.524			
	5	**0.486			
	6	**0.563			
	7	**0.651			

***r table value at df. (28) and sig. level (0.05) = 0.361**
****r table value at df. (28) and sig. level (0.01) = 0.463**

The results of table (10) show that the value of these items was suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation coefficient between items with the total score of the test as shown in table (11).

Table (11)
Pearson correlation coefficient for every question in the vocabulary test

Questions	Pearson Correlation
1. Choosing words according to context	**0.856
2. Matching words with their definition	**0.778
3. Using the appropriate form of words	**0.764
4. Using word collocations	**0.729
5. Identifying word synonyms	**0.883
6. Identifying word antonyms	**0.727
7. Choosing phrasal verbs according to context	**0.826
8. Distinguishing between orthographically similar words	**0.491
9. Classifying words according to category	**0.934
10. Matching words with their synonyms	**0.549
11. Matching words with their antonyms	**0.862

***r table value at df. (28) and sig. level (0.05) = 0.361**
****r table value at df. (28) and sig. level (0.01) = 0.463**

As shown in table (11), correlations of the test items were significant at sig. level (0.01), which indicates a high internal consistency between the test questions, which reinforces the validity of the test.

3.5.3.7. Reliability of the vocabulary test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996, p.120). To determine the reliability of the test, the researcher has applied the Kuder Richardson formula (KR20) and the Spilt-half technique to find out the extent of test reliability. Table (12) shows the results of using (KR20) and Split-half coefficients of the vocabulary test questions.

Table (12)

(KR20) and Split-half coefficients of the vocabulary test questions

Test questions	No. of items	KR20	Split-half coefficients of the test questions
Choosing words according to context	5	951	0.951
Matching words with their definition	5	851	0.851
Using the appropriate form of words	5	770	0.770
Using word collocations	5	809	0.809
Identifying word synonyms	4	745	0.745
Identifying word Antonyms	4	515	0.515
Choosing phrasal verbs according to context	7	607	0.607
Distinguishing between orthographically similar words	5	519	0.519
Classifying words according to category	15	947	0.947
Matching words with their synonyms	5	847	0.847
Matching words with their Antonyms	5	667	0.667
Total	**65**	**944**	**0.944**

The results show that the Spilt-half coefficient is **(0.944)** and KR20 is **(944)**, which indicates that the reliability of the test is high and strong.

3.5.3.8. Scoring the vocabulary test

The test was scored by a simple traditional way. Each correct answer was given one point. The maximum score was (65) and the minimum was (zero). So the total points for the whole test were (65).

3.5.3.9. Analysis of the items of the vocabulary Test

3.5.3.9.1. Difficulty coefficient

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of every item made by the students (Abu Nahia, 1994:308). The difficulty coefficient of every item was calculated according to the following formula for the pilot study which counted (30):

$$\textbf{Difficulty Coefficient} = \frac{\textbf{No. of students who gave wrong answers}}{\textbf{the total student who answered the test}} \textbf{ X 100}$$

Table (13) below shows the difficulty coefficient for every item of the vocabulary test.

Table (13)
Difficulty coefficient for every item of the vocabulary test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.63	**34**	0.69
2	0.75	**35**	0.50
3	0.63	**36**	0.69
4	0.69	**37**	0.69
5	0.75	**38**	0.63
6	0.69	**39**	0.75
7	0.75	**40**	0.44
8	0.69	**41**	0.63
9	0.63	**42**	0.69
10	0.75	**43**	0.75
11	0.44	**44**	0.63
12	0.63	**45**	0.69
13	0.50	**46**	0.56
14	0.69	**47**	0.75
15	0.50	**48**	0.69
16	0.63	**49**	0.63
17	0.75	**50**	0.69
18	0.63	**51**	0.69
19	0.50	**52**	0.56
20	0.69	**53**	0.75
21	0.38	**54**	0.63
22	0.44	**55**	0.56
23	0.69	**56**	0.69
24	0.50	**57**	0.63
25	0.56	**58**	0.69
26	0.44	**59**	0.69
27	0.63	**60**	0.75
28	0.38	**61**	0.69

No.	Difficulty coefficient	No.	Difficulty coefficient
29	0.69	**62**	0.75
30	0.31	**63**	0.69
31	0.44	**64**	0.69
32	0.63	**65**	0.63
33	0.63		
Total difficulty coefficient		**0.63**	

Table (13) shows that the difficulty coefficient wobbles are between (0.31 – 0.75) with total average (0.63), which means that every item is acceptable and in the normal limit of difficulties according to the view point of assessment and evaluation specialists.

3.5.3.9.2. Discrimination coefficient

Discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. Table (14) shows the discrimination coefficient for each item of the test.

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

Table (14)

Discrimination coefficient for every item of the vocabulary test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.75	**34**	0.63
2	0.50	**35**	0.75
3	0.75	**36**	0.63
4	0.63	**37**	0.38
5	0.50	**38**	0.75
6	0.63	**39**	0.50
7	0.50	**40**	0.38
8	0.63	**41**	0.50
9	0.75	**42**	0.63
10	0.50	**43**	0.50
11	0.63	**44**	0.75
12	0.75	**45**	0.63
13	0.75	**46**	0.63
14	0.63	**47**	0.50
15	0.75	**48**	0.63
16	0.75	**49**	0.50
17	0.50	**50**	0.63
18	0.75	**51**	0.63
19	0.75	**52**	0.38
20	0.63	**53**	0.50
21	0.75	**54**	0.75
22	0.63	**55**	0.63
23	0.63	**56**	0.38

No.	Discrimination coefficient	No.	Discrimination coefficient
24	0.75	57	0.75
25	0.63	58	0.38
26	0.63	59	0.38
27	0.50	60	0.50
28	0.50	61	0.63
29	0.63	62	0.50
30	0.38	63	0.63
31	0.38	64	0.63
32	0.50	65	0.75
33	0.75		
Total Discrimination coefficient		0.60	

Table (14) shows that the discrimination coefficient wobbles are between (0.38 – 0.75) with total average (0.60), which means that every item is acceptable and in the normal limit of discrimination according to the view point of assessment and evaluation specialists.

3.5.4. The Attitude scale towards English

The researcher adopted Abidin et. al.'s (2012) attitude scale to measure the effectiveness of KWL strategy in improving Palestinian eleventh graders' attitudes towards English. The attitude scale is considered an instrument in this study to get data and information. This scale was used before and after the experiment for both control and the experimental groups.

3.5.4.1. The aim of the attitude scale

The attitude scale aimed at measuring the students' attitudes towards English language before and after the experiment for both control and experimental groups.

3.5.4.2. Steps of constructing the attitude scale

The researcher adopted the attitude scale depending on:

1. Reviewing related literature as Abidin et. al.'s (2012) study who divide the attitude scale into three domains; behavioral, cognitive, and emotional.
2. The previous related study helped in forming the domains and the statements of the attitude scale.
3. Consulting specialists about attitudes in general.
4. The scale includes (45) positive and negative items distributed in three domains. Each domain has (15) items.
5. The scale was presented to the referee committee in order to measure:

- Suitability of the number of the items for eleventh graders.

- Clarity of the meaning of the statements to the respondents.
- Language used in the scale.
- Extent to which each item of the scale represents the intended domain.

6. The scale was refereed by university professors, specialists and experts, as well as some colleagues.

3.5.4.3. Description of the attitude scale

The scale consists of three domains (1) Behavioral aspect of language attitude, (2) Cognitive aspect of language attitude, and (3) Emotional aspect of language attitude. The scale items were constructed to measure students' attitudes towards English language. The researcher took into consideration that the scale items were specific and included one idea in order to express specific attitude, they are related to scale domains and attitude subject, and were simple, easy and suitable for the students' level.

The five-point Likert scale (1932) was used to measure students' responses. The levels of the scale responses varied between strongly disagree, disagree, Neutral, agree and strongly agree. The students were asked to put (✓) sign under their responses. Scores from 5 to 1 were assigned for positive responses and from 1 to 5 for the negative ones.

Table (15)
The attitude scale domains

Domain	No. of items
1. Behavioral Aspect of Language Attitude	15
2. Cognitive Aspect of Language Attitude	15
3. Emotional Aspect of Language Attitude	15
Total	**45**

Table (16)
Likert scale type of items

Type of items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Positive sentences	**5**	**4**	**3**	**2**	**1**
Negative sentences	**1**	**2**	**3**	**4**	**5**

3.5.4.4. Instructions of the attitude scale (for students)

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

3.5.4.5. The pilot study

The attitude scale was applied on a random pilot sample of (30) eleventh graders from Al Manfalouti Secondary School for Boys in Deir El Ballah. It was applied in order to emphasize the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

3.5.4.6. The attitude scale validity

After applying the scale on a pilot sample of (34) students, the results were recorded and statistically analyzed. The researcher used the referee validity and the internal consistency validity.

3.5.4.6.1. The referee validity

The scale was introduced to a jury of specialists in English language, methodology and psychology university professors in Gaza universities, Ministry of Education and experienced supervisors. The items of the attitude scale were modified according to their recommendations.

3.5.4.6.2. The internal consistency validity

It has been indicated by Al-Agha (1996, p. 121) that the internal consistency validity indicates the correlation of the score of every item with the total score of the domains to which it belongs by using Pearson Formula.

Table (17)
Correlation coefficient of every item of the attitude scale

Domain	No.	Pearson Correlation	Domain	Pearson Correlation	Domain	Pearson Correlation
Behavioral aspect of language attitude	1	**0.668	Cognitive aspect of language attitude	**0.530	Emotional aspect of language attitude	**0.815
	2	**0.484		*0.384		**0.612
	3	**0.798		**0.596		**0.490
	4	**0.654		**0.522		**0.607
	5	*0.364		**0.679		*0.454
	6	**0.709		**0.748		**0.757
	7	**0.521		**0.630		**0.747
	8	**0.723		**0.599		**0.793
	9	**0.620		**0.541		**0.643
	10	**0.531		**0.674		**0.715
	11	**0.671		**0.611		**0.632
	12	**0.675		**0.686		**0.813
	13	**0.546		**0.780		**0.612
	14	**0.693		**0.662		**0.561
	15	**0.641		*0.411		**0.723

***r table value at df. (28) and sig. level (0.05) = 0.361**
****r table value at df. (28) and sig. level (0.01) = 0.463**

The results of table (17) show that the value of these items were suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between items with the total score of the scale as shown in table (18).

Table (18)

Pearson correlation coefficient for every domain of the attitudes scale

Domain	Pearson Correlation
Behavioral Aspect Of Language Attitude	**0.942
Cognitive Aspect Of Language Attitude	**0.907
Emotional Aspect Of Language Attitude	**0.940

***r table value at df. (28) and sig. level (0.05) = 0.361**
****r table value at df. (28) and sig. level (0.01) = 0.463**

Table (18) shows that all the domains of the scale achieved statistical significant correlations with the total score of the scale which indicates a high internal consistency of the scale which reinforces the validity of it.

3.5.4.6.3. Construct validity

The construct validity of the scale was calculated by measuring the correlation between the score of each domain with the total score of the scale.

3.5.4.7. The attitude scale reliability

The scale is reliable when it gives the same results if it is reapplied in the same conditions (Al Agha & Al Ostaz, 2004, p. 108). The researcher used the pilot study to calculate the reliability of the attitude scale which was measured by Cronbach-Alpha and split-half methods. The researcher calculated the correlation between the first, the second, the third and the whole of the attitude scale. Then, the researcher used Guttmann Formula to modify the length of the scale to find out the reliability coefficient as shown in table (19).

(Table 19)

Correlation coefficient between the two halves of each domain before modification and the reliability after modification

Domain	No. of items	Split-half methods	Cronbach-alpha
Behavioral Aspect Of Language Attitude	15	0.844	0.813
Cognitive Aspect Of Language Attitude	15	0.878	0.849
Emotional Aspect Of Language Attitude	15	0.844	0.870
Total	**45**	**0.938**	**0.939**

3.6. Controlling the variables

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

3.6.1. Controlling the pre reading comprehension test variable

To make sure that the sample subjects are equivalent in their previous English language achievement, the researcher applied a pre reading comprehension test. The results of the subjects were recorded and statistically analyzed using T-test. Table (20) shows the mean and the standard deviation of each group in the pre reading comprehension test. The results analysis indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

Table (20)
T-test results of controlling the pre reading comprehension skills test variable

Skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Prediction	Experimental	32	0.906	0.689	-0.184	0.855	not sig.
	Control	32	0.938	0.669			
Skimming	Experimental	32	1.844	0.987	1.192	0.238	not sig.
	Control	32	1.531	1.107			
Scanning	Experimental	32	3.531	0.915	0.901	0.371	not sig.
	Control	32	3.281	1.276			
Inference	Experimental	32	1.469	0.950	0.719	0.475	not sig.
	Control	32	1.313	0.780			
Recognize reference words	Experimental	32	2.156	1.221	1.340	0.185	not sig.
	Control	32	1.781	1.008			
SUM	**Experimental**	**32**	**9.906**	**2.388**	**1.651**	**0.104**	**not sig.**
	Control	**32**	**8.844**	**2.749**			

"t" table value at df. (62) at (0.05) sig. level equal 2.00
"t" table value at df. (62) at (0.01) sig. level equal 2.66

Table (20) indicates that there are no statistically significant differences at (0.05) between the mean scores of the experimental group and that of the control group in the pre reading comprehension skills test, which indicates the equivalence of both the experimental and control groups before the study.

3.6.2. Controlling the pre vocabulary test variable

To make sure that the sample subjects are equivalent, the researcher applied a pre vocabulary test. The results of the test were recorded and statistically analyzed using T-test. Table (21) shows the comparison between the two groups of the sample.

Table (21)
T-test results of controlling the pre vocabulary test variable

Skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Choosing words according to context	Experimental	32	1.531	1.704	0.247	0.806	not sig.
	Control	32	1.625	1.314			
Matching words with their definition	Experimental	32	3.219	1.791	0.722	0.473	not sig.
	Control	32	2.875	2.012			
Using the appropriate form of words	Experimental	32	1.563	1.435	0.884	0.380	not sig.
	Control	32	1.281	1.085			
Using word collocations	Experimental	32	3.156	1.526	0.573	0.569	not sig.
	Control	32	2.906	1.940			
Identifying word synonyms	Experimental	32	0.594	0.911	0.143	0.887	not sig.
	Control	32	0.563	0.840			
Identifying word Antonyms	Experimental	32	1.625	1.157	1.675	0.099	not sig.
	Control	32	1.156	1.081			
Choosing phrasal verbs according to context	Experimental	32	3.156	1.298	0.645	0.521	not sig.
	Control	32	2.938	1.413			
Distinguishing between orthographically similar words	Experimental	32	2.969	1.332	0.803	0.425	not sig.
	Control	32	2.688	1.469			
Classifying words according to category	Experimental	32	5.406	2.686	1.488	0.142	not sig.
	Control	32	6.500	3.172			
Matching words with their synonyms	Experimental	32	2.750	2.064	0.510	0.612	not sig.
	Control	32	3.000	1.849			
Matching words with their Antonyms	Experimental	32	3.063	1.366	0.164	0.870	not sig.
	Control	32	3.125	1.661			
SUM	**Experimental**	**32**	**29.031**	**9.637**	**0.130**	**0.897**	**not sig.**
	Control	**32**	**28.656**	**13.129**			

"t" table value at (62) df. at (0.05) sig. level equal 2.00
"t" table value at (62) df. at (0.01) sig. level equal 2.66

Table (21) indicates that there are no statistically significant differences at (0.05) between the mean scores of the experimental group and that of the control group in the pre vocabulary test which indicates the equivalence of both the experimental and control groups before the study.

3.6.3. Controlling the attitude scale variable

To make sure that the sample subjects are equivalent in their attitudes towards English language, a pre application of the attitude scale towards English was applied. The results were recorded and statistically analyzed using T-test. Table (22) shows the comparison between the two groups of the sample in the pre attitudes scale.

Table (22)
T-test results of controlling the pre application of the attitude scale towards English variable

Domain	Group	N	Mean	Std. Deviation	t value	Sig. Value	Sig. level
- Behavioral aspect of language attitude	Control	32	54.906	8.686	1.634	0.107	not sig.
	Experimental	32	50.969	10.511			
- Cognitive aspect of language attitude	Control	32	51.469	8.966	1.154	0.253	not sig.
	Experimental	32	48.781	9.654			
- Emotional aspect of language attitude	Control	32	54.313	8.578	1.681	0.098	not sig.
	Experimental	32	49.844	12.353			
Total score	**Control**	**32**	**160.688**	**24.947**	**1.579**	**0.119**	**not sig.**
	Experimental	**32**	**149.594**	**30.941**			

"t" table value at df. (62) at (0.05) sig. level equal 2.00
"t" table value at df. (62) at (0.01) sig. level equal 2.66

Table (22) shows that there are no statistically significant differences at (0.05) between the mean scores of the experimental group and that of the control group in the pre application of the attitudes scale variable, which indicates the equivalence of both the control and experimental groups before the study.

3.6.4. Age variable

The researcher recorded the students' ages from the school's files for the scholastic year (2013-2014) and made sure that they were all of the same age ranging between [15-16] years old which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

3.7. Procedures

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to the effect of KWL strategy on reading comprehension. In addition, the researcher reviewed previous studies related to vocabulary and its retention and students' attitudes towards English language.

4. A pilot study was conducted to measure the suitability of the study instruments.

5. A pre reading comprehension test, a pre vocabulary test, and a pre application of the attitude scale were applied on both the experimental and the control groups in the second term of the scholastic year (2013- 2014). The results were recorded and statistically analyzed.

6. The researcher made sure that both groups were equivalent and then conducted the experiment.

7. A post reading comprehension test, a post vocabulary test, and a post application of the attitude scale were applied on both the experimental and the control groups. The results were recorded and statistically analyzed.

8. A delayed vocabulary retention test was administrated to the experimental group after three weeks of the experiment. The results were recorded and statistically analyzed.

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

3.8. Statistical techniques

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

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

2. T. Test Paired Sample to measure the differences in the total average score between the post vocabulary test and that of the delayed vocabulary retention test of the experimental group.

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

4. Pearson correlation coefficient to identify the correlation of the test items.

5. Split-half and Alpha Kronbach techniques were used to test the reliability of the test and the attitude scale items.

6. The significance level used was 0.05.

7. Eta square to assess the effect size.

3.9. Summary

Chapter III showed the procedures of designing and applying the instruments, the subjects and the statistical analysis that the researcher adopted in analyzing the results of 1) the pre and post reading comprehension test; 2) the pre and post vocabulary achievement test; 3) the delayed vocabulary retention test and 4) the pre and post application of the attitudes scale towards English.

Chapter IV Results: Data Analysis

- Answer of the First Question
- Answer of the Second Question
- Answer of the Third Question
- Answer of the Fourth Question
- Answer of the Fifth Question
- Answer of the Sixth Question
- Answer of the Seventh Question
- Answer of the Eighth Question
- Summary

The Researcher
Abdel Rahman M. A. Abdal Rahim

Chapter IV
Results: Data analysis

This chapter tackles the findings and results of the study in regards to the research questions. The researcher used different statistical techniques using the statistical program (SPSS) to analyze the collected data. Tables were also used to clarify and present these data.

4.1. Data Analysis

4.1.1. Answer of the first question:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control group in the post reading comprehension 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 mean scores of the experimental group and that of the control group in the post reading comprehension test.

To examine the first hypothesis, means and standard deviation of both groups' results on the post reading comprehension test were computed. T-test independent sample was used to measure the significant differences. Table (23) describes this.

Table (23)
T-test independent sample results of differences between the mean scores of the experimental group and that of the control group in the post reading comprehension test

Skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Prediction	Experimental	32	2.438	0.914	7.238	0.000	sig. at 0.01
	Control	32	0.969	0.695			
Skimming	Experimental	32	4.156	0.847	8.079	0.000	sig. at 0.01
	Control	32	1.906	1.329			
Scanning	Experimental	32	4.313	0.821	3.033	0.004	sig. at 0.01
	Control	32	3.406	1.478			
Inference	Experimental	32	2.906	0.296	8.994	0.000	sig. at 0.01
	Control	32	1.344	0.937			
Recognize reference words	Experimental	32	4.281	0.851	3.840	0.000	sig. at 0.01
	Control	32	3.219	1.313			
SUM	**Experimental**	**32**	**18.094**	**1.957**	**10.874**	**0.000**	**sig. at 0.01**
	Control	**32**	**10.844**	**3.224**			

"t" table value at df. (62) at (0.05) sig. level equal 2.00
"t" table value at df. (62) at (0.01) sig. level equal 2.66

Table (23) shows that the T. computed value **(10.874)** is larger than T. table **(2.00)** in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) between the total mean scores of the experimental group and that of the control group in the post reading comprehension test in favor of the experimental group. The mean scores of the experimental group in the post-test is **(18.094)**, whereas the mean scores of the control group is **(10.844)**. This result indicates that using KWL strategy is more effective than the traditional method in developing the students' reading comprehension skills.

To show the size effect of KWL strategy on the experimental group achievement in the reading comprehension skills test, the study applied the Effect Size technique. The researcher computed " $^2\eta$ " using the following formula:

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

And " Z " value using the following formula:

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

Table (24)

The table references to determine the effect size level ($^2\eta$) and (Z)

Test	Effect Size		
	Small	**Medium**	**Large**
η^2	0.01	0.06	0.14
Z	0.2	0.5	0.8

The results of " $^2\eta$ " and " z " values shown in table (24) indicate the large effect of using KWL strategy in the post test. Table (25) shows the effect size of KWL strategy in the post reading comprehension skills test.

Table (25)

The effect size of KWL strategy on the experimental group in the post reading comprehension skills test

Skill	t value	η^2	z	Effect Size
Prediction	7.238	0.458	1.839	Large
Skimming	8.079	0.513	2.052	Large
Scanning	3.033	0.129	0.770	Large
Inference	8.994	0.566	2.285	Large
Recognize reference words	3.840	0.192	0.975	large
total	**10.874**	**0.656**	**2.762**	**Large**

Table (25) shows that the effect size of KWL strategy is large on students' reading comprehension skills, which means that the effect of KWL strategy is

significant. This large effect may be due to the activities and techniques which were used to develop students' reading comprehension skills using the KWL strategy.

4.1.2. Answer of the second question:

Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group and that of the control group in the post vocabulary test?

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

There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group and that of the control group in the post vocabulary test.

To investigate the second hypothesis, mean and standard deviation of the experimental and control groups′ results were computed. (T-test Independent Samples) was used to measure the significant of differences.

Table (26)

T-test independent sample results of differences between the mean scores of the experimental group and that of the control group in the post vocabulary test

Skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Choosing words according to context	Experimental	32	4.688	0.998	6.240	0.000	sig. at 0.01
	Control	32	2.406	1.811			
Matching words with their definition	Experimental	32	4.719	0.772	4.489	0.000	sig. at 0.01
	Control	32	3.313	1.595			
Using the appropriate form of words	Experimental	32	3.656	1.234	2.809	0.007	sig. at 0.01
	Control	32	2.750	1.344			
Using word collocations	Experimental	32	4.125	1.212	2.754	0.008	sig. at 0.01
	Control	32	3.313	1.148			
Identifying word synonyms	Experimental	32	3.094	1.118	8.408	0.000	sig. at 0.01
	Control	32	1.031	0.822			
Identifying word Antonyms	Experimental	32	2.813	1.281	4.385	0.000	sig. at 0.01
	Control	32	1.500	1.107			
Choosing phrasal verbs according to context	Experimental	32	5.313	1.256	3.282	0.002	sig. at 0.01
	Control	32	4.156	1.547			
Distinguishing between orthographically similar words	Experimental	32	4.000	0.880	3.048	0.003	sig. at 0.01
	Control	32	3.063	1.501			
Classifying words according to category	Experimental	32	13.375	2.459	6.861	0.000	sig. at 0.01
	Control	32	7.906	3.779			

Matching words with their synonyms	Experimental	32	4.375	1.129	2.958	0.004	sig. at 0.01
	Control	32	3.250	1.832			
Matching words with their Antonyms	Experimental	32	4.563	0.840	3.951	0.000	sig. at 0.01
	Control	32	3.281	1.631			
SUM	**Experimental**	**32**	**54.719**	**8.286**	**7.865**	**0.000**	**sig. at 0.01**
	Control	**32**	**35.969**	**10.639**			

"t" table value at df. (62) at (0.05) sig. level equal 2.00
"t" table value at df. (62) at (0.01) sig. level equal 2.66

Table (26) shows that the T. computed value **(7.865)** is larger than T. table **(2.00)** in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) between the total mean scores of the experimental group and that of the control group in the post vocabulary test in favor of the experimental group. The mean scores of the experimental group in the post vocabulary test is **(54.719)**, whereas the mean scores of the control group is **(35.969)**. This result indicates that using KWL strategy is more effective than the traditional method in developing the students' vocabulary.

Table (27)
The effect size of KWL strategy on the experimental group in the post vocabulary test

Skill	t value	η^2	z	Effect Size
Choosing words according to context	6.240	0.386	1.585	Large
Matching words with their definition	4.489	0.245	1.140	Large
Using the appropriate form of words	2.809	0.113	0.714	Large
Using word collocations	2.754	0.109	0.699	Large
Identifying word synonyms	8.408	0.533	2.136	Large
Identifying word Antonyms	4.385	0.237	1.114	Large
Choosing phrasal verbs according to context	3.282	0.148	0.834	Large
Distinguishing between orthographically similar words	3.048	0.130	0.774	Large
Classifying words according to category	6.861	0.432	1.743	Large
Matching words with their synonyms	2.958	0.124	0.751	Large
Matching words with their Antonyms	3.951	0.201	1.003	Large
total	**7.865**	**0.499**	**1.998**	**large**

Table (27) shows that the effect size of KWL strategy is large on students' vocabulary achievement, which means that the effect of KWL strategy is significant.

This large effect may be due to the activities and techniques which were used to develop students' vocabulary achievement using the KWL strategy.

4.1.3. Answer of the third question:

Are there statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group subjects in the post vocabulary test and that of the delayed vocabulary retention test?

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

There are no statistically significant differences at (α ≤ 0.05) between the mean scores of the experimental group subjects in the post vocabulary test and that of the delayed vocabulary retention test.

To investigate the third hypothesis, means and standard deviation of both post vocabulary test and that of the delayed vocabulary retention test results were computed. T-test related sample was used to measure the significant differences.

Table (28)

T-test related sample results of the differences between the mean scores of the post vocabulary test and that of the delayed vocabulary retention test of the experimental group

Skill	Test	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Choosing words according to context	Post test	32	4.688	0.998	0.291	0.773	not sig.
	Delayed test	32	4.625	0.907			
Matching words with their definition	Post test	32	4.719	0.772	0.722	0.476	not sig.
	Delayed test	32	4.813	0.780			
Using the appropriate form of words	Post test	32	3.656	1.234	0.634	0.531	not sig.
	Delayed test	32	3.813	0.821			
Using word collocations	Post test	32	4.125	1.212	0.325	0.748	not sig.
	Delayed test	32	4.219	1.039			
Identifying word synonyms	Post test	32	3.094	1.118	1.200	0.239	not sig.
	Delayed test	32	2.813	0.859			
Identifying word Antonyms	Post test	32	2.813	1.281	0.880	0.385	not sig.
	Delayed test	32	3.063	1.190			
Choosing phrasal verbs according to context	Post test	32	5.313	1.256	1.280	0.210	not sig.
	Delayed test	32	5.750	1.320			
Distinguishing between orthographically similar words	Post test	32	4.000	0.880	0.812	0.423	not sig.
	Delayed test	32	3.813	0.859			
Classifying words according to category	Post test	32	13.375	2.459	0.766	0.450	not sig.
	Delayed test	32	13.813	2.558			

Matching words with their synonyms	Post test	32	4.375	1.129	1.123	0.270	not sig.
	Delayed test	32	4.688	0.896			
Matching words with their Antonyms	Post test	32	4.563	0.840	0.291	0.773	not sig.
	Delayed test	32	4.500	1.107			
SUM	**Post test**	**32**	**54.719**	**8.286**	**0.661**	**0.513**	**not sig.**
	Delayed test	**32**	**55.906**	**7.455**			

"t" table value at df. (31) at (0.05) sig. level equal 2.04
"t" table value at df. (31) at (0.01) sig. level equal 2.75

Table (28) shows that the T. computed value **(0.661)** is less than T. table **(2.04)** in the delayed vocabulary retention test, which means that there are no statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group subjects in the post vocabulary test and that of the delayed vocabulary retention test. The mean scores of the post vocabulary test is **(54.719)**, while the mean scores of the delayed vocabulary retention test is **(55.906)**. This result indicates the long-term effect of using KWL strategy on the vocabulary retention of the experimental group.

4.1.4. Answer of the fourth question:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control group in the post application of the attitude scale towards English?

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

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

To investigate the fourth hypothesis, mean and standard deviation of the experimental and that of the control groups' results were computed. T-test independent sample was used to measure the significant of differences.

Table (29)

T-test results of the differences between the mean scores of the experimental group and that of the control group in the post application of the attitude scale towards English

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Behavioral Aspect Of Language Attitude	Experimental	32	62.906	4.075	6.065	0.000	sig. at 0.01
	Control	32	51.625	9.701			
Cognitive Aspect Of Language Attitude	Experimental	32	63.031	3.955	5.806	0.000	sig. at 0.01
	Control	32	51.031	11.003			

Emotional Aspect Of Language Attitude	Experimental	32	61.594	4.703	4.646	0.000	sig. at 0.01
	Control	32	51.063	11.930			
SUM	**Experimental**	**32**	**187.531**	**10.788**	**5.889**	**0.000**	**sig. at 0.01**
	Control	**32**	**153.719**	**30.638**			

"t" table value at df. (62) at (0.05) sig. level equal 2.00
"t" table value at df. (62) at (0.01) sig. level equal 2.66

Table (29) shows that T. computed value **(5.889)** is larger than T. table **(2.00)** in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) between the mean scores of the experimental group and that of the control group in the post application of the attitude scale towards English in favor of the experimental group. The mean scores of the experimental group in the post application reaches **(187.531)**, whereas the mean scores of the control group is **(153.719)**. This result indicates that using KWL strategy is more effective than the traditional method in enhancing the students' attitudes towards English language.

Table (30)

The effect size of KWL strategy on the experimental group in the post application of the attitude scale towards English

Domain	t value	η^2	z	Effect size
Behavioral Aspect Of Language Attitude	6.065	0.372	1.540	Large
Cognitive Aspect Of Language Attitude	5.806	0.352	1.475	Large
Emotional Aspect Of Language Attitude	4.646	0.258	1.180	Large
total	**5.889**	**0.359**	**1.496**	**large**

Table (30) shows that the effect size of KWL strategy is large on students' attitudes towards English, which means that the effect of KWL strategy is significant. This large effect may be due to the activities, which are used in the KWL strategy which in return affected students' attitudes towards English language.

4.1.5. Answer of the fifth question:

Are there statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test?

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

There are no statistically significant differences between the mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test.

To investigate the fifth hypothesis, mean and standard deviation of both the experimental and the control group results were computed. T. Test paired sample was used to measure the significant differences.

Table (31)

T-Test independent sample results of the differences between the mean scores of the experimental group and that of the control group in the delayed vocabulary retention test

Skill	Group	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Choosing words according to context	Experimental	32	4.625	0.907	6.679	0.000	Sig.
	Control	32	2.0938	1.956			
Matching words with their definition	Experimental	32	4.813	0.780	7.637	0.000	Sig.
	Control	32	2.093	1.784			
Using the appropriate form of words	Experimental	32	3.813	0.821	6.086	0.000	Sig.
	Control	32	2.250	1.077			
Using word collocations	Experimental	32	4.219	1.039	5.043	0.000	Sig.
	Control	32	1.468	1.458			
Identifying word synonyms	Experimental	32	2.813	0.859	8.859	0.000	Sig.
	Control	32	0.875	0.870			
Identifying word Antonyms	Experimental	32	3.063	1.190	6.279	0.000	Sig.
	Control	32	1.031	0.966			
Choosing phrasal verbs according to context	Experimental	32	5.750	1.320	5.428	0.001	Sig.
	Control	32	3.562	1.268			
Distinguishing between orthographically similar words	Experimental	32	3.813	0.859	2.936	0.005	Sig.
	Control	32	2.781	1.128			
Classifying words according to category	Experimental	32	13.813	2.558	6.642	0.000	Sig.
	Control	32	7.312	4.539			
Matching words with their synonyms	Experimental	32	4.688	0.896	3.688	0.000	Sig.
	Control	32	2.843	1.743			
Matching words with their Antonyms	Experimental	32	4.500	1.107	3.220	0.002	Sig.
	Control	32	2.906	1.906			
SUM	**Experimental**	**32**	**55.906**	**7.455**	**8.205**	**0.000**	**Sig.**
	Control	**32**	**29.218**	**13.533**			

"t" table value at df. (62) at (0.05) sig. level equal 2.04
"t" table value at df. (62) at (0.01) sig. level equal 2.74

Table (31) shows that the T. computed value **(8.205)** is larger than T. table **(2.04)** in the delayed vocabulary retention test, which means that there are statistically significant differences at ($\alpha \leq 0.05$) between the total mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test.

The mean scores of the experimental group subjects is **(55.906)**, while the mean scores of the control group subjects is **(29.218)**. This result indicates the long-term effect of using KWL strategy on the vocabulary retention of the experimental group. This result also reveals the loss of retention of the control group as a result of using the traditional method in teaching them.

4.1.6. Answer of the sixth question:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the pretest and that of the post reading comprehension 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 mean scores of the experimental group subjects in the pretest and that of the post reading comprehension test.

To investigate the sixth hypothesis, mean and standard deviation of the experimental group results were computed. T. Test paired sample was used to measure the significant differences.

Table (32)
T-Test paired sample results of the differences between the mean scores of the experimental group in the pre-test and that of the post reading comprehension skills test

Skill	Test	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Prediction	Pre test	32	0.906	0.689	8.042	0.000	sig. at 0.01
	post test	32	2.438	0.914			
Skimming	Pre test	32	1.844	0.987	12.333	0.000	sig. at 0.01
	post test	32	4.156	0.847			
Scanning	Pre test	32	3.531	0.915	3.732	0.001	sig. at 0.01
	post test	32	4.313	0.821			
Inference	Pre test	32	1.469	0.950	8.575	0.000	sig. at 0.01
	post test	32	2.906	0.296			
Recognize reference words	Pre test	32	2.156	1.221	9.513	0.000	sig. at 0.01
	post test	32	4.281	0.851			
SUM	**Pre test**	**32**	**9.906**	**2.388**	**18.105**	**0.000**	**sig. at 0.01**
	post test	**32**	**18.094**	**1.957**			

"t" table value at df. (31) at (0.05) sig. level equal 2.04
"t" table value at df. (31) at (0.01) sig. level equal 2.75

Table (32) shows that the T. computed value **(18.105)** is larger than T. table **(2.04)** in the test, which means that there are statistically significant differences at ($\alpha \leq$

0.01) between the total mean scores of the experimental group in the pretest and that of the post-test of in favor of the post reading comprehension test. The mean scores of the experimental group in the post-test is **(18.094)**, whereas the mean scores of them in the pre-test is **(9.906)**. This means that using KWL strategy is very effective developing eleventh graders' reading comprehension skills.

Table (33)

The effect size of KWL strategy on the experimental group in the post test

Skill	t value	η^2	z	Effect Size
Prediction	8.042	0.676	2.889	Large
Skimming	12.333	0.831	4.430	Large
Scanning	3.732	0.310	1.341	Large
Inference	8.575	0.703	3.080	Large
Recognize reference words	9.513	0.745	3.417	Large
SUM	**18.105**	**0.914**	**6.503**	**Large**

Table (33) shows that the effect size of KWL strategy is large on students' reading comprehension skills, which means that the effect size of KWL strategy is significant.

4.1.7. Answer of the seventh question:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the pretest and that of the post vocabulary 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 mean scores of the experimental group subjects in the pretest and that of the post vocabulary test.

To investigate the seventh hypothesis, mean and standard deviation of the experimental group results were computed. T-test paired sample was used to measure the significant differences.

Table (34)

T-test paired sample results of the differences between the mean scores of the experimental group in the pre-test and that of the post vocabulary test

Skill	Test	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Choosing words according to context	Pre test	32	1.531	1.704	10.134	0.000	sig. at 0.01
	post test	32	4.688	0.998			
Matching words with their definition	Pre test	32	3.219	1.791	4.822	0.000	sig. at 0.01
	post test	32	4.719	0.772			

Using the appropriate form of words	Pre test	32	1.563	1.435	7.529	0.000	sig. at 0.01
	post test	32	3.656	1.234			
Using word collocations	Pre test	32	3.156	1.526	3.099	0.004	sig. at 0.01
	post test	32	4.125	1.212			
Identifying word synonyms	Pre test	32	0.594	0.911	11.365	0.000	sig. at 0.01
	post test	32	3.094	1.118			
Identifying word Antonyms	Pre test	32	1.625	1.157	4.159	0.000	sig. at 0.01
	post test	32	2.813	1.281			
Choosing phrasal verbs according to context	Pre test	32	3.156	1.298	6.784	0.000	sig. at 0.01
	post test	32	5.313	1.256			
Distinguishing between orthographically similar words	Pre test	32	2.969	1.332	3.610	0.001	sig. at 0.01
	post test	32	4.000	0.880			
Classifying words according to category	Pre test	32	5.406	2.686	14.516	0.000	sig. at 0.01
	post test	32	13.375	2.459			
Matching words with their synonyms	Pre test	32	2.750	2.064	3.606	0.001	sig. at 0.01
	post test	32	4.375	1.129			
Matching words with their Antonyms	Pre test	32	3.063	1.366	4.980	0.000	sig. at 0.01
	post test	32	4.563	0.840			
SUM	**Pre test**	**32**	**29.031**	**9.637**	**15.522**	**0.000**	**sig. at 0.01**
	post test	**32**	**54.719**	**8.286**			

"t" table value at df. (31) at (0.05) sig. level equal 2.04
"t" table value at df. (31) at (0.01) sig. level equal 2.75

Table (34) shows that the T. computed value **(15.522)** is larger than T. table **(2.04)** in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) in the total mean scores of the post-test of the experimental group in favor of the post test. The mean scores of the experimental group in the post-test reaches **(54.719)**, whereas the mean scores of them in the pre-test is **(29.719)**. This means that there are statistically significant differences between the mean scores of the experimental group in the pretest and that of the post vocabulary test in favor of the post test. This means that using KWL strategy is very effective in the achievement of eleventh graders' vocabulary.

Table (35)

The effect size of KWL strategy on the experimental group in the post vocabulary test

Skill	t value	η^2	z	Effect Size
Choosing words according to context	10.134	0.768	3.640	Large
Matching words with their definition	4.822	0.429	1.732	Large

Using the appropriate form of words	7.529	0.646	2.704	Large
Using word collocations	3.099	0.236	1.113	Large
Identifying word synonyms	11.365	0.806	4.082	Large
Identifying word Antonyms	4.159	0.358	1.494	Large
Choosing phrasal verbs according to context	6.784	0.598	2.437	Large
Distinguishing between orthographically similar words	3.610	0.296	1.297	Large
Classifying words according to category	14.516	0.872	5.214	Large
Matching words with their synonyms	3.606	0.295	1.295	Large
Matching words with their Antonyms	4.980	0.444	1.789	Large
total	**15.522**	**0.886**	**5.576**	**large**

Table (35) shows that the effect size of KWL strategy is large on students' vocabulary achievement, which means that the effect size of KWL strategy is significant.

4.1.8. Answer of the eighth question:

Are there statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English?

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

There are no statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English.

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

Table (36)

T-Test sample results of the differences between the mean scores of the experimental group in the pre application and that of the post application of the attitude scale

Domain	Test	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Behavioral Aspect Of Language Attitude	Pre test	32	54.906	8.686	4.878	0.000	sig. at 0.01
	post test	32	62.906	4.075			
Cognitive Aspect Of Language Attitude	Pre test	32	51.469	8.966	7.263	0.000	sig. at 0.01
	post test	32	63.031	3.955			

Emotional Aspect Of Language Attitude	Pre test	32	54.313	8.578	4.646	0.000	sig. at 0.01
	post test	32	61.594	4.703			
SUM	**Pre test**	**32**	**160.688**	**24.947**	**5.872**	**0.000**	**sig. at 0.01**
	post test	**32**	**187.531**	**10.788**			

"t" table value at df. (31) at (0.05) sig. level equal 2.04
"t" table value at df. (31) at (0.01) sig. level equal 2.75

Table (36) shows that the T. computed value **(5.872)** is larger than T. table **(2.04)** in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) in the total mean scores of the post application of the experimental group in favor of the post application. The mean scores of the experimental group in the post application reaches **(187.531)**, whereas the mean scores of the pre application is **(160.688)**. This means that there are statistically significant differences between the mean scores of the experimental group in the pre application and that of the post application of the attitude scale towards English in favor of the post application. This means that using KWL strategy is very effective in enhancing eleventh graders' attitudes towards English.

Table (37)

The effect size of KWL strategy on the experimental group in the post application of the attitude scale towards English

Domain	t value	η^2	z	Effect size
Behavioral Aspect Of Language Attitude	4.878	0.434	1.752	Large
Cognitive Aspect Of Language Attitude	7.263	0.630	2.609	Large
Emotional Aspect Of Language Attitude	4.646	0.410	1.669	Large
total	**5.872**	**0.527**	**2.109**	**large**

Table (37) shows that the effect size of KWL strategy is large on students' attitudes towards English. This means that the effect of KWL strategy is significant.

4.2. Summary

Chapter IV showed the data analysis of the study hypotheses and their results. The results of each hypothesis were statistically analyzed using different statistical techniques. The results were as follows:

1. The results of the first hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects and that of the control group subjects in the post reading comprehension test in favor of the experimental group.

2. The results of the second hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects and that of the control group subjects in the post vocabulary test in favor of the experimental group.

3. The results of the third hypothesis proved that there were no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the post vocabulary test and that of the delayed vocabulary retention test.

4. The results of the fourth hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control group in the post application of the attitude scale towards English in favor of the experimental group.

5. The results of the fifth hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test.

6. The results of the sixth hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the pretest and that of the post reading comprehension test in favor of the post test.

7. The results of the seventh hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the pretest and that of the post vocabulary test in favor of the post test.

8. The results of the eighth hypothesis proved that there were statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English in favor of the post application.

9. The researcher also used the effect size techniques to measure the effectiveness of KWL strategy on students' achievement in reading comprehension skills, vocabulary and its retention and their attitudes towards English language. The statistical results indicated that the KWL strategy had a clear effect.

10. According to the statistical results, it was concluded that there was a positive effect of using KWL strategy on the eleventh graders' achievement in reading comprehension skills, vocabulary and its retention and students' attitudes towards English language.

Chapter V

Findings, Discussion, Conclusion, Pedagogical implications, & Recommendations

- Findings
- Discussion
- Conclusion
- Pedagogical Implications
- Recommendations

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Chapter V

Findings, Discussion, Conclusion, Implications and Recommendations

Chapter V discusses the results of the study. It summarizes the conclusions which will be deduced in the light of the study results and the pedagogical implications that the researcher has suggested. It also involves suggestions and recommendations for further studies. Such suggestions are expected to be beneficial for course designers, eleventh grade teachers of English, supervisors, students and educators. They could help improve teaching English language in general and teaching reading comprehension, vocabulary and its retention in particular.

5.1. Findings

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

1. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects and that of the control group subjects in the post reading comprehension test in favor of the experimental group.
2. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects and that of the control group subjects in the post vocabulary test in favor of the experimental group.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the post vocabulary test and that of the delayed vocabulary retention test.
4. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group and that of the control group in the post application of the attitude scale towards English in favor of the experimental group.
5. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects and that of the control group in the delayed vocabulary retention test.
6. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the pretest and that of the post reading comprehension test in favor of the post test.
7. There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group subjects in the pretest and that of the post vocabulary test in favor of the post test.

8. There are statistically significant differences between the mean scores of the experimental group subjects in the pre application and that of the post application of the attitude scale towards English in favor of the post application.

5.2. Discussion

The research questions in the present study set out to determine whether the use of the KWL strategy will develop the students' reading comprehension and if it will increase their vocabulary and their retention and if it positively changes their attitudes towards English language.

Based on the findings of this study, the results show that using the KWL strategy has a significant effect on the students' levels of reading comprehension skills, vocabulary achievement and its retention, and students' attitudes towards English in favor of the experimental group, who were taught using the KWL strategy compared with the results of their counterparts of the control group, who were taught using the traditional method. This means that KWL strategy is considered effective in improving students' reading comprehension skills since it leads to activate their prior knowledge and leads to enhance the students' ability to interpret the reading texts and adapt it to cope with their cognitive background. Furthermore, the KWL strategy is considered effective in developing students' vocabulary achievement and its retention since it indicates the long-term effect of using the KWL strategy in developing students' vocabulary and its retention. Additionally, the KWL strategy is considered effective in enhancing the students' attitudes towards English language since it indicates a positive change in their attitudes towards English.

The study revealed that the experimental group subjects showed an increase in their performance in the five reading comprehension skills namely (prediction, skimming, scanning, inference, and recognize reference words), vocabulary achievement and its retention in all achievement posttests. Furthermore, the experimental group subjects showed an obvious positive change towards English language in the post application of the attitude scale after implementing the KWL strategy, which indicates that using the KWL strategy was effective in enhancing the students' attitudes towards English.

Students' results of the experimental group in the pre reading comprehension test pointed out that **43.7%** of the students succeeded in the test, while **56.3%** failed. The highest score in the test was 14 out of 21 and the lowest was 4. The results showed that

25% of the students succeeded in the first skill, which is prediction while **75%** failed. The results also showed that **28.2%** of the students succeeded in the second skill, which is skimming while **71.8%** failed. Results of the pre reading comprehension test also revealed that **93.7%** succeeded in the third skill, which is scanning while **6.3%** failed. Regarding the fourth skill, which is inference, **62.5%** of the students succeeded while **37.5%** failed. The results also indicated that **43.7%** of the students succeeded in the fifth skill, which is, recognizing reference words while **56.3%** failed **(See appendix 9)**.

These results emphasize the importance of the current study and confirms that Palestinian students face great difficulties in English reading comprehension skills. This difficulty might be as a result of ineffective reading comprehension teaching methods. The above mentioned results also indicate that teachers need to employ classroom instructional strategies that facilitate students' construction of their own meanings. Thus, the researcher implemented the current study using the KWL strategy to investigate its effectiveness in developing the students' reading comprehension skills.

Consequently, and after using the KWL strategy in teaching the student's reading comprehension, the results of the experimental group subjects in the post reading comprehension test pointed out that **100%** of the students succeeded in the test, while no one failed. The highest score in the test was 21 out of 21, and the lowest was 14. The results showed that **84.3%** of the students succeeded in in the first skill, which is prediction whereas **15.7%** failed. Results also revealed that **100%** of the students succeeded in the second skill, which is skimming while no one failed. Results of the post reading comprehension test also indicated that **96.8%** of the students succeeded in the third skill, which is scanning while **3.1%** failed. Regarding the fourth skill, which is inference, **100%** of the students succeeded while no one failed. The results also pointed out that **96.8%** of the students succeeded in the fifth skill, which is, recognizing reference words while **3.1%** failed **(See appendix 9).**

These results can be interpreted in the light of the first step of the KWL strategy represented in the students' demonstration of their knowledge about the topic to be learnt. This step contributes in improving the students' comprehension level and in achieving meaningful learning through activating prior knowledge related to the reading text. Hence, KWL strategy calls for teaching students how to process the information; and how to think independently and effectively. This shows the significance of KWL strategy in developing the students' reading comprehension skills.

The results of this study can also be interpreted in the light of the "Top-Down Model" of comprehension, whose advocates believe in the previous knowledge in their explanation of how students understand a text. They think that the meaning is there in the students' mind and their comprehension of the text's ideas depends on the information they have got about the topic. Thus, if a great deal of information is available or previous background knowledge is activated, readers will be able to recall more information related to the text when they have read it; hence, they will reach a higher level of comprehension than any others who have less previous information about the same topic or whose previous knowledge had not been activated. This what has been done in the care of the experimental group.

The results of this study can also be interpreted in the light of the second step in the KWL strategy, which is specifying what the students want to learn, and filling in the gap between what they already know and what they want to know through a particular text. This has a great impact in developing the students' reading comprehension, since through this gap-filling process the students' knowledge about that particular subject is complemented; hence, better reading comprehension is attained. In this sense, comprehension is considered as a bridging process between the new information and the prior knowledge.

Accordingly, one cannot claim that students have comprehended a text if they have memorized only the information presented in the text. One can claim this when the students build up logical relations among the thoughts in the text. That is why the students' self-made questions about the subject, along with their own evaluation of what they want to learn, is considered a significant step towards improving the reading comprehension skills.

The results of this study can also be interpreted in the light of the third step of the KWL strategy, which is interested in organizing and summarizing knowledge, reading beyond the lines, finding new methods of thought presentation and interpretation, and reorganization of learning situations into perceptive types, or generalizations or new relationships. The KWL strategy's interest in such elements support the students' ability to discover deeper, more meaningful thoughts; thoughts of more semantic features, more capability of being applied in the new life situations and more ways for problem solving.

Regarding the pre vocabulary test of the experimental group subjects, results showed that **50%** of the students succeeded in the test, while **50%** failed. The highest

score in the test was 58 out of 65 and the lowest was 15 **(See appendix 10).** These results show that students' vocabulary are poor since they tend to read simple texts with fewer words, and therefore require less vocabulary and, with time they will continue to lag behind as a reader does when compared with his peers. This problem may be due to the fact that teachers select difficult reading assignments that are not challenging and frustrating and thus students get frustrated and lose hope in their vocabulary progress. This difficulty might be as a result of ineffective vocabulary teaching methods which affect students' vocabulary achievement.

On the other hand, and after implementing the KWL strategy, results of the experimental group subjects in the post vocabulary test indicated that **87.5%** of the students succeeded in the test while **12.5%** failed. The highest score in the test was 64 out of 65 and the lowest was 19 **(See appendix 10).** Clearly, this vocabulary development is an outcome of comprehension. This means that vocabulary and comprehension are closely connected skills. Each skill is imperative to reading achievement, yet one relies heavily on the other. Harmon (2002, p.606) notes that many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies. Thus, using effective strategies such as the KWL strategy in teaching reading comprehension reflects on the students' vocabulary achievement since it evokes students' prior knowledge.

Results of the experimental group subjects in the delayed vocabulary retention test pointed out that **96.8%** of the students succeeded in the test while **3.1%** failed. The highest score in the test was 64 out of 65 and the lowest was 20 **(See appendix 11).** These results emphasize the long term effect of using the KWL strategy on the students' vocabulary retention. On the other hand, results of the experimental group subjects and those of the control group in the delayed vocabulary retention test revealed that there were significant differences between the mean scores of both groups. The results of the experimental group pointed out that **96.9%** of the students succeeded in the test while **3.1%** failed. The results of the control group showed that **34.4%** of the students succeeded in the test while **65.6%** failed **(See appendix 11).** Thus, these results indicate the loss of retention of the control group as a result of using of the traditional in teaching the control group.

Regarding the students' attitudes towards English, results of the experimental group showed an obvious positive change towards English compared with their counterparts of the control group, who showed negative attitudes towards English. The

mean scores of the experimental group was (187.531) whereas the mean scores of the control group was (153.719), which indicates that using the KWL strategy is more effective than the traditional method in enhancing the students' attitudes towards English language. These results show that most students were feeling well towards English language and this may be due to the use of KWL strategy, which made students more active in the learning process since it focuses on the student-centered classroom role in which the learning process is based on their interests and needs. In the KWL strategy, the teacher does not direct learners, but provides support for them to be able to learn on their own. While in traditional method, there is a teacher-centered classroom which neglects the students' role, which as a result makes students show an aversion to English language.

5.3. Conclusion

Based on the findings derived from the results of this study, the following conclusions were reached:

1. Students were clearly engaged in learning with the KWL strategy than the traditional way as the KWL strategy was more interesting and commanded their attention longer.
2. The KWL strategy increased the students' interaction in class as it was a new strategy for them and very easy to use.
3. The KWL strategy improved the teacher's instruction.
4. The KWL strategy saves a lot of time.
5. The KWL strategy increased variety of lessons when preparing lessons for instruction, which of course reduced the students' boredom.
6. The KWL strategy also increased the students' motivation and involvement in the classroom.
7. The KWL strategy was suitable for all levels of students.
8. The KWL strategy was easy to use in presenting the lessons.
9. The KWL strategy considers the individual differences among learners.

5.4. Pedagogical implications

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

1. Using the KWL strategy in the teaching learning process encourages the students to be active and motivated when doing an activity.
2. Teachers should be aware of the importance of the KWL strategy in developing students' reading comprehension skills.

3. Using KWL strategy develops students' vocabulary and its retention.

4. Using KWL strategy develops students' reading comprehension skills.

5. Using KWL strategy enables students to enhance their attitudes towards learning in general and towards learning English language in particular.

6. The KWL strategy helps to reduce the gap between teachers and learners when interacting together.

7. The KWL strategy is suitable for less able learners and also for all ages.

8. The KWL strategy instructions provide students with immediate feedback and different types of reinforcement.

9. Using KWL strategy activates students' prior knowledge and this operates students' thinking and restores their experience about the topic.

5.5. Recommendations

In the light of the study results, the researcher provides recommendations for curriculum designers and decision makers, school administrators and supervisors, teachers of English, students, as well as recommendations for further research.

5.5.1. Recommendations for curriculum designers and decision makers

The researcher suggested the following recommendations to the curriculum designers and decisions makers:

1. Curriculum designers and decision makers should consider strategies such as KWL strategy to activate students' prior knowledge while building the curriculum activities included in the curriculum textbooks.

2. Decreasing the students' number inside the classroom to enable teachers to care for individual differences among students and implement modern strategies of teaching such as KWL strategy.

3. Developing and enriching the teacher's guide with activities and modern strategies such as KWL strategy which activate and increase prior knowledge.

5.5.2. Recommendations to school administrators and supervisors

The researcher recommends the following:

1. Holding training courses to motivate the use of innovative strategies like KWL strategy and to develop teachers' abilities in teaching English.

2. Provide English teachers with modern strategies such as the KWL strategy providing them with lesson plans.

3. Encouraging teachers to exchange visits and hold periodical meetings to discuss new strategies of teaching such as KWL strategy.

5.5.3. Recommendations to teachers of English

Teachers of English are recommended the following:

1. Provide support for the learners to be able to learn on their own through using new strategies such as the KWL strategy.
2. Implement modern strategies that activate students' prior knowledge such as KWL strategy.
3. Holding training sessions on how to use the KWL strategy in teaching.
4. Teachers should adopt KWL strategy to improve students' reading comprehension skills.

5.5.4. Recommendations to the students

Students are recommended the following:

1. Students are encouraged to use the KWL strategy to activate their prior knowledge.
2. Students need to learn how to build positive attitudes towards English because they motivate students and help them expend the necessary effort to learn English.
3. Students need to learn to employ effective learning strategies such as KWL strategy to learn English.

5.5.5. Recommendations for further studies

In the light of the findings of this study, the researcher recommends the following:

1. Conducting studies based on KWL strategy not only on reading comprehension skills but also on other skills such as vocabulary.
2. Conducting studies to investigate the impact of KWL strategy on other variables such as creative thinking, critical thinking, and self-conception.

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Appendices

The Researcher
Abdel Rahman M. A. Abdal Rahim

Appendix (1)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

English Reading Comprehension Skills Checklist for Eleventh Graders

Dear supervisor, \ Expert teacher;

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English"** to obtain master's degree in curriculum and English teaching Methods.

One of the requirements of this study is to construct a checklist of the most important reading comprehension skills in order to build an achievement test (pre and post). Thus, the researcher has listed the aims of teaching reading comprehension skills for eleventh graders in accordance with the guidelines set by the Palestinian Ministry of Education through the Palestinian curriculum development center, and as described in detail in the Ministry's English language curriculum first plan for public schools (1999).

Because of the importance of your opinion and experience, you're kindly requested to look carefully at the items of the list so as to determine the degree of importance for each reading comprehension skill.

Many thanks for your kind cooperation

The researcher

Abdel Rahman Mohammad Abdal Rahim

Please, tick (✓) in front of the suitable degree of importance for eleventh graders' reading comprehension skills using the scale below.

3 = Very important **2 = Important** **1 = Slight important**

No.	Subject	Degree of Importance		
		1	2	3
1.	Identify the main ideas of a reading text.			
2.	Summarize the main ideas of a reading text.			
3.	Make predictions about content.			
4.	Make inferences.			
5.	Identify supporting details.			
6.	Distinguish main idea from supporting details.			
7.	Use context to guess meaning of unknown words.			
8.	Skim texts for general meaning.			
9.	Distinguish fact from opinion.			
10.	Scan texts for specific information.			
11.	Recognize reference words.			
12.	Give personal and critical responses to texts, ideas and arguments.			

Appendix (2)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

Pre Vocabulary Test for Palestinian Eleventh Graders

Dear student,

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English"** to obtain master's degree in curriculum and English teaching methods.

One of the requirements of this study is to construct a vocabulary test to investigate Palestinian eleventh graders' vocabulary achievement.

Because of the importance of this vocabulary achievement test, you're kindly requested to answer the questions carefully.

Many thanks for your kind cooperation

The researcher

Abdel Rahman Mohammad Abdal Rahim

Pre vocabulary test

1). Complete the following by using a suitable word from the box. (5 marks)

guard - manufacturers - ancestors - advantage - treatment

1. Our _____ left Africa 160.000 years ago, and spread around the world.
2. The new _____ saves up to 95% of patients.
3. Palestinians have one special _____, and that is education.
4. Education is the best _____ against groupthink.
5. Chinese wages are low, and _____ there can produce extremely cheaply.

2).Write each word in the box next to its definition below. (5 marks)

fragile - unemployment - travel - human beings - report

1. _____ : a study of a particular issue.
2. _____ : the state of being without having a job.
3. _____ : the general activity of moving from place to place, often along way from home.
4. _____ : easily broken or damaged or destroyed.
5. _____ : all of the living human inhabitants of the earth.

3). Complete with a suitable word from the same word family. (5 marks)

1. He has an _____ to speak at the conference. (invite)
2. Nablus is Palestine's most_____ city. (industry)
3. We can stop _____ diseases in many ways. (infection)
4. Skateboarding looks like a _____ sport. (endanger)
5. The population is growing faster than almost anywhere else in the world and _____ is high. (unemployed)

4). Match the words in the box to words below to make word pairs. (5marks)

aid - problem - close - wide - traditional

1. world_____ 2. _____down 3. social_____
4. _____embroidery 5. first _____

5). Complete the sentences with words from your own that have the same meaning of the underlined words. (4 marks)

1. Education trains mind to think and ask **tough** questions. It's not _____ to do this.
2. Manufacturer's wages are **particularly** low, _____ in China.

3. Traders used to buy cheaply in one **place** and sold for more in other _____.

4. I've been so busy that this is the first _____ I've had to reply Ali's letter from ten weeks. Really it's a good **chance.**

6). Complete the sentences with words from your own that have the opposite meaning of the underlined words. (4 marks)

1. Is this total price _____ transport? \ No, it's the price **excluding** transport.

2. She does well in the reading section and always **succeeds** in passing, but she always does badly in the written part and _____.

3. Hospitals and schools are a **public** property for everybody to use. It's not _____.

4. It's not _____ to play football in the street. In fact, it's very **dangerous**.

7). Choose the correct phrasal verb. (7 marks)

1. Why do you _____ forgetting to bring your books?

a. keep out. b. keep up with. c. keep on.

2. I couldn't _____ with the runners as they were going very fast.

a. keep up. b. keep down. c. keep on.

3. If you _____ your head _____, nobody will notice you**.**

a. keep down b. keep up with. c. keep out.

4. Ali found the class difficult, and he couldn't _____ with the work.

a. keep out. b. keep on. c. keep up.

5. The old building could fall down. That's why there's a sign that says_____.

a. keep on. b. keep out. c. keep down.

6. My teacher told me not to _____ moving my desk.

a. keep down b. keep on. c. keep out.

7. You can't go in there, the sign says _____.

a. keep up with. b. keep out. c. keep down.

8). Circle the correct answer from the underlined words. (5 marks)

1. Hospitals and schools are a public **properly \ property** for everyone to use.

2. The world health organization agreed to end all **infectious \ religious** diseases.

3. It's horrific to see the **miss \ mess** that people leave in the most beautiful places.

4. He has an **occupation \ invitation** to speak at the international youth conference.

5. You can see our handmade **embroidery \ delivery** at the Arab craft center.

9). Classify the words in the box so as they go under their fields. (15 marks)

behavior,	**lectures**,	**manufacturing**,	**vaccination,**	**infectious**,
trade,	**accommodation**,	**academic,**	**treatment**,	**relieved,**
graduates,	**influence**,	**globalization**,	**departures**,	**flight attendant**

Travel	Diseases	Education	Feelings	Business

10). Match the words in the box with their synonyms below. (5marks)

products - rising - reply to - road - let

1. increasing _____ **2.** _____ allow **3.**goods _____

4. _____answer **5.**route _____

11). Match the words in the box with their opposites below. (5 marks)

traditional - consume - global - strong - prevent

1. produce _____ **2.** _____local **3.** allow_____

4. _____modern **5.** fragile _____

Good Luck

Appendix (3)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

Post Vocabulary Test for Palestinian Eleventh Graders

Dear student,

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English",** to obtain master's degree in curriculum and English teaching methods.

One of the requirements of this study is to construct a vocabulary test to investigate Palestinian eleventh graders' vocabulary achievement.

Because of the importance of this vocabulary achievement test, you're kindly requested to answer the questions carefully.

Many thanks for your kind cooperation

The researcher

Abdel Rahman Mohammad Abdal Rahim

Post vocabulary test

1). Complete the following by using a suitable word from the box. (5 marks)

standards - religious - condition - alternative - memories

1. Microchips with huge _____ have become our way of storing information.
2. The ship was in a good _____.
3. We must do everything possible to improve driving _____.
4. The ancient Olympics were part of an important _____ festival.
5. There is a race to find _____ sources of energy.

2).Write each vocabulary item in the box next to its definition. (5 marks)

reliable - standards - symbol - commercially - field event

1. _____: a sport that is not a track event.
2. _____ : buying and selling of goods and services.
3. _____ : a mark that has acquired a conventional significance.
4. _____ : a level of quality, especially one that people think is acceptable.
5. _____ : able to be trusted or relied on.

3). Complete with a suitable word from the same word family. (5 marks)

1. College is very _____ from school. (differ)
2. She hopes to _____ in the big athletics in Paris next month. (competition)
3. I've been thinking for a while, and now I've made a big _____. (decide)
4. A good _____ provides the best possible start in life. (educate)
5. Palestine _____ very fine embroidery. (production)

4). Match the words in the box to words below to make word pairs. (5marks)

nuclear - water - standards - traffic - world

1. _____ spout 2. united_____ 3. _____ jams
4. driving _____ 5. _____ energy

5). Complete the sentences with words from your own that have the same meaning of the underlined words. (4 marks)

1. He needs a **cheap** car. It needs to be as _____ as possible to run.
2. Honor was the only Olympic Games' **award**. No money_____ were allowed.
3. Bermuda triangle is **well known**. It is a _____ place in the Atlantic.
4. Pictograms are a system of **symbols.** These _____ are called cuneiform.

6). Complete the sentences with words from your own that have the opposite meaning of the underlined words. (4 marks)

1. At first the weather was good and the sea was **smooth,** but later it got windy and the sea became quiet_____.
2. People who often **fail** the driving test don't get on the road until they _____.
3. He only suffered **minor** injuries. Ali's injury was a _____ one.
4. We now understand the **causes** of earthquakes, but we can't avoid its _____.

7). Choose the correct phrasal verb. (7 marks)

1. The box is too heavy. I have to _____ it _____.

a. put off. b. put up with. c. put down.

2. I couldn't hear the cassette player, so I asked my teacher to _____ it _____.

a. turn down. b. turn back. c. turn up.

3. Don't forget to _____ the lights when you leave.

a. turn on b. turn off. c. turn out.

4. Bad weather made us _____ and go home.

a. turn off. b. turn back. c. turn into.

5. We are having a few problems but I'm sure things will _____all right in the end.

a. turn off. b. turn out. c. turn into.

6. We decided to _____ part of the school yard_____ a garden.

a. turn into. b. turn out. c. turn back.

7. Your music is very loud. Can you _____it_____ a bit?

a. turn up b. turn down c. turn off

8). Circle the correct answer from the underlined words. (5 marks)

1. The world is experiencing a **technique \ unique** population explosion.
2. Large **crowds \ crowns** came to Athens in 2004 to attend the Olympic games.
3. The radio massages started **trading \ fading** and navigation equipment stopped.
4. There is therefore a race to find **alternative \ alliterative** sources of energy.
5. Writing became necessary for people to record their **properly \ property.**

9). Classify the words in the box so as they go under their fields. (15marks)

championships,	**alternative**,	**bruise**,	**competitors,**	**wind farms**,
accidents,	**attachments**,	**fracture,**	**a record**,	**traffic jams,**
download,	**solar heat**,	**scratch**,	**speed bumps**,	**online**

Driving	Sport	Energy	Web	Injuries

10). Match the words in the box with their synonyms below. (5 marks)

additional - often - rate - disappear - ways

1. frequently _____ **2.** _____ average **3.** fade_____

4. _____further **5.** methods _____

11). Match the words in the box with their opposites below. (5marks)

special - causes - destroyed - lives - theory

1. created _____ **2.** _____deaths **3.**effects_____

4. _____ practical **5.** ordinary _____

Good Luck

Appendix (4)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

Vocabulary Retention Test for Eleventh Graders

Dear student,

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English"** to obtain master's degree in curriculum and English teaching methods.

One of the requirements of this study is to construct a vocabulary test to investigate Palestinian eleventh graders' vocabulary achievement and its retention.

Because of the importance of this delayed vocabulary retention test, you're kindly requested to answer the questions carefully.

Many thanks for your kind cooperation

The researcher
Abdel Rahman Mohammad Abdal Rahim

Delayed vocabulary Retention test

1). Complete the following by using a suitable word from the box. (5 marks)

standards - religious - condition - alternative - memories

1. Microchips with huge _____ have become our way of storing information.
2. The ship was in a good _____.
3. We must do everything possible to improve driving _____.
4. The ancient Olympics were part of an important _____ festival.
5. There is a race to find _____ sources of energy.

2).Write each vocabulary item in the box next to its definition. (5 marks)

reliable - standards - symbol - commercially - field event

1. _____: a sport that is not a track event.
2. _____ : buying and selling of goods and services.
3. _____ : a mark that has acquired a conventional significance.
4. _____ : a level of quality, especially one that people think is acceptable.
5. _____ : able to be trusted or relied on.

3). Complete with a suitable word from the same word family. (5 marks)

1. College is very _____ from school. (differ)
2. She hopes to _____ in the big athletics in Paris next month. (competition)
3. I've been thinking for a while, and now I've made a big _____. (decide)
4. A good _____ provides the best possible start in life. (educate)
5. Palestine _____ very fine embroidery. (production)

4). Match the words in the box to words below to make word pairs. (5marks)

nuclear - water - standards - traffic - world

1. _____ spout 2. united_____ 3. _____ jams
4. driving _____ 5. _____ energy

5). Complete the sentences with words from your own that have the same meaning of the underlined words. (4 marks)

1. He needs a **cheap** car. It needs to be as _____ as possible to run.
2. Honor was the only Olympic Games' **award**. No money_____ were allowed.
3. Bermuda triangle is **well known**. It is a _____ place in the Atlantic.
4. Pictograms are a system of **symbols.** These _____ are called cuneiform.

6). Complete the sentences with words from your own that have the opposite meaning of the underlined words. (4 marks)

1. At first the weather was good and the sea was **smooth,** but later it got windy and the sea became quiet_____.
2. People who often **fail** the driving test don't get on the road until they _____.
3. He only suffered **minor** injuries. Ali's injury was a _____ one.
4. We now understand the **causes** of earthquakes, but we can't avoid its _____.

7). Choose the correct phrasal verb. (7 marks)

1. The box is too heavy. I have to _____ it _____.

a. put off. b. put up with. c. put down.

2. I couldn't hear the cassette player, so I asked my teacher to _____ it _____.

a. turn down. b. turn back. c. turn up.

3. Don't forget to _____ the lights when you leave.

a. turn on b. turn off. c. turn out.

4. Bad weather made us _____ and go home.

a. turn off. b. turn back. c. turn into.

5. We are having a few problems but I'm sure things will _____all right in the end.

a. turn off. b. turn out. c. turn into.

6. We decided to _____ part of the school yard_____ a garden.

a. turn into. b. turn out. c. turn back.

7. Your music is very loud. Can you _____it_____ a bit?

a. turn up b. turn down c. turn off

8). Circle the correct answer from the underlined words. (5 marks)

1. The world is experiencing a **technique \ unique** population explosion.
2. Large **crowds \ crowns** came to Athens in 2004 to attend the Olympic games.
3. The radio massages started **trading \ fading** and navigation equipment stopped.
4. There is therefore a race to find **alternative \ alliterative** sources of energy.
5. Writing became necessary for people to record their **properly \ property.**

9). Classify the words in the box so as they go under their fields. (15marks)

championships,	**alternative**,	**bruise**,	**competitors,**	**wind farms**,
accidents,	**attachments**,	**fracture,**	**a record**,	**traffic jams,**
download,	**solar heat**,	**scratch**,	**speed bumps**,	**online**

Driving	Sport	Energy	Web	Injuries

10). Match the words in the box with their synonyms below. (5 marks)

additional - often - rate - disappear - ways

1. frequently _____ **2.** _____ average **3.** fade_____

4. _____further **5.** methods _____

11). Match the words in the box with their opposites below. (5marks)

special - causes - destroyed - lives - theory

1. created _____ **2.** _____deaths **3.**effects_____

4. _____ practical **5.** ordinary _____

Good Luck

Appendix (5)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

Pre Reading Comprehension Skills Test for Eleventh Graders

Dear student,

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Attitudes Towards English"** to obtain master's degree in curriculum and English teaching methods.

One of the requirements of this study is to construct a reading comprehension test to investigate Palestinian eleventh graders' reading comprehension skills.

Because of the importance of this reading comprehension test, you're kindly requested to read the two passages carefully and answer the given questions.

Many thanks for your kind cooperation

The researcher

Abdel Rahman Mohammad Abdal Rahim

Pre Reading Comprehension Skills test

Question No. 1. (Make predictions about content). (3 marks)

1. *fragile* means :

a. break down. b. breakable.
c. breakthrough. d. break the law.

2. *free trade* means :

a. international trade free of government interference.
b. international trade without money.
c. trade in foreign countries.
d. full membership of the global economy.

3. Which of these ideas the writer supports:

a. free trade is the road towards full employment.
b. travel world-wide create jobs.
c. producers move freely between countries.
d. local industries are not good enough to compete.

- Read the following passage and answer the following questions.

Regional trade developed across the Mediterranean Sea thousands of years ago. Traders used to buy and sell goods whose value varied around the region. For example, Phoenician jewellery and Greek pottery had lower values where ***they*** were made and higher values in places where they were harder to get. Traders bought cheaply in one place and sold for more in others. The dangers of sea travel were great, but so too were the chances of getting rich.

Those traders lived at a time when a voyage across the Mediterranean often took weeks. Today, though, a flight half-way round the world takes less than a day. Fast transport, together with modern telecommunications, have thrown the world's many regions into one great global economy. The reasons why we trade are still the same. We still buy something from others because we cannot produce it ourselves or cannot produce it cheaply. The difference is that we now trade world-wide.

This is globalization. It means rising standards of living for poorer nations and cheaper products for everyone else. However, unequal production costs around the world create real problems. Chinese wages are particularly low, and manufacturers ***there*** can produce extremely cheaply. This means that producers with higher costs in other countries have to close down and put their employees out of work. Exactly this has happened to the Palestinian shoe industry in Hebron and Nablus. Higher-cost manufacturers can often only stay in business if ***they*** move their own manufacturing to china or other low-cost economies. Thanks to fast transport links, they can now produce cheaply there and sell in other, richer parts of the world.

However, this is another route to unemployment. During the last thirty years, large industrial countries such as the USA and Germany have lost millions of jobs to East Asia. When jobs disappear and there are few others, unemployment can become a big social and economic problem. This is true both in Palestine and parts of America and Germany. In this situation, some people argue for protectionism to keep local industries and jobs particularly in a fragile economy like Palestine's. ***They*** argue that import taxes on cheap, foreign imports allow local products to compete.

The trouble is that protected industries never fight hard enough to produce new, better and cheaper products. ***They*** do not need to. It is only global "free trade" that can make this happen. When free trade works properly, producers everywhere work to provide goods and services that are special enough or cheap enough to compete successfully. Exports and imports then move freely between countries and consumers everywhere get the widest possible choice and best possible value for money. The route to free trade is not easy, but in the end it is the only road to full employment and full membership of the global economy.

Question No. 2. (Skim texts for general meaning). **(5 marks)**

1. **The main idea of paragraph one is:**
   a. The value of goods varies around the region.
   b. Traders buy cheaply and sell for more.
   c. Dangers of sea are great.
   d. Trade developed thousands of years ago.
2. **The main idea of paragraph two is:**
   a. the voyage across the Mediterranean often took weeks.
   b. a flight half-way round the world takes less than a day.
   c. we still buy something from others.
   d. Technological changes made many regions become a one global economy.
3. **The main idea of paragraph three is:**
   a. Chinese wages are low.
   b. We still buy things from others.
   c. globalization not only brought many advantages but also caused many problems.
   d. unequal production costs around the world create real problems.
4. **The main idea of paragraph four is:**
   a. Palestine's economy is fragile.
   b. Millions of jobs have been lost.
   c. foreign imports allow local products to compete.
   d. protection can keep local industries, and this prevents unemployment.
5. **The main idea of paragraph five is:**
   a. protected industries never fight to produce new, better and cheap products.
   b. free trade offers both consumers and producers many benefits.
   c. The route to free trade is not easy.
   d. imports can move freely between countries.

Question No. 3. (Scan texts for specific information). **(5 marks)**

1. **Where did regional trade develop across?**
   a. the Red Sea.
   b. the Mediterranean.
   c. the Dead Sea.
   d. the Pacific ocean.
2. **How long did the voyage across the Mediterranean take?**
   a. weeks.
   b. hours.

c. months.
d. years.

3. **How could low-cost manufacturing stay in business? If they move their manufacturing to…**
   a. the USA.
   b. China.
   c. High-cost economy.
   d. Germany.
4. **What countries that have lost millions of jobs to East Asia?**
   a. USA and China.
   b. China and Germany.
   c. USA and Germany.
   d. Germany and Palestine.
5. **What did people argue for to keep local industries?**
   a. taxes.
   b. protectionism.
   c. free trade.
   d. employment.

Question No. 4. (Make inferences): (3 marks)

1. **Why might you infer that Phoenician jewellery and Greek pottery had lower values where they were made?**
   a. It's available there.
   b. It's imported in huge quantities.
   c. It's exported in huge amounts.
   d. It's not available there.
2. **What can you infer about the time when a voyage often takes weeks?**
   a. There were no cargo ships.
   b. There were no roads.
   c. Sailors were not good enough.
   d. There were no modern cargo planes.
3. **Why might you infer that Chinese wages are low?**
   a. Producers there are skilled and educated.
   b. There is no manufacturing.
   c. Because of the large number of population.
   d. Manufacturers moved their own manufacturing from China.

Question No. 5. (Recognize reference words). (5 marks)

1. **Line 3, the pronoun "*they*" refers to:**
   a. lower values.
   b. Phoenician jewellery.
   c. Greek pottery.
   d. Phoenician jewellery and Greek pottery.
2. **Line 15, the pronoun "*there*" refers to:**
   a. America.
   b. China.
   c. manufacturers.
   d. wages.

3. **Line 19, the pronoun "*they*" refers to:**
    a. business.
    b. Higher-cost manufacturers.
    c. Low-cost economies.
    d. Business.
4. **Line 27, the pronoun "*they*" refers to:**
    a. situation.
    b. some people.
    c. fragile economy.
    d. Palestinians'.
5. **Line 30, the pronoun "*they*" refers to:**
    a. protected industries.
    b. better and cheaper products.
    c. the trouble.
    d. free trade.

Good Luck

Appendix (6)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

Post Reading Comprehension Skills Test for Eleventh Graders

Dear student,

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Attitudes towards English"** to obtain master's degree in curriculum and English teaching methods.

One of the requirements of this study is to construct a reading comprehension test to investigate Palestinian eleventh graders' reading comprehension skills.

Because of the importance of this reading comprehension test, you're kindly requested to read the passage carefully and answer the given questions.

Many thanks for your kind cooperation

The researcher

Abdel Rahman Mohammad Abdal Rahim

Post reading comprehension test

Question No. 1. (Make predictions about content). (3 marks)

1. Are the gold medals real gold?

a. They are real gold medals.
b. They are silver covered with a thin layer of copper.
c. They are silver covered with a thin layer of Aluminum.
d. They are silver covered with a thin layer of gold.

2. What would happen if a group lost in the Olympic Games in ancient Greece?

a. they would be very frustrated and think that gods don't like them.
b. they would compete in the next Olympics.
c. they would never take part in the next Olympics.
d. the prize would be a crown of olive leaves.

3. How would the host city of the Olympic Games become?

a. it will become a famous city.
b. it will become an international hotspot for business and investments.
c. it will gain honor.
d. it will light the Olympic flame

- Read the following passage carefully and answer the following questions :

The ancient Olympics began about 3,000 years ago. ***They*** were part of an important religious festival held every four years at Olympia in Western Greece. Ancient Greece consisted of city-states that often fought each other. However, the fighting always stopped so that Greeks going to Olympia could travel peacefully.

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

The Romans stopped the ancient Games in 393 AD, but 1.500 years later, a Frenchman called Pierre de Coubertin organized the modern Olympics in Athens in 1896. He felt that competitive but friendly sport could help towards the perfection of human society. As part of this Olympic spirit, ***he*** allowed no money prizes, and winners got only the honor of Gold, silver and bronze medals.

De Coubertin's Olympic flag, which first appeared in 1920, represented a world united by the games. The five rings joined together on a white background were the five continents taking part in the Olympics at that time. The six colors included at least one from every competitor's national flag. The Olympic flame also represents a united world. Every four years, ***it*** is lit at Olympia and carried by runners to the next Olympic Games.

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

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

Question No. 2. (Skim texts for general meaning). (5 marks)

1. **The main idea of paragraph one is:**

   a. Olympics are held every four years.
   b. Ancient Greece consisted of city states.
   c. Ancient Olympics began long time ago and it was part of religious festival.
   d. Fighting always stopped so that Greeks could travel peacefully.

2. **The main idea of paragraph two is:**
   a. There were many games and prizes .These were crowns of olive leaves.
   b. The games were not peaceful.
   c. Horse racing was the favorite sport.
   d. Wrestling and boxing were dangerous sports.
3. **The main idea of paragraph three is:**
   a. De Coubertin allowed no money prizes.
   b. The main aim of the modern Olympics was the perfection of human society.
   c. Romans stopped the ancient games in 393 AD.
   d. The modern Olympics were organized in Athens.
4. **The main idea of paragraph four is:**
   a. The Olympic flag first appeared in 1920.
   b. The white background was the five continents taking part in the Olympics.
   c. The Olympic flame is lit at Olympia.
   d. The Olympic flag and the Olympic flame represent a united world.
5. **The main idea of paragraph five is:**
   a. The modern Olympics were in their way to the success they are today.
   b. A billion people worldwide watched the 2004 Olympics on TV.
   c. In 2004 10.500 men and women took part in the Olympics.
   d. In 1896, no women participated in the Olympics.

Question No. 3. (Scan texts for specific information). (5 marks)

1. **Where were the ancient Olympics held?**

   a. In Colombia.
   b. In Eastern Greece.
   c. In Olympia.
   d. In Berlin.

2. **Who stopped the ancient Olympic Games?**
    a. The Greeks.
    b. The French.
    c. The Germans.
    d. The Romans.
3. **When did the Olympic flag first appear?**
    a. In 393 AD.
    b. In 1896.
    c. In 1920.
    d. In 1902.
4. **How many people watched 2004 Athens's Olympics?**
    a. A billion.
    b. Two billions.
    c. A million.
    d. Three billions.
5. **Where did one of the great Olympic stories come from?**
    a. Greece.
    b. Berlin.
    c. Olympia.
    d. Athens.

Question No. 4. (Make inferences). (3 marks)

1. **Why does the story of Owens and Long fit well with de Coubertin's ideas about the Olympics?**

    a. It was one of the best Olympic stories.
    b. It doesn't fit de Coubertin's ideas.
    c. It was a competitive and friendly sport that helped towards the perfection of human society.
    d. Because Jesse and Luz became great friends.

2. Why didn't any women compete in the first modern Olympic Games?

    a. because women are not strong enough to compete.
    b. because women were not allowed to take part .
    c. because there were problems for the women athletes about what to wear.
    d. because they were married.

3. Why is the Olympic flame lit at Olympia every four years and not in any other place?

    a. Its origins lie in ancient Greece, where a fire was kept burning throughout the celebration of the ancient Olympics.
    b. It is a symbol of the Olympic Games.
    c. It represents the five contents taking part in the Olympics.
    d. Because Olympia is a beautiful place.

Question No. 5. (Recognize reference words). (5 marks)

1. **Line 1, the pronoun "they" refers to:**
   a. Ancient Olympics.
   b. 30,000 years ago.
   c. festival.
   d. Olympia.
2. **Line 7, the pronoun "*these*" refers to:**
   a. Some sports.
   b. The gammas.
   c. Prizes.
   d. events.
3. **Line 12, the pronoun "*he*" refers to:**
   a. The Olympic flag.
   b. Pierre Coubertin.
   c. winners.
   d. Money prizes.
4. **Line 18, the pronoun "*it*" refers to:**
   a. The Olympic flag.
   b. The Olympic flame.
   c. United world.
   d. Olympia.
5. **Line 22, the pronoun "*they*" refers to:**
   a. Men and women.
   b. crowds.
   c. Field and track events.
   d. The modern Olympics.

Good Luck

Appendix (7)

The Islamic University of Gaza
Denary of Graduate Studies
Faculty of Education
Department of Curriculum and English Teaching Methods

Pre & Post Attitude Scale towards English for Eleventh Graders

Dear student,

The researcher is conducting a study entitled **"The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Attitudes towards English"**, to obtain master's degree in curriculum and English teaching methods.

The main goal of this study is to investigate Palestinian eleventh graders' attitudes towards English. Your answer will help the researcher, EFL teachers, and educators to understand EFL students' feelings. Therefore, the researcher wants to know to what extent do you agree with the following items.

The following items ask about your attitudes towards English language. Remember there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes towards English language.

Many thanks for your kind cooperation

The researcher
Abdel Rahman Mohammad Abdal Rahim

Note: Please, tick (✓) in front of the suitable degree of importance using the scale below to answer the questionnaire items.

5 = Strongly Agree **4 = Agree** **3 = Neutral**
2 = Disagree **1 = Strongly Disagree**

No.	Items	1 SD	2 DA	3 N	4 A	5 SA
1.	Studying English is important because it will make me more educated.					
2.	Being good at English will help me study other subjects well.					
3.	I feel proud when studying English language.					
4.	I feel excited when I communicate in English with others.					
5.	Speaking English anywhere makes me feel worried.					
6.	Studying English helps me to have good relationships with friends.					
7.	I like to give opinions during English lessons.					
8.	I have more knowledge and more understanding when studying English.					
9.	I look forward to studying more English in the future.					
10.	I don't get anxious when I have to answer a question in my English class.					
11.	Studying foreign languages like English is enjoyable.					
12.	I am able to make myself pay attention during studying English.					
13.	When I hear a student in my class speaking English well, I like to practice speaking with him.					
14.	To be inquisitive makes me study English well.					
15.	Studying English makes me have good emotions (feelings).					
16.	I prefer studying with my mother tongue rather than any other foreign language.					
17.	Studying English makes me have more confidence in expressing myself.					
18.	Studying English helps me to improve my personality.					
19.	I put off my English homework as much as possible.					
20.	Studying English helps me getting new information which I can link to my previous knowledge.					
21.	I cannot summarize the important points in the English subject content by myself.					
22.	Frankly, I study English just to pass the exams.					
23.	I enjoy doing activities in English.					
24.	I don't like studying English.					

No.	Items	1 SD	2 DA	3 N	4 A	5 SA
25.	I am not relaxed whenever I have to speak in my English class.					
26.	I feel embarrassed to speak English in front of other students.					
27.	I wish I could speak English fluently.					
28.	I am interested in studying English.					
29.	In my opinion, people who speak more than one language are very knowledgeable.					
30.	Studying English helps me communicate in English effectively.					
31.	I cannot apply the knowledge from English subject in my real life.					
32.	Studying English subject makes me feel more confident.					
33.	To be honest, I really have little interest in my English class.					
34.	Studying English makes me able to create new thoughts.					
35.	I like to practice English the way native speakers do.					
36.	I am able to think and analyze the content in English language.					
37.	I wish I could have many English speaking friends.					
38.	When I miss the class, I never ask my friends or teachers for the homework on what has been taught.					
39.	I am not satisfied with my performance in the English subject.					
40.	In my opinion, English language is difficult and complicated to learn.					
41.	English subject has the content that covers many fields of knowledge.					
42.	I don't feel enthusiastic to come to class when the English is being taught.					
43.	Knowing English is an important goal in my life.					
44.	I look forward to the time I spend in English class.					
45.	I do not pay any attention when my English teacher is explaining the lesson.					

Appendix (8)

English for Palestine curriculum

INTRODUCTION

1 About English for Palestine

1.1 Overview

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

1.2 Aims

In the English language curriculum, communicative ability is the main goal. So although it is important for learners to know about the language, real success is measured by what learners can do with the language: how well they can understand meaning and convey meaning in spoken and written English.

2 About Grade 11

2.1 Aims for Grade 11

English For Palestine 11 is for the first year in the Secondary stage, where students are aged 16–17. It meets the needs of students in both the academic streams and the vocational streams. It consolidates language and skills from earlier years and teaches practical language skills that are relevant to all students. For the academic students, there is also more challenging work that develops the language skills they will need for further academic study

The brief summary below lists the main objectives of Grade 11. The course aims to enable students to do the following:

Oral/Aural communication

- Comprehend the most important information in an extended conversation, extract key information from a talk and take notes, exchange everyday information, ideas and opinions in spoken English, narrate a story, make a rehearsed oral presentation, use correct intonation and stress, and maintain a conversation.

Reading skills

- Comprehend, interpret and appreciate slightly simplified semi-authentic texts. This includes the ability to identify and summarise the main ideas and supporting details, distinguish fact from opinion, understand inferred meaning, give personal and critical responses to texts, ideas and arguments.
- Use reading micro-skills successfully (e.g. make predictions about content, skim texts for general meaning, scan for specific information, use context to guess meanings of unknown words, and recognise reference words)

Writing skills

- Produce a variety of creative written texts of about 120 words with less help than at Level 10, use punctuation and connectors correctly, use information from different sources to write a text, use appropriate text organisation and discourse markers, and write short personal and formal letters, using the proper format.

Language and cultural awareness

Grammar

- Understand and use the grammatical structures listed in the *Contents* chart on Student's Book pages 4 and 5.

Functions

- Understand and use the functional language that is presented in Grade 11.

Vocabulary

- Understand and use approximately 3,000 of the most common English words.

Culture

- Have some awareness and appreciation of foreign cultural attitudes and values and a taste of English literature.

Thinking and learning skills

- Use high-order thinking skills, such as problem-solving and inferencing.
- Take some responsibility for their own learning and use appropriate study skills to become more independent learners.

2.2 Components for Grade 11

Student's Book

The *Student's Book* contains the teaching materials for classroom use. It consists of twelve units, each with ten pages, which provide material for ten 45-minute lessons. (See *Unit structure* below.). At the front of the book, a *Contents* chart provides a clear overview of the language, skills, text types and activities that are covered in the 12 units.

At the back of the book, useful reference material includes the following:
- a *Grammar reference* (pages 126–136)
- a *Skills reference* (pages 137–140)
- a unit-by-unit alphabetical word list, showing primary and secondary word-stress, grammatical information and page of first use (pages 141–144)
- a pronunciation guide (page 145)

Workbook

The *Workbook* contains exercises that provide written practice of grammar and vocabulary after it has been taught in the *Student's Book*. Students can do the exercises on their own for homework or in class if time allows. (See The *Workbook and homework* below.)

The *Workbook* also contains the literature component of the course.
There are also two practice tests in the *Workbook* with answers in the *Teacher's Book*.

Audio cassette

The *audio cassette* contains recordings of all the Listening texts (dialogues and oral presentations such as a talk or weather forecast) as well as material for pronunciation exercises and examples of functional language. The *tapescripts* are printed in the *Teacher's Book* in the relevant lesson notes.

Teacher's Book

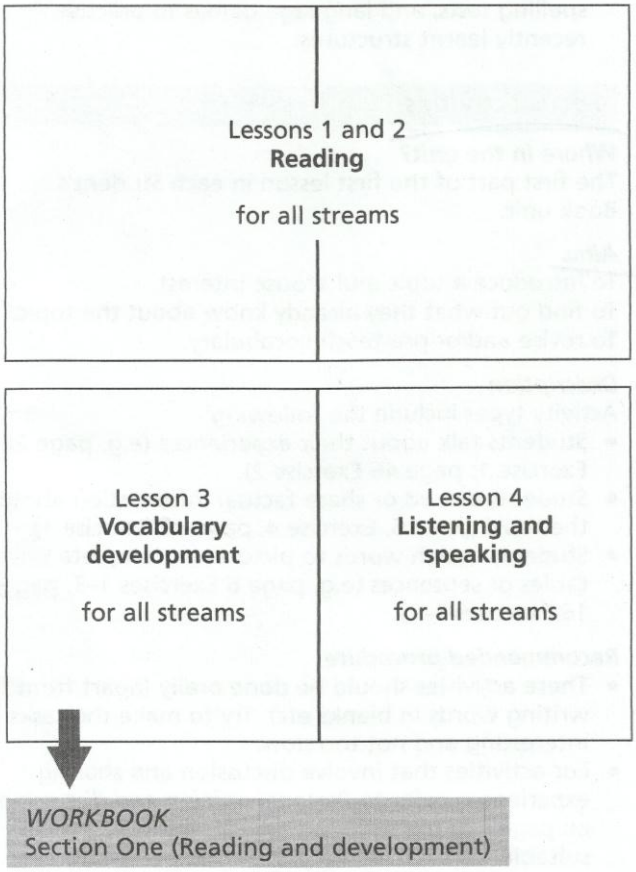
The *Teacher's Book* provides information and advice to the teacher. Section 3 of this introduction contains general advice, and the unit-by-unit notes contain teaching suggestions for each lesson, including a rough guide as to how long each activity should take. The aims of each lesson are clearly stated, and answers for the *Student's Book* and *Workbook* exercises are provided. Tapescripts and extra information about topics and language are included where necessary.

At the end of each semester, allow enough lessons for the following test cycle:
Practice Test in the *Workbook* – 2 lessons;
Feedback on the Practice Test – 1 lesson.

2.3 Units and lessons

All units have ten lessons, and in the *Student's Book* these units have ten pages. Below is a 'map' of a *Student Book* unit, showing the pattern of lessons and how the *Workbook* relates to the *Student Book*.

The last four lessons in each *Student's Book* unit are highlighted with a dark blue flash in each corner. This is to indicate that these lessons are for adacemic streams only. Vocational streams study only Lessons 1–6.



Appendix (9)
Pre & post reading comprehension skills test scores of the experimental group

Student Number	Pre test Total scores out of (21)	Post test Total scores out of (21)	Prediction Pre score out of (3)	Prediction Post score out of (3)	Skimming Pre score out of (5)	Skimming Post score out of (5)	Scanning Pre score out of (5)	Scanning Post score out of (5)	Inference Pre score out of (3)	Inference Post score out of (3)	Recognize Reference words Pre score out of (3)	Recognize Reference words Post score out of (3)
1.	13/**21**	21/**21**	0/3	3/3	3/3	5/5	4/5	5/5	3/3	3/3	3/5	5/5
2.	5/**21**	14/**21**	1/3	3/3	1/3	3/5	2/5	3/5	0/3	3/3	1/5	2/5
3.	4/**21**	20/**21**	1/3	3/3	3/3	5/5	0/5	4/5	0/3	3/3	0/5	5/5
4.	10/**21**	20/**21**	0/3	3/3	2/3	5/5	4/5	5/5	2/3	2/3	2/5	5/5
5.	12/**21**	19/**21**	2/3	3/3	3/3	4/5	3/5	4/5	2/3	3/3	2/5	5/5
6.	9/**21**	19/**21**	0/3	3/3	2/3	4/5	3/5	5/5	2/3	3/3	2/5	4/5
7.	10/**21**	17/**21**	0/3	1/3	2/3	4/5	3/5	5/5	2/3	3/3	3/5	4/5
8.	12/**21**	19/**21**	0/3	3/3	2/3	5/5	4/5	3/5	2/3	3/3	4/5	5/5
9.	8/21	17/**21**	2/3	3/3	0/3	4/5	4/5	3/5	1/3	3/3	1/5	4/5
10.	13/**21**	20/**21**	1/3	3/3	1/3	5/5	5/5	4/5	2/3	3/3	4/5	5/5
11.	12/**21**	18/**21**	1/3	3/3	1/3	4/5	4/5	5/5	2/3	3/3	4/5	3/5
12.	10/**21**	16/**21**	1/3	2/3	2/3	3/5	3/5	3/5	2/3	3/3	2/5	5/5
13.	11/**21**	19/**21**	0/3	2/3	2/3	4/5	3/5	5/5	3/3	3/3	3/5	5/5
14.	12/**21**	21/**21**	1/3	3/3	3/3	5/5	4/5	5/5	2/3	3/3	2/5	5/5
15.	10/**21**	18/**21**	2/3	3/3	1/3	4/5	3/5	5/5	1/3	3/3	3/5	3/5
16.	12/**21**	16/**21**	1/3	3/3	1/3	3/5	4/5	3/5	2/3	3/3	4/5	4/5
17.	9/**21**	14/**21**	1/3	1/3	2/3	3/5	4/5	4/5	0/3	3/3	2/5	3/5
18.	11/**21**	20/**21**	0/3	3/3	3/3	5/5	3/5	5/5	2/3	3/3	3/5	4/5
19.	10/**21**	15/**21**	1/3	0/3	2/3	3/5	4/5	4/5	0/3	3/3	3/5	5/5
20.	8/**21**	15/**21**	0/3	0/3	2/3	3/5	3/5	4/5	1/3	3/3	2/5	5/5
21.	8/**21**	19/**21**	1/3	3/3	2/3	4/5	4/5	5/5	0/3	3/3	1/5	4/5
22.	9/**21**	15/**21**	0/3	3/3	2/3	3/5	3/5	2/5	2/3	3/3	2/5	4/5
23.	10/**21**	18/**21**	0/3	3/3	3/3	5/5	3/5	3/5	1/3	2/3	3/5	5/5
24.	8/**21**	18/**21**	1/3	3/3	2/3	5/5	4/5	3/5	0/3	2/3	1/5	5/5
25.	8/**21**	21/**21**	2/3	3/3	2/3	5/5	3/5	5/5	0/3	3/3	1/5	5/5
26.	11/**21**	20/**21**	2/3	3/3	1/3	5/5	3/5	5/5	2/3	3/3	3/5	4/5
27.	12/**21**	19/**21**	2/3	3/3	2/3	5/5	4/5	5/5	3/3	3/3	1/5	3/5
28.	12/**21**	17/**21**	1/3	2/3	1/3	3/5	4/5	5/5	2/3	3/3	4/5	4/5
29.	14/**21**	19/**21**	1/3	2/3	3/3	4/5	4/5	5/5	2/3	3/3	4/5	5/5
30.	7/**21**	16/**21**	1/3	2/3	0/3	3/5	4/5	4/5	2/3	3/3	0/5	4/5
31.	10/**21**	18/**21**	2/3	2/3	3/3	5/5	4/5	5/5	0/3	3/3	1/5	3/5
32.	14/**21**	19/**21**	2/3	1/3	3/3	5/5	3/5	5/5	2/3	3/3	2/5	5/5
Percent	**%43.7 Pass**	**%100 Pass**	**%25 Pass**	**%84.4 Pass**	**%28.2 Pass**	**%100 Pass**	**%93.7 Pass**	**%96.9 Pass**	**%62.5 Pass**	**%100 Pass**	**%43.7 Pass**	**%96.9 Pass**
	%56 Failed	**No One**	**%75 Failed**	**%15.6 Failed**	**%71.8 Failed**	**No One**	**%6.2 Failed**	**%3.1 Failed**	**%35.5 Failed**	**No One**	**%56.3 Failed**	**%3.1 Failed**

Appendix (10)

Pre, post and delayed vocabulary retention test scores of the experimental group

Student Number	Pre vocabulary test Total scores out of (65)	Post vocabulary test Total scores out of (65)	Retention vocabulary test Total scores out of (65)
1.	58/**65**	64/**65**	64/**65**
2.	17/**65**	40/**65**	43/**65**
3.	25/**65**	56/**65**	59/**65**
4.	29/**65**	19/**65**	20/**65**
5.	37/**65**	61/**65**	61/**65**
6.	39/**65**	55/**65**	51/**65**
7.	33/**65**	39/**65**	54/**65**
8.	44/**65**	63/**65**	62/**65**
9.	20/**65**	39/**65**	54/**65**
10.	43/**65**	61/**65**	60/**65**
11.	29/**65**	43/**65**	34/**65**
12.	22/**65**	32/**65**	52/**65**
13.	15/**65**	37/**65**	53/**65**
14.	31/**65**	58/**65**	61/**65**
15.	22/**65**	45/**65**	51/**65**
16.	21/**65**	30/**65**	40/**65**
17.	28/**65**	47/**65**	59/**65**
18.	37/**65**	55/**65**	59/**65**
19.	27/**65**	32/**65**	50/**65**
20.	27/**65**	46/**65**	42/**65**
21.	37/**65**	55/**65**	55/**65**
22.	40/**65**	59/**65**	62/**65**
23.	44/**65**	61/**65**	62/**65**
24.	24/**65**	39/**65**	61/**65**
25.	40/**65**	59/**65**	58/**65**
26.	36/**65**	56/**65**	57/**65**
27.	26/**65**	54/**65**	52/**65**
28.	19/**65**	41/**65**	44/**65**
29.	36/**65**	59/**65**	54/**65**
30.	45/**65**	55/**65**	55/**65**
31.	37/**65**	60/**65**	62/**65**
32.	30/**65**	56/**65**	51/**65**
Per cent	**Pass %50**	**Pass %87.5**	**Pass %96.9**
	Failed %50	**Failed %12.5**	**Failed %3.1**

Appendix (11)

Delayed vocabulary retention test scores of the experimental group and that of the control group

Student Number	Retention vocabulary test Total scores out of (65) Experimental group	Retention vocabulary test Total scores out of (65) Control group
1.	58/**65**	10/**65**
2.	17/**65**	29/**65**
3.	25/**65**	43/**65**
4.	29/**65**	56/**65**
5.	37/**65**	34/**65**
6.	39/**65**	48/**65**
7.	33/**65**	14/**65**
8.	44/**65**	17/**65**
9.	20/**65**	10/**65**
10.	43/**65**	36/**65**
11.	29/**65**	48/**65**
12.	22/**65**	30/**65**
13.	15/**65**	38/**65**
14.	31/**65**	30/**65**
15.	22/**65**	43/**65**
16.	21/**65**	18/**65**
17.	28/**65**	23/**65**
18.	37/**65**	16/**65**
19.	27/**65**	27/**65**
20.	27/**65**	18/**65**
21.	37/**65**	18/**65**
22.	40/**65**	31/**65**
23.	44/**65**	43/**65**
24.	24/**65**	51/**65**
25.	40/**65**	55/**65**
26.	36/**65**	24/**65**
27.	26/**65**	14/**65**
28.	19/**65**	19/**65**
29.	36/**65**	14/**65**
30.	45/**65**	20/**65**
31.	37/**65**	29/**65**
32.	30/**65**	29/**65**
Per cent	**Pass %96.9**	**Pass %34.4**
	Failed %3.1	**Failed %65.6**

Appendix (12)

Referee committee

No.	Name	Qualification	Institute
1.	Dr. Sadek Salem Firwana	Ph.D. Methodology	Islamic University
2.	Dr. Kamal Murtaga	Ph.D. Methodology	Islamic University
3.	Dr. Mohamad Ateya Abdulraheem	Ph.D. Methodology	Al Aqsa University
4.	Mr. Kamal Abu Shamla	M.A. Methodology	Directorate of Education
5.	Mr. Mustafa Abu Atwan	M.A. Methodology	Directorate of Education
6.	Mr. Ali Zendah	M.A. Methodology	A teacher of English
7.	Mrs. Mominah M. Abu Youniss	M.A. Methodology	A teacher of English
8.	Mr. Riyad S. Al Farra	M.A. Methodology	A teacher of English
9.	Mr. Taiseer Mesmeh	M.A. Methodology	A teacher of English
10.	Mr. Yousef Ali Sarsour	B.A. English Language	A teacher of English
11.	Mr. Abu Baker Basheer	B.A. English Language	A teacher of English

Curriculum Vitae (C.V)

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Date of birth: Sun 14/08/1983 · **Nationality:** Palestinian

Teacher of English Language - Ministry of Education - Gaza - Palestine

CAREER HISTORY

- Teacher of English language
Jafar Bin Abi Taleb Elementary School for Boys
From 28/08/2005 to 15/10/2005
Ministry of Education - Gaza - Palestine

- Teacher of English language
Shuhadaa Al Zaitoon Secondary School for Boys
From 15/10/2005 to 06/09/2009
Ministry of Education - Gaza - Palestine

- Teacher of English language
Shuhadaa Al Nuseirat Secondary School for Boys
From 06/09/2009 to 19/08/2013
Ministry of Education - Gaza - Palestine

- Teacher of English language
Al Manfalouti Secondary School for Boys
From 19/08/2013 till now
Ministry of Education - Gaza - Palestine

ACADEMIC QUALIFICATIONS

- University Name
The Islamic University
Master of Arts in Curriculum and English Teaching Methods (2015)
Gaza - Palestine

- University Name
Al Aqsa University
Bachelor of Arts in English language (BA) (2005)
Gaza - Palestine

- School Name
Al Manfalouti Secondary School for Boys
General Secondary Certificate (GSC) (2001)
Gaza - Palestine