

## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

### **Impact of Using Videos on Developing 8<sup>th</sup> Graders' Reading Comprehension Skills and their Attitudes towards Reading in Gaza Governorate Schools**

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#### DECLARATION

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التاريخ: 2014/5/3م

Date: 3/5/2014

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**Impact of Using Videos on Developing 8<sup>th</sup> Graders' Reading Comprehension Skills and  
their Attitudes towards Reading in Gaza Governorate Schools**

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A thesis submitted to the curriculum and instruction department in partial fulfillment of the  
requirements for the master degree in education

(2013-2014)



## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ فاطمة أحمد غالي أبو الخير لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

**The impact of using videos on developing 8th graders' reading comprehension skills and their Attitudes towards Reading in Gaza governorate schools**

وبعد المناقشة العلنية التي تمت اليوم الاثنين 30 جمادى اولى 1435هـ، الموافق 2014/03/31م الساعة الواحدة ظهراً بمبنى اللحيان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس. واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

أ.د. فؤاد علي العاجز





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرَّحْمَنُ ۙ عَلَّمَ الْقُرْآنَ ۚ خَلَقَ الْإِنْسَانَ ۚ عَلَّمَهُ الْبَيَانَ ۚ

(صدق الله العظيم)

سورة الرحمن ( آية 1-4 )

**In the name of Allah, the Beneficent, the Merciful, the most Gracious**

It is He Who has taught the Quran. He has created man. He has taught him an intelligent  
speech. (Surrah Al-Rahman, 1- 4)

## **Dedication**

### **This work is dedicated**

**To my parents,** who waited patiently throughout this journey, gave me everything to complete my education and achieve my goal and who have unwaveringly supported throughout this long, arduous process. They have been my largest source of inspiration, empowerment, and pride.

**To the souls of my martyr brothers'** Mahmoud, Ismae'el, and Khalil, who sacrificed their lives for Al-Aqsa Mosque and Palestine.

**To my beloved husband Mohamad,** whose support and encouragement made the completion of this work possible.

**To my brothers and sisters,** who supported and motivated me a lot to complete this journey.

**To my best friends,** Nana Jendiea and Nadia Moheseen, who supported me to accomplish this study.

**To all with warm regards,** especially my father- and mother-in-law, who helped me a lot to complete this study after my marriage.

## **Acknowledgments**

I am extremely grateful to my supervisor Dr. Sadek Firwana for his support, wisdom, pushes along the way to keep going. He always offered advice when I needed it. I am very thankful to him.

I am also thankful to Dr. Hala El-Harazeen for her guidance, encouragement, and help, especially in the process of refereeing of the study tools.

I am indebted to Dr. Mohamad EL-Hajj Ahmad, Dr. Kamal Mourtaja, Prof. Awad Keshta, Prof. Ezzo Afana, Dr. Mohamed Mosheer Amer, Dr. Mohamed Hamdan, Dr. Maha Barzak, and Dr. Basil Skaik.

Thanks are also due to my school supervisors, who work in Ministry of Education in Gaza (Mr. Moe'en Khail, Mr. Ibrahim Ayad, Mrs. Eman Shamali, Mr. Ahmed El- Refy, Mr. Abed EL-Kareem Al- Ejla) for refereeing the study tools and for their continual support and care.

Special applause is due to my colleagues Mrs Nana Jendiea, who devoted their time and experience to cooperate with me during my dissertation writing.

My deepest thanks go to Dr. Ezzo Afana and Dr. Basil Skaik for accepting to discuss this research study and for their limitless help.

In Addition, my thanks go to the headmistress, Mrs. Yosra Abu Ghajoh, of Al-Abass Prep school "A" for girls in Gaza Governorate for easing the implementation of my study.

I am so grateful to all my teachers who contributed their time and effort to facilitate my learning and research.

Moreover, I am deeply grateful to the Islamic University of Gaza, Ministry of Education and Higher education in Gaza and the Directorate of Education in Gaza and their staff for all the facilitations, help and advice they offered.

Last but not least, all appreciations are due to those whose kindness, patience and support were the candles that enlightened my path towards success.

## **Abstract**

### **Impact of Using Videos on Developing 8<sup>th</sup> Graders' Reading Comprehension Skills And their Attitudes towards Reading in Gaza Governorate Schools**

This study aimed at investigating the impact of using videos on developing 8<sup>th</sup> Graders' reading comprehension skills in Gaza Governorate schools and their attitudes towards reading. The targeted reading comprehension skills were scanning, skimming, antonyms and synonyms, making inferences and taking notes.

The researcher purposively chose a representative sample of (80) eighth graders from Al-Abass Prep "A" girls' school. The participants were divided into two equivalent control and experimental groups, each of which consisted of (40) students.

The researcher used three study tools: a content analysis checklist for teachers to determine the five important reading comprehension sub-skills in the eighth grade English book, an achievement test (Pre & Post), and an attitude scale (pre & post) to measure the students' attitudes towards reading.

The results of the study revealed that videos were effective in developing the eighth graders' reading comprehension. In addition, the study findings confirmed that videos positively affected students' attitudes towards reading and videos.

In the light of these results, the researcher recommends that English Palestinian teachers should use videos as a tool for enhancing students' reading comprehension and developing their attitudes towards reading.

## ملخص الدراسة

أثر استخدام الفيديو علي تحسين مهارات الكتابة الفاهمة الحكومية واتجاهاتهم نحو القراءة لدي طالبات الصف الثامن

### الأساسي في مدارس غزة

تهدف هذه الدراسة إلي التحقق من أثر استخدام الفيديو في تحسين مهارات الكتابة الفاهمة لدي طالبات الصف الثامن الأساسي في مدارس غزة الحكومية واتجاهاتهم نحو القراءة ولقد شملت هذه الدراسة مهارات القراءة الفاهمة التالية: التصفح الخاص، التصفح العام ، إدراك معني الكلمات وعكسها، الاستدلال وتدوين الملاحظات.

لقد طبقت الدراسة علي عينة قصدية ممثلة مكونة من ( 80 ) طالبة من طالبات الصف الثامن من مدرسة العباس بن عبد المطلب الأساسية للبنات " أ " في قطاع غزة ، وقد وزعت العينة علي مجموعتين متكافئتين: إحداهما ضابطة تشمل (40) طالبة و الاخري تجريبية وتشمل (40) طالبة أخري.

استخدمت الباحثة ثلاث أدوات لهذه الدراسة وهي بطاقة تحليل محتوى تحتوي علي المهارات الفرعية لمهارات القراءة الفاهمة الخمسة المراد معرفة مدي تضمن هذه المهارات في دروس القراءة الفاهمة لمنهج اللغة الانجليزية للصف الثامن واختبار تحصيلي قبلي وبعدي وأخيراً مقياس اتجاهات لتحديد اتجاهات الطلاب تجاه القراءة قبل وبعد التجربة.

توصلت الباحثة من خلال تحليل نتائج هذه الدراسة أن الفيديو كان فعالاً في تحسين مهارات القراءة الفاهمة للصف الثامن الأساسي وبالإضافة لذلك أثبتت نتائج الدراسة بان الفيديو طور اتجاهات الطالبات القراءة الفاهمة والفيديو.

في ضوء هذه النتائج توصي الباحثة مدرسي اللغة الانجليزية بضرورة استخدام الفيديو كأداة لتحسن مهارات القراءة لدي الطالبات وتطوير اتجاهاتهم نحو القراءة.

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### List of abbreviations

| Abbreviations | Words stand for  | Page. No. |
|---------------|--|-----------|
| IT            | Information Technology   | 4         |
| MM            | Millimeter   | 4         |
| SQ3R          | Survey, Question ,Record, Reduce, Recite, Reflect and Review                   | 24        |
| CPB           | Corporation For Public Broadcasting  | 64        |
| UNRWA         | United Nations Relief and Works Agency For Palestine Refugees In The Near East | 72        |
| EFL           | English Foreign Learning   | 72        |
| ESP           | English For Specific Purposes  | 73        |
| CALL          | Computer Assisted Language Learning  | 73        |
| L2            | Second Language  | 74        |
| ICT           | Information Clipping Teaching  | 75        |
| FLT           | Foreign Language Teachers  | 77        |
| SLD           | Specific Learning Disability   | 79        |
| KKL           | Names of six classes were selected for the study                               | 81        |
| NUS           | New York University State  | 84        |
| UHMC          | United Hospital Medical Center   | 86        |
| MTVU          | Mobile Technology Vehicle with YouTube   | 87        |
| LBA           | Loop-Back Acknowledge  | 88        |
| SAR           | Special Administrative Region  | 89        |

# **Chapter I**

## **Problem Statement and Background**

# Chapter I

## Problem Statement and Background

### 1.Introduction:

It is a matter of fact that language has been the most important characteristic for developing nations all over the world. Almost all the people in many different countries use it to communicate. It is not beyond expectation that English is thought to be one of the most important languages in the world because it is spoken as the first language in many countries and very important in any scope of our lives: politics, technology, economy, industry, tourism, journalism and on top of all education. Information is mostly presented in English both online and paper-based resources. Hasman (2000: 30) claims that "Over 70% of the world's scientists read English, about 85% of the world's mail is written in English, and 90% of all information in the world electronic retrieval system is stored in English."

It is commonly known that English has four main skills: listening, speaking, reading, and writing. The main goal of teaching these skills is to encourage learners to communicate successfully with native and non-native speakers of English in many different social and academic settings.

The reading skill is a very important as it enables individuals to participate in the wider world of work. Reading is considered the road to self-improved civic competence, pleasure and critical consciousness. It is measured in the terms of ability to carry out what we read and understand in the language. This reality makes teachers and parents think that the reading ability should be mastered by their students and children.

Reading comprehension is the purpose of reading. It is one of the most useful lifetime skills that go beyond the classroom setting. Students who have excellent reading comprehension are able to succeed inside and outside the class. Al- Manyrawi (2013) adds that "comprehension skills are not natural skills of students, but rather must be self-taught or

taught by someone else."

The National Center For Educational Statistics (NCES) ( 2005: 2) defines reading as " an active and complex process that involves understanding a written text, developing and interpreting meaning, and using meaning as appropriate to type of text, purpose and situation."

Clearly, reading is a vital skill which helps students to acquire knowledge and develop their educational area. In addition, it supports listening and speaking, as learners cannot listen or speak with native speakers without reading about their cultures.

Beatric (1984:18) reports that "reading helps you learn to think in the new language. Reading helps you build a better vocabulary. Reading makes you more comfortable with written English."

The researcher based on her experience as an 8<sup>th</sup> grade teacher of English believes that students in Palestine face difficulties in reading comprehension. This belief was confirmed by the results of a diagnostic test which the researcher gave to her students at the beginning of the second semester of the scholastic year 2012-2013. Those results revealed that most students were weak in reading comprehension. As a result, the researcher held a meeting with the students' parents and found that most parents were not educated enough to teach their daughters. In addition, parents complained that their daughters could not read and understand English texts well. The researcher's realization of the reading problem was affirmed by research undertaken by many researchers such as Al- Manyrawi (2013), Al-Farra (2011) and Alhelou (2010).

Thus, it can be clearly seen that students in Palestine face a problem in learning the items of the English curriculum in general and reading Comprehension in particular. This can be attributed to that reading comprehension, especially in a foreign language is a complex and multifaceted problem. Therefore, it is no surprise that the population of the children is

identified as having reading comprehension difficulties." (Nation 2005:12). Furthermore, reading comprehension is the process of constructing meaning from the text so that it involves at least two people; the writer and the reader. "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, 2006:161).

Therefore, the researcher reviewed some studies in Palestine suggesting new methods, strategies and techniques to solve the reading comprehension difficulties to enable students to understand the reading text effectively. Dawoud (2013) focused on reading clinic to improve At-Risk seventh graders' reading comprehension skills. El Khateeb (2012) investigated the impact of using web quests on the Palestinian 7<sup>th</sup> graders English reading comprehension skills and their attitudes towards web quests. Self (2012) also conducted a study evaluating the higher thinking skills in reading exercises of English for Palestine grade 8. Al-Udaini (2011) investigated the effect of a computerized program on developing 8<sup>th</sup> graders' reading comprehension sub-skills and their attitudes towards reading in Palestine. Haboush (2010) suggested a program based on multiple intelligences in order to increase students' reading comprehension in Gaza. Abu Shamla (2010) focused on the colleration between prior knowledge and reading comprehension among 8<sup>th</sup> graders in Gaza. In addition, El-Khalout (2010) used guided discovery so as to develop students' reading comprehension in Gaza governorates. Bader El-Deen (2009) conducted a study examining the effectiveness of assisted extensive reading strategies on ninth graders in Gaza governorates.

The researcher suggested a well- designed video as a modern technology to solve this problem because she knows that students remember more of what they see, rather than what they hear. In addition to that, technology in general and videos in particular have become the most widely used tools in all fields of education.

Videos are very important examples of instructional materials. Oguntuase (2008: 6)

defines videos "as a record on any medium through which a moving image may by any means be produced. They are derivative works which are usually based on original literary, dramatic, musical, and artistic works."

Tarnopolsky and others (2003: 169) point that "Video has long been used in the classroom as an important tool for teaching listening and speaking. In recent years combining videos with IT is being developed. It allows the target language environment to virtually transport into the classroom."

According to Berk (2009: 1) "using videos in teaching is not new. They date back to prehistoric times when cave instructors used 16mm projectors to show cave students examples of insurance company marketing commercials in business courses." In addition, Berk indicates that the changes in using videos take place in four areas: a) the variety of the video formats, b) the ease in which the technology can facilitate their application in the classroom, c) the number of video techniques an instructor can use, and d) the research on multimedia learning that provides the theoretical support for their use as an effective teaching tool.

Kindler (2006) as quoted by Fakunle (2008: 103) declares that "people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50 % of what they hear and see, 70% of what they say and 90% of what they say as they do a thing". Hence from the illustration above, since videos have to do with hearing and seeing, it could be suggested that they are a vital tool for learning and teaching.

However, for videos to be effective, they must be available, easy to use, well maintained, adequately funded and experts must be available. In this vein, the researcher notes most teachers do not use videos in teaching their lessons. It is in the light of this, the study investigated the impact of using videos on developing 8<sup>th</sup> graders' English reading comprehension sub-skills.

## **2. Need for the study:**

Teaching reading traditionally has become boring as a result of the advent of new and rapid technology which motivates students to be attentive readers. Palestinian teachers should be aware of these new techniques, strategies, technology and their impact on improving students' skills and the enhancement of their reading competency.

This study was carried out to investigate the impact of using videos on developing Palestinian 8<sup>th</sup> graders' reading comprehension skills with the hope that Palestinian teachers and students become more aware of the impact of using videos on developing students' reading comprehension skills.

## **3. Statement of the problem:**

The researcher has been teaching at governmental high elementary schools for five years and has been using many techniques to improve her students' reading comprehension sub-skills. She has found that the techniques employing modern technology including videos have been interesting for the majority of students who felt bored while reading from the course books. So, the researcher thinks that the students perform better when using videos while trying to develop their English reading comprehension sub-skills. Thus, the main purpose of this research is to identify the impact of using video on developing 8th graders' reading comprehension sub-skills in Gaza governorate schools.

## **4. Research main question:**

The research main question is stated as follows:

What is the impact of using video on developing 8<sup>th</sup> graders' reading comprehensions skills in Gaza governorate schools and their attitudes towards reading?

## **5. Research sub-questions:**

Derived from the study main question are the following sub-questions:

1. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skimming skill due to the use of videos?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the scanning skill due to the use of videos?
3. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of inferring the meaning of synonyms and antonyms due to the use of videos?
4. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of taking notes due to the use of videos?
5. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of making inferences due to the use of videos?
6. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the overall total average score of the post attitude scale between the experimental group and the control group?

#### **6. Research hypotheses:**

In her pursuit to answer the study questions, the researcher will examine the following null hypotheses:

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skimming skill due to the use of videos.

2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post – test between the experimental group and the control group on the scanning skill due to the use of videos.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post – test between the experimental group and the control group on the skill of inferring the meaning of synonyms and antonyms due to the use of videos.
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post–test between the experimental group and the control group on the skill of taking notes due to the use of videos.
5. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post – test between the experimental group and the control group on the skill of making inferences due to the use of videos.
6. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the overall total average score of the post attitude scale between the experimental group and the control group.

### **7. Purpose of the study:**

This study aimed to discuss the impact of using videos on developing reading comprehension sub-skills, especially skimming, scanning, synonyms and antonyms, inferences and taking notes. In addition, it sought to investigate the 8<sup>th</sup> students' attitudes towards using videos in reading comprehension learning.

### **8. Significance of the study:**

With the growing utilization of different technologies in all life aspects in general and inside the classroom in particular, the examination of the above questions is significant for those interested in encouraging and developing the reading comprehension sub-skills among 8<sup>th</sup> graders in the Gaza Strip via using the video technology.

1-Educators want to know the ways in which these technologies can be utilized to support students' learning and understanding. Videos are now a reality to all language learners and very important for learning.

2-This study may help teachers to use videos in their classes and improve their students' reading comprehension.

3-In addition, the current study may help supervisors to prepare training courses for teachers to be able to use videos when teaching reading.

4-Moreover, syllabus designers may change the curriculum design to suit this new technology.

5-Furthermore, the study may evoke researchers to do more studies about using videos in developing other skills such as listening, writing and speaking.

### **9. Limitations of the study:**

The current study was applied within the following limitations:

1. The study was applied in Al -Abas Prep "A" Girls' Governorate School in Gaza city.
2. The study was applied in the first semester of the school year (2013-2014).
3. The study was limited to the impact of videos on five reading comprehension sub-skills.
4. The study was limited to the first-term reading comprehension texts in English for Palestine, 8<sup>th</sup> course book.

### **10. Definitions of operational terms:**

The following terms are operationally defined for the purpose of this study.

#### **10.1.Impact:**

Berger (2008)States that impact is as "tool for informed decision-making to assess effects of decisions before they are taken ,Involving systematic steps(e.g. problem definition, policy options, mitigation efforts)". Baker (2006) defines impact evaluation is " an assessment of how the intervention being evaluated affects outcomes, whether these effects are intended or

unintended. The proper analysis of impact requires a counterfactual of what those outcomes would have been in the absence of the intervention". The researcher clarifies that impact is a tool to make decision about thing before they taken.

### **10.2 Video:**

Yang (2000: 241) states that videos "have an irascible appeal for the student. They create suspense and surprises as well as interests, all of which are indispensable in teaching and learning a foreign language." Webster Dictionary (2000: 860) defines video as "an image, or likeness of an object, person, or scene produced on a flat surface, especially by a cam recorder." The researcher defines videos as kinds of audio visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.

### **10.3 Developing:**

Aronson(2006) says developing "consists of a set of practices, sometimes appearing in conflict with one another, which require—for the reproduction of society—the general transformation and destruction of the natural environment and of social relations. Its aim is to increase the production of commodities (goods and services) geared, by way of exchange, to effective demand". The researcher states that Developing depends on people's ability to make good choices in their economic, political, and social lives.

### **10.4. Eighth grade students:**

Eighth grade students are eighth graders who study in the Gaza Strip schools and West Bank in Palestine and are between the ages of twelve and fourteen.

### **10.5. Reading Comprehension**

Al Udaini (2011: 10) defines reading comprehension as "a process of extracting and constructing meaning through interaction and involvement with written text. In addition, it is the ability to make sense of the author's message." Grellet (2006: 3) defines reading

comprehension as "understanding what a written text means, extracting the required information from it as efficiently as possible." The researcher, in her turn, defines reading comprehension as students' ability to comprehend, interpret and critically analyze the written text or to understand the writers' message.

#### **10.6 Skills:**

Farrell (2009: 27) sees that skills "include many things as basic language, ability, decoding skill, and higher level thinking skills. The researcher defines skills as the ability we need to help promote mental wellbeing and competence in young people as they face the realities of life.

#### **10.7. Attitude:**

Ghastain (1976: 179) states that "attitudes and feelings play important roles in the prestige and importance of any academic subject in the curriculum and this influence is strongly felt in the field of second learning." Jo-Southern (2003: 16) mentions that attitude is divided into two main parts: a positive and negative attitude and states that "A positive attitude is the first essential mental component for successful reading. Your attitude includes your feelings about reading, about what you read, and about your own abilities; if these feelings are negative, your reading experiences will be negative, and if these feelings are positive, your experiences will be more enjoyable." In her turn, the researcher defines attitude as feelings which play a vital role in any academic subject in the syllabus and they can be positive or negative.

#### **11.Summary:**

This chapter has encompassed an introduction about language, English language, English four skills, reading in general, reading comprehension, videos and their importance in developing reading comprehension. Then, the researcher explained why this study is needed, posed the problem, questions, hypothesis and of the study. In addition, the significance and

limitations of the study were pointed out. Later, some relevant terms were defined and then chapter concluded with a summary. The next chapter includes the theoretical framework of the study.

## **Chapter II**

### **Study Theoretical Framework**

#### **Section I: Literature Review**

#### **Section II: Previous Studies**

# **Chapter II**

## **Study Theoretical Framework**

This chapter presents the theoretical framework of the study and comprises two sections, the first of which is devoted to literature review and includes four parts. Part one focuses on the concept of reading, definitions of reading, the importance of reading, reading in Islam, the principles behind the teaching of reading, how to improve reading, the purpose of reading, the major requirements of reading, problems in learning language and reading in particular, reading process in general and of proficient readers in particular, types of reading, intensive reading, extensive reading, a loud reading, silent reading, critical reading, word by word reading, speed reading, model reading.

### **Section I: Literature Review**

This section reviews relevant to the study.

#### **1. Reading**

##### **1.1 What is reading in general?**

Reading is one of the four language skills: listening, speaking, reading, and writing. It is a receptive skill. This means responding to the text rather than producing it. Moreover, reading is a complex cognitive process of decoding symbols for deriving meaning. Any person reads for a purpose. A person may read in order to gain information or for enjoyment, or to enhance knowledge of the language being read.

##### **1.2. Definitions of reading:**

Different researchers have defined reading differently. Weaver (2009: 9) defines reading as "a process very much determined by what the reader's brain and emotions and

belief bring to the reading: the knowledge/information (or misinformation) strategies for processing the text, moods, fears and joys, and all of it."

In his turn, El Khateeb (2012: 64) sees reading not as a passive process or a mere decoding of letters and words, but rather it must include visual decoding, mental processing of what has been decoded, and relating it to one's experience. So, when students read, they should not focus on memorizing patterns and practicing fluency, but they must think, feel and imagine."

In addition, Hughes (2007: 61) states that "reading is a complex interaction between the text, the reader and the purposes for reading which are shaped by the readers' prior knowledge and experience, the readers' knowledge about reading and writing language, and the readers' language community which is culturally and socially situated."

Anastasiou and Griva (2009: 9) as quoted by Adam (1990) define reading as "a complex process including a combination of perceptual psycholinguistic and cognitive abilities." Moreover, Farrell (2009: 14) considers reading as "a complex process because it involves both conscious and subconscious actions by the reader. The actions that occur subconsciously can't be seen by anyone." Esky (2002: 5) suggests that "reading is a process of obtaining information from a written text that does not involve converting written language into spoken language.

Also, Anthony, Pearsons and Raphael (1993: 284) state "reading is a process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the context of the reading situation." "There is a widespread agreement that without the activation of relevant prior knowledge by a cognitively active reader and the melding of that prior knowledge with the text information, there can be no reading of text." Mifflin (1997: 20).

In addition, Hittleman (1988: 2) clarifies "reading is a thinking, linguistic, and cultural/social process that is interrelated with and supportive of the other communication process – listening, speaking, and writing. Interrelating the teaching/learning of reading with listening, speaking, and writing is called whole-language instruction." Moyle (1972: 25) defines reading as a process of interaction of ideas between author and reader.

Dean (2003: 6) defines reading as "a process of constructing meaning from written texts. Also, it is a complex skill requiring the coordination of a number of interrelated sources of information and it should be active, meaning-making enterprise, most often undertaken with a clear purpose, whatever the context is."

From all the above mentioned definitions, it is clear that reading is a cognitive process of understanding a written text and a means of language acquisition and of gaining information. This means that reading includes many processes and not only one. Also, reading is not passive as it may be thought of. It involves the reader in active interaction within what is presented in the text in order to make sense of what is written.

### **1.3. The importance of Reading:**

The main goal of teaching reading is to train students to read efficiently and quickly enough so that they can get information or meaning from the written material rapidly and with full understanding. However, there are other reasons for reading. Mikuleckuy and Jeffries (2006: 1), for example, list some of the benefits that learners of a new language can achieve:

- Reading helps you learn to think in the new language.
- It helps you build your vocabulary.
- It makes you more comfortable with written English.
- It is the only way for you to use English if you live in a non-English speaking country.
- It helps if you plan to study in an English speaking country.

Dawoud (2013: 3) considers reading as essential to learning and the backbone for students' achievement across different school subjects. Also, there is no quality learning without quality reading instruction. In addition, Abu Shamlah (2010: 15) states that reading is the most important skill needed to acquire knowledge. It increases students' ability to concentrate and develops students' critical thinking. It also motivates pleasure and effectiveness. Moreover, it helps in all subjects and in the personal and professional lives.

In the same context, Bader EL-Deen (2009: 33) concludes that reading is an essential skill for students who learn English as a foreign language, and development of good reading abilities will greatly help them progress in many aspects of academic areas.

Farrell (2009: 1) points out that reading helps us in many ways. It entertains, educates, communicates, and informs us about the past, the present, and even the future.

Also, Harmer (1998: 66) clarifies that reading is very important for a variety of reasons:

- Reading is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.
- Reading is useful for the process of language acquisition.
- Reading texts also provides good models for English writing.
- Reading texts provides opportunities to study language: vocabulary, grammar, pronunciation, and constructing sentences, paragraphs and texts.

Jo-southern (2003:30) reports that reading is an essential component of success in collage and academia. Moreover, Hittleman (1988: 15) refers to the significance of a whole language model of reading as follows:

- It explains the complex phenomenon of reading.
- It describes how the phenomenon of reading operates.

- It provides a basis for predicting changes that will occur in one aspect of reading when changes are made in other aspects.

From what all the writers mentioned above about the essentiality of reading, it becomes clear that reading is important because it helps students recognize visual symbols and improve their pronunciation. It also aims to broaden their knowledge of more vocabulary, new ideas, cultural content and language function. Moreover, it gives students the freedom to select what they wish to read. It also helps foreign language learners increase and motivate their English competence and it is an additional tool of communication to listening and speaking.

#### **1.4. Purpose of reading:**

Kailani and Muqattash (2008: 8) illustrate that there are different purposes for reading, the most important of which are the following:

- Reading for referential material in order to obtain factual information with which to operate in the environment.
- Reading for research in order to get some information related to a certain problem under study.
- Reading for developing intellectual skills, or to gain more general or specific knowledge.
- Reading for summarizing a text or for writing a report on a subject.
- Reading for pleasure or self-improvement as when we read a novel, a story, a poem or an article in a newspaper, magazine, or journal.

#### **1.5. Reading in Islam:**

In Islam, life is a perfectly meaningful, consequential, purposeful, beautiful, pure and wholesome affair. Thus, it is regarded as sacred, and living it in accordance with God's guidance, which is meant for that very purpose, is synonymous with worship and submission to God. God says that He has created both men and Jinn only so that they may worship and

serve Him and our Islamic religion encourages all people to read and God orders Prophet Mohammed (Peace be upon him) in His holy Qur'an to read as a type of worship. The concept 'read' 'Iqraa' appears in the holy Qur'an in many different verses as follows:

- (Al- Alaq: 1) Read: In the name of thy Lord who created ...,
- (Al- Alaq: 3) Read: And thy lord is the most Bounteous,
- The Bees (An-Nahl:75) And when thou recite the Qur'an seek refuge in Allah from Satan the outcast,
- The Resurrection (Al-Qiyamah: 17-18) Lo! Upon us (resteth) the putting together thereof and the reading thereof and when we read it, follow thou the reading;

The three words qirrah, Qur'an, quraa are derived from the same word qarah (reading) and have the same meaning. This refers to the importance of learning the reading process as a religious and cultural concept because our Islamic religion order us as Muslims to read in order to understand everything in our life and in this universe.

#### **1.6. Principles underpinning the teaching of reading:**

Reading can be described as the process of extracting meaning from written material. There are many principles for teaching reading. Harmer (1998:70-71) points out that there are six principles underpinning the teaching of reading. First, reading is not a passive skill. This means that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.

Second, students need to be engaged with what they are reading. It means students who are not engaged with the reading text are less to benefit from it. When they are really involved in the topic, they get much more from what is in front of them.

Third, students should be encouraged to respond to the content of a reading text, not just to the language. This shows that it is important to study reading texts for the way they use

language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning of the text is just as important and we must give students a chance to respond to that meaning in some ways.

Fourth, prediction is a major factor in reading. It indicates that when we read texts in our own language, we frequently have a good idea of the content before we actually read. For example, book covers give us a hint of what is in the book, photographs and headings hint at what articles are about and reports look like reports before we read a single word. All these things make our brains start predicting what we are going to read.

Fifth, match the task to the topic. This principle is clarified by this example. If we give students Hamlet's famous soliloquy "To be or not to be" and ask them to say how many times the infinitive is used. This means that a decision has been taken about what reading text the students are going to read. We need to choose good reading tasks, the right kind of questions, engaging and useful puzzles. The most interesting text can be undermined by asking boring and inappropriate questions: the most commonplace passage can be really with rate.

Sixth, good teachers exploit reading texts to the full. It means that good teachers integrate the reading text into interesting class sequences, using the topic for discussion, and using the language for study.

The researcher points to these main principles because these six principles are very importance for English Foreign and second learners for many purposes; develop learners autonomy, enhance general language competence, help develop general, world knowledge and creates and sustains motivation to read more.

### **1.7. How to improve reading?**

There are many steps to improve reading. Mcwhorter (2004: 420) states five points to develop reading:

- choose a time and place for reading that will help rather than hinder your concentration.
- pre-read the material. As you pre-read, assess the difficulty of both the writing style and the content.
- define your overall purpose for reading.
- decide what rate would be appropriate for reading this particular material.
- after you have finished the first page of the reading material, stop and evaluate.

Also, Jo-Southern (2003: 16) clarifies five points for developing reading:

- By practice. The more you read, the more chances you will have for improving your abilities
- By understanding the different purposes for reading
- By being aware of the mental skills required for reading
- By developing individual reading skills
- By learning and using different reading strategies

### **1.8. The major requirements of reading:**

Spears (2003: 2-3) points out that there are many requirements of reading as follows:

- Identifying the main idea, the focus or controlling idea, and the writers' purpose
- Discerning the relative importance of supporting ideas
- Making accurate inferences reading between the lines
- Identifying what the writer does not explicitly say but surely suggests
- Identifying the methods of development the logical connections between the parts of a passage
- Understanding the denotative and connotative meaning of words
- Perceiving the writers' point of view
- Recognizing strategies – both fair and unfair ones

Also, Farrell (2009:20) suggests that teachers of reading should remember the following points when preparing effective reading lessons:

- Readers bring something important to the text previously acquired schemata. These schemata are networks of prior interpretations, and they become the basis for comprehension.
- The meaning of the text is constructed by readers. Readers actively try to make connections between the text and what they already know about the world based on their cultural values, native language, and discourse processes.
- The process of comprehension is a combination of top-down and bottom-up processes. When readers try to comprehend, there is a bouncing back-and-forth between readers and the text, between their top-down knowledge of the topic and the text.
- The teacher of reading should provide training in both the top-down and bottom-up process.

The researcher sees according to what mentioned above about the requirements of reading are very important for English foreign learning young learners because reading comprehension texts written according to writers' message and English foreign learning young learners sometimes can't understand, interpret and analyze the writers' message. As a result, All these reading requirements help them to understand the written reading comprehension texts clearly.

### **1.9. Reading process:**

Reading involves a whole series of subsidiary skills. These include the recognition of the alphabetic system, the correlation of the graphic symbols with formal linguistic elements as well as the intellectual comprehension and mechanical eye movement.

In this vein, Harmer (2001:202) clarifies that a reader uses a variety of ways to understand what the writer is implying or suggesting. In this way, the reader is able to see beyond the literal meaning of the words. In addition, Spears (2003: 2) defines reading process as "a process beginning with decoding words that is deciphering the letters that make up individual words. Reading well requires us to recognize the relationships the words have with each other and to put together the meaning of the text." He adds "reading involves two things: decoding the words and knowing their meanings in the context."

Furthermore, Razi (2004: 2) states that the readers of all written language are getting sounds from the printed text. He describes a reader as one who encodes meaning to sound and also describes a reader as one who first decodes from orthography to sound (silent) and later on from sound to meaning.

Reading can be seen as an interactive process between a text and a reader, which leads the reader to interact dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic systematic knowledge through bottom-up processing as well as schematic knowledge through top-down processing.

#### **1.10. Reading process of proficient readers:**

Wolf (2012: 22) states that there are eight important points for proficient readers in the reading process:

- Becoming automatic at word recognition to concentrate on meaning, rarely aware that they are actually focusing on every letter
- Activating background knowledge to make connections between new and known information.
- Asking questions while they read
- Using prior knowledge about a topic makes predictions about what might happen next.

- Continually storing through the sea of words that is in any text to determine importance and prioritize information.
- Constantly creating mind pictures while reading visualizing action, characters, or themes.
- Repairing understanding: Readers do not plow through texts when they do not make sense; they re-read to restore command of a tough text.
- Using synthesis, the most sophisticated comprehension strategy, talented readers combine elements of connecting questioning and inferring to integrate their new understanding into their lives and world view.

The researcher clarifies according to eight important points for proficient readers in reading process are useful for English foreign learning young learners because these points helps them to predicate, to use his prior knowledge to guess what is happen next and to concentrate on meaning in general . Thus, helps English foreign learning young learners to speak more and more.

### **1.11. Types of reading:**

Reading is one of the most important activities in students' lives. Without reading, they would not be able to acquire knowledge that is fundamental to their intellectual growth. Through reading, they become experts in their fields. Reading falls into two major categories, intensive and extensive reading, but many studies and some books point out that there are other kinds of reading such as silent, reading aloud, speed reading, word by word reading, top-down, bottom-up, model reading, extensive reading, intensive reading, and critical thinking.

#### **1.11.1. Intensive reading:**

Intensive reading is the first kind of reading skills and used with longer texts for pleasure and understanding, Kailani and Muqattash (2008: 90) stress that intensive reading is a

classroom activity carried on under the guidance of the teacher. It is mainly concerned with texts and involves focusing upon new words, structures, expressions, functions, pronunciation and on cultural insights. It is carefully guided so that through understanding of the content understanding may be achieved. The reading material designed for intensive reading is usually a little higher than the students' level.

Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading carefully to put them into the correct order. Moreover, Harmer (2010: 264) illustrates that in intensive reading lessons, teachers are encouraging students to read for general understanding, without worrying about the meaning of every single word. The students, on the other hand, are desperate to know what each individual word means! Given half chance, many of them would rather tackle a reading passage with a dictionary. Moreover, Haboush (2010: 17) indicates that intensive reading is likely to be more focused, less relaxed and dedicated to achieve study objectives.

According to Hedge (2003: 130), in intensive reading, students usually read a text to recognize the writer's message(s); it is reading carefully and slowly for detailed recognizing. This type of reading is found in Palestinian curriculum – *English for Palestine*. Also, the researcher based on her experience notices that intensive reading material is usually above the students' abilities because it is associated with silent reading, reading aloud, SQ3R, skimming and scanning. Furthermore, intensive reading does not generally require complete concentration because it is for pleasure, for an overall understanding, and reading for leisure tends to be light.

### **1.11.2. Extensive reading:**

Extensive reading is another type of reading skills used while reading shorter texts for detailed information with an emphasis on understanding. Kailani and Muqattash (2008: 37)

mention that extensive reading is usually done at home for pleasure, or for acquiring general information. It has a supplementary role in the process of learning a foreign language as it broadens the general knowledge of the learner and reinforces previously learned items. The material usually takes the form short stories, novels, plays, poems, texts, magazines and journals. Among its aspects, we may include common survey reading, superficial reading and skimming

Also, Harmer (2010: 283-284) mentions that extensive reading means to read in a slow and relaxed way and this is the main goal of this activity. And it is done by students themselves as it is written at their level and chosen by them, and also it takes place by the help of teachers. For examples example, teachers convince their students of the benefits of extensive reading.

In addition, Farrell (2009: 84) mentions "extensive reading is based on the theory that people learn to read by reading material outside the normal curriculum." Then, he illustrates that extensive reading supports other aspects of an English language program; for example, it enhances language learning to such as spelling, vocabulary, structure, grammar, and text, improves reading and writing skills, develops a more positive attitude towards reading and suggests a higher possibility of developing a reading habit.

Furthermore, Hedge (2003) explains extensive reading as scanning and skimming activities and quantity of material. It is reading in quantity in order to gain general information about what is read, obtaining the gist to facilitate reading comprehension. According to Richards and Rodgers (2003:20), extensive reading is reading a book after another where the readers should focus on the meaning of the text, while it gives them general information of the text.

This type of reading is found in Palestinian curriculum – *English for Palestine* but extensive reading requires complete concentration because it is for specific detailed information , for

an overall understanding and it associates with two reading comprehension skills; scanning and skimming.

### **1.11.3. Reading aloud:**

Reading aloud is another type of reading skills that can be utilized for certain purposes such as checking pupils' pronunciation, word stress, pauses, intonation and understanding (Kailani & Muqattash:2008: 34). Moreover, the passage to be read aloud should be short, complete and topical. Furthermore, the content and the language of the text should be understood.

Wesley (2001: 1) illustrates reading aloud is oral reading of a book or print excerpt usually related to a theme or topic of study. It can be used to encourage the pupils to listen while improving background knowledge, fostering critical thinking, increasing comprehension skill. Furthermore, reading aloud can be used to model the use of reading strategies embedded in comprehension. Students may read aloud to give the teacher a chance for checking their word stress, pauses, intonation and pronunciation.

On the other hand, Schumaker (2004: 2) indicates that reading aloud to children is one of the best ways to help them discover the joy of reading. All children, even infants and teens, can benefit from listening to you read aloud. However, Koralek (2001: 1) mentions reading aloud is very important for many reasons; first, reading aloud presents books as sources of pleasant, valuable, and exciting experiences. Children who are motivated to read can read on their own. Also, it gives children background knowledge, which helps them make sense of what they see, hear, and read. Furthermore, reading aloud lets parents and teachers be role models of reading. When children see an adult excited about reading, they will catch their enthusiasm. In addition, it introduces the language of books which differs from language heard in daily conversations, on movies, and television. Book language is more descriptive

and uses more formal grammatical structures. Finally, reading aloud lets children use their imaginations to explore people, places, time, and events beyond their own experience.

In conducting reading aloud activity, the researcher advised teachers should focus for some important points such as reading aloud comes only after students' silent reading, and after presenting and discussing new words, structures and expressions. While the books are closed, the pupils' listen to the text recorded on a tape. After that, the teacher reads the passage sentence by sentence with students repeating after each sentence. Then, good students start first so that they may provide examples for other classmates who will have a chance to read the passage. In addition, teacher may ask them to correct mistakes made by the reader. Next, individual students should not read the whole paragraph. The chances should be given to other pupils. Finally, while reading pupils should not be interrupted by questions about certain points in the passage, questions may be asked at the end of the activity.

#### **1.11.4. Silent reading:**

This type of reading for understanding or for comprehension is a very important skill that needs practicing on the part of pupils. This skill requires more teacher guidance and assistance in the early stages of learning the language. It should be introduced only after the new words and expressions have been learned. The teacher is expected to help students develop their speed in silent reading. This can be realized by forming good habits such as the right sitting position, the proper distance between the page and the eyes, and the right eyes movements to increase the span. The Larger the span is, the faster reading can go.

Abu Shamla (2010: 15) indicates silent reading is supposed to be performed silently without lips movement. This is one of the most important types of reading as most readers 'reading takes place silently whether needing an academic book, a magazine, a novel or a newspaper. In addition, he reports it is called silent because it is supposed to be performed silently without labial movements or movement of vocal cards.

Moreover, Kailani and Muqattash (2008: 85) points out that silent reading is an essential skill that needs practicing by students. This skill needs more teacher guidance and assistance in the early stages of learning the language. It should be introduced only after the new vocabulary and expressions have been learned. The teacher is expected to help students develop their speed in silent reading. Hence, Kiddey (2000: 40) states that silent reading has many purposes; to model the reading behaviors used by efficient readers i.e. as a problem solving activity, setting a purpose for reading, constructing questions, guessing the meaning of the words using context clues, critically reading text, and allowing students to use talk to construct meaning.

Through the researchers' experience, timing in silent reading increases the eye span to a great extent and forces students to read faster. The experienced teacher can estimate the adequate time for the pupils to go through the reading passage and for checking comprehension questions and language exercises.

#### **1.11.5. Word by word meaning:**

This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and a student requires a slow and careful analytical reading. People use this type of reading for unfamiliar words and concepts scientific formulae. It can be up to an hour just to read a few lines of text (Mikhailovs, 2007: 1).

Moreover, Allington (2006: 3) states that children read word by word when they have been trained to rely on an external monitor (the teacher aid or other students) rather than to self-regulate when reading aloud.

Furthermore, Bromley (2007: 528-532) illustrates that students face problems learning this type of reading for many reasons; English is a huge and a unique collection of words, language proficiency grows from oral competence to written competence, seventy percent of

the most frequently used words have multiple meanings, and meaning of 60% of multisyllabic words can be inferred by analyzing word parts.

#### **1.11.6. Reading Models:**

There are three models of reading: the bottom-up model - which emphasizes the contexts, the top-down model - which emphasizes the readers, and the interactive model - which emphasizes that the reading process is guided by an interaction between the text information and the reader's previous knowledge (Ahmadi & Hairul, 2012). The following sections discuss each of these models in more detail.

##### **1.11.6.1. Top-down and bottom-up Model:**

According to Eskey (2005: 220) in the top-down model, prior information, guessing, main idea, contextual prediction, scanning and skimming are provided; the prospects and previous information help readers understand the meaning in their reading process. Accordingly, active students translate the message of written language in their own language in a meaningful form (Smith, 2004: 82).

So, proficient readers do not need to read all of the words in a passage, but they will understand the message from the context by getting some important words and sentences (Cohen, 1990: 102). In other words, the model of top-down emphasizes reading proficiency and focuses on predicting the message by using the readers' background knowledge related to the passage. Moreover, Gilani (2012: 90) mentions some of the top-down strategies such as predicting and making inferences, which requires teachers' thoughtful planning to help them capitalize the nature of the reading process and raise their awareness of the necessity for a shift in reading behaviors.

In the same concept, Hudson (2010: 33) illustrates the top-down approaches, which are generally more sympathetic with the psycholinguistic and sociological perspectives and assumes that a reader approaches a text with conceptualizations above the textual level

already in operation and then works down to the text itself. This approach views the information –processing circuit as being as –slower than assumed by the bottom-up approach as a result of memory capacity and mental limitations on the speed that information can be stored.

On the other hand, in Bottom up-model readers focus on surface meaning, using a dictionary for translating new words for helping reading comprehension (Dubin & Bycina, 1991:52). Grabe and Stoller (2002: 20) supports the idea by stating that the bottom-up model is a mechanical model, where readers translate the content mentally from smaller units; obviously, readers' previous information may not be considered too much in the process.

Accordingly, Ahmadi and Haired (2012:139) state that the whole process of defining content through decoding of new words is called bottom-up reading process. Similarly, Hudson (2010: 33) clarifies that bottom-up approaches correspond to the cognitive and information processing and assume that a reader constructs meaning from letters, words, phrases, clauses, and sentences by processing the text into phonemic units that represent lexical meaning, and then builds meaning in a linear manner. This approach assumes that the reading task can be understood by examining it as series of stages that proceed in fixed order, from sensory input to the comprehension and appropriate response.

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

Moreover, Harmer (2010: 270) mentions that in top-down processing, the readers get a general view of the reading passage by, in some way, absorbing the overall picture. This is

greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across. In bottom-up processing, on the other hand, the reader focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole.

#### **1.11.6.2. The Interactive Model:**

The combination of the two aforementioned models (bottom-up and top-down) is called interactive model (Ahmed & Hairul, 2012). This model of reading is based on information from various parts such as semantic information, lexical, schemata orthographic and syntactic (Stanovich: 1980). Also, Hudson (2010: 39) states that interactive model of reading acknowledges a great deal of communication between the differing bottom-up and top-down processes. These interactive approaches allow explanations for many variables in the reading process. Moreover, the different interactive models will tend to have biases which lean either towards the bottom-up approaches or the top-down approaches. This in part reflects whether the interactive frameworks focus on the process of reading where the key is on the interaction of componential cognitive process in fluent reading, or whether the interactive focus is on the product of the reader's interaction with the information in the text and the reader's background knowledge during comprehension.

#### **1.11.7. Speed reading:**

Anter and Dalek (2004:116) indicate that speed reading consists of visually grouping words together, reading them in chunks rather than separately. Students in speed-reading classes learn to do this by practicing eye exercises that allow them to read word groups very quickly. Also, the aim of speed reading is to hurry up, get to the main point, and finish the reading assignment as soon as possible. Abela (2004: 12) adds that speed reading is characterized by an analysis of tradeoffs between measures of speed and comprehension rates, and that these rates may be improved with practice.

In addition, Macalister (2010: 2) considers speed reading important for successful reading as it is neatly portrayed on the two contrasting circles of the weak reader and the good reader. In "the virtuous circle of the good reader", reading faster is linked to greater quantity of reading, better understanding and greater enjoyment, whereas in "the vicious circle of the weak reader" lack of understanding, lack of enjoyment, lack of reading and slow reading feed off each other.

#### **1.11.8. Critical reading:**

Critical reading means enabling the reader to see the relationship of ideas and use these in reading with meaning and fluency. In addition, the writers often have specific aims in writing texts – they often want to influence the way we think and see the world. In other words, texts are sometimes biased. Critical reading means questioning the opinions of the writer. You have the right to agree and disagree with his/her opinions. This is an important step in engaging with the text.

Hamer (2001: 118) mentions that critical reading is to analyze in order to judge the truth of some information in a text. In other words, it is not a mere absorbance of what the writer writes; it needs the reader to decide whether what he has read is a fact, opinion, and to judge whether it is right or wrong, and decide if it suits his/her needs and interests.

On the other hand, Anter and Dalek (2004: 5) indicate that critical reading is written from the perspective of information processing theory, meaning that students are taught how to make sense of information and why specific steps are essential if they intend to remember what they have read. The text is designed to help students gain an awareness of, and control over, their reading and learning strategies by teaching them about relevant theory and process. It also teaches students how to organize textbook information so that they can remember and access it effectively when needed. In critical reading, we focus on the importance of meta-

cognition. It means teaching students what they know and what they do not know, and how to monitor and adjust their learning.

In addition, Anter and Dalek mentions (2004: 116) the goal of critical reading is to slow down, take time to digest an authors' points, relate the newly learned information to previous knowledge on the subject, and think about what you are reading. Critical reading is thinking, and thinking takes time.

The researcher notes that applying critical thinking requires the reader to identify, analyze, assess, and evaluate information in an attempt to make an informal decision about what he/she believes to be important. Having a solid understanding of the important parts of a text will ensure you are getting the most out of your reading.

### **1.12. Methods of Teaching Reading:**

Many different methods have been recommended and used requiring piecemeal learning or learning by analogy in the teaching of reading: synthetic, alphabetic, phonic, analytic, and eclectic. These approaches differ in the basic unit taken as the starting point – the letter, the word, the sentence, or some larger unit.

#### **1.12.1. Synthetic method:**

The Synthetic method starts with the smallest indivisible unit – the letter or the sound and then builds units into words. On the whole, it uses the sound unit rather than the letter because this avoids the problem where a letter has more than one pronunciation (Kailani & Muqattash, 2008: 83). Similarly, Dean (2003: 23) mentions that syntactic knowledge is the way the words work together and what sorts of vocabulary which equates with grammatical knowledge.

#### **1.12.2. Alphabetic Method:**

In this method the names of the letters are taught, but problems arise with irregularly spelt words and those which the child can say but, as a beginner in the decoding/encoding

skills, he/she can't visualize. It is based on concepts rarely used in schools but many that parents still read ABC books to two, three – and four – year – olds in an " alphabetic way: ay is for apple; bee is for book (Kailani & Muqattash, 2008: 84).

### **1.12.3. Phonic method:**

It focuses on the single letter – value as the basic unit. The phonic approach teaches the child the sounds which single letters and combinations of letters stand for. This method has some advantages as follows: learning sound/letter combinations enables children to tackle the decoding of new words for themselves, it also enables children to tackle encoding for themselves, and the use of the phonic method helps children to read in a systematic left to right direction, the use of a phonic method defines more clearly for the children a greater number of visual cues when they are faced with the written language than any analytical method. On the other hand, the phonic method has disadvantages such as: many English words do not have a consistent grapheme/phoneme relationship (letter/sound). This can cause severe limitations on the reading materials used by the children at this stage, and the mechanical nature of phonic methods places too little stress on the importance of comprehension and response reading. For breaking the code, knowledge of phonic is extremely useful but has no relation to any deepening or extending of the child's thoughts and feelings (Kailani & Muqattash, 2008: 85). Furthermore, Dean (2003: 23) clarifies that decoding and calling on sounds to represent the letter symbols, which equates with phonics/sounds and spelling and word recognition and graphic knowledge.

### **1.12.4. Analytic method:**

Kailani and Muqattash (2008: 85) mention that this approach is sometimes referred to some classroom objects, and learned largely by the 'see and say procedure' during the first few lessons the 'see' than 'say' method. It aims at developing the students' ability to read large units

at a glance and recognize whole words and sentences. In this method, words are usually presented in a meaningful setting (on a picture or as a label).

## **1.Part Two**

Part Two focuses on what comprehension is, what reading comprehension is, why we should teach reading strategies, how foreign language comprehension processes and instruction differ from the first language contexts, what reading comprehension skills) such as, previewing, predicting, skimming, scanning, summarizing, synonyms, antonyms, making inferences, asking questions, guessing word meaning, taking notes, finding the topic or main idea, identifying patterns of organization, and understanding main ideas) are.

### **1.2.What is Comprehension?**

Comprehension is the "essence of reading" (Gibson, 2006: 5). It is a complex thinking process that requires the reader to construct meaning from the text. When one reads a text with understanding, one has comprehended it. However, comprehension is probably better regarded as a process rather than a particular outcome or product in which a reader interacts with a text to construct meaning

Rica (2009: 3) points out this view of comprehension by emphasizing the deliberate, strategic, problem-solving process of the reader as he or she engages with a text. Hence, the meaning a reader derives from a text is influenced by his or her own knowledge, experience, and perceived purpose for reading. This meaning-making process is what (Gibson, 2006: 5) terms "the essence of reading". The conceptualization of comprehension as a problem-solving process has guided much of the instructional research on the topic during the past years.

Mifflin (2003) in *Dictionary Of English Language* defines the word comprehension as "the act or fact of grasping the meaning, nature, or importance of understanding; or the knowledge acquired in this way.

Moreover, comprehension is understanding what you read, remembering what you read, and communicating with others about what you have read, demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas (Caskey, et. al, 2007: 2).

Comprehension is a part of life every minute; you are making sense of your world. In fact, your brain could be compared to very complicated computer information constantly coming about what you see, hear, smell, touch or taste. Your brain receives all pieces of information, interprets them, sorts them and saves them. This process includes connections between what you are reading and what you already know (Mickulecky & Jerffries, 2004: 16). Moreover, Mcwhorter (2004:117) states that comprehension as a similar type of monitoring or checking should occur as you read. You should assess your performance. You need to keep score of how well you understand. It, however, is difficult to keep track of because it is not always either good or poor. You may understand certain ideas you read and be confused by others. At times, comprehension may be incomplete – you may miss certain key ideas and not know you have missed them.

When one has read a text with understanding, one has comprehended it. However, comprehension is probably better regarded as a process rather than a particular outcome or product in which a reader interacts with a text to construct meaning (Rica, 2009: 2-3).

In addition, Kiddey (2004: 48) indicates that there are two purposes for comprehension: to provide opportunities for students to be actively and critically involved, and to engage with texts at the literal, inferential and creative level.

Furthermore, Abu Shamla (2010: 20) points out that comprehension is the "final goal of reading, whether a person reads for pleasure, to learn, or to locate information. It is a process of decoding and constructing meaning through interaction and involvement with a written text.

The researcher sees the process of comprehension as beginning with the activation of relevant prior knowledge in order to facilitate interaction with the text. If readers' prior knowledge reflects events in the text, then they assimilate new information; if their background knowledge does not agree with the text, then readers must make accommodations.

### **1.2. What is reading comprehension?**

There are many definitions for reading comprehension. Farrell (2009: 26) illustrates it as basically the English language learners' ability to construct meaning from the text through a combination of prior knowledge and previous experiences with the topic, the information in the text, and the stance the reader takes in relationship to the text.

Bojovic (2010: 1) summarizes reading comprehension in three points; it is a main objective of reading process, a purpose of reading activity, and a product of reading a text. Al-farra (2011: 9), in his turn, defines reading comprehension as students' ability to deal effectively with the varied questions that follow the reading comprehension texts making connection between a text and a reader.

The researcher defines reading comprehension as the process of constructing meaning from the text. Also, it involves the reader and the writer. This means decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

### **1.3. Why should we teach reading comprehension strategies?**

Paris, Wasik and Tuner (1991: 609) suggest six good reasons why we should teach reading strategies:

- Strategies allow readers to elaborate upon, organize, and evaluate information derived from a text.

- The acquisition of reading strategies coincides and overlaps with the development of multiple cognitive strategies to enhance attention, memory, communication, and learning.
- Strategies are personal cognitive tools that can be used selectively and flexibly.
- Strategic reading reflects metacognition and motivation because readers need to have both the knowledge and disposition to use strategies.
- Strategies that foster reading and thinking can be taught directly by teachers.
- Strategic reading comprehension can enhance learning throughout the curriculum.

#### **1.4. What are reading comprehension skills?**

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

Mikulecky and Jeffries, (2004: 3), Farrell, (2009: 39), Grabe and Stoller (2002), Lindsay (2010: 69), Grellet (2006: 5-6), Longman (2002: 359), and (Mifflin (2003: 1-13) mention the following reading comprehension skills.

##### **1.4.1. Prediction:**

Prediction is linked to the strategy of activating prior knowledge. It creates anticipation and gets students to think about previous experiences they may have had about the topic before they read about it. Prediction gets students to guess what will happen next in the story (from its title, headings, subheadings, photos and pictures) (Farrell, 2009: 39).

Also, Mikulecky and Jeffries (1986: 29) clarify that predicting means to tell what will happen or guess what will happen. You can use words and pictures to help you predict the main ideas in the text.

Prediction expands and broadens your thinking beyond the knowledge and comprehension levels. It forces you to apply your knowledge to new situations, to examine how ideas fit together, and to put ideas together in unique ways (Mcwhorter, 2004: 110).

Marfillins and Fonner (2007: 83) state that predicting helps students analyze the content of the text and hypothesize what might happen next. In addition, Grellet (2006: 17) explains that predicting is not really a technique. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues.

The researcher has seen that good readers use prediction as they continue to read into a story by seeking to confirm or adjust their initial impression about the topic, so prediction works both before and while reading. Also, prediction asks students to guess what will happen next in the story and involves the readers in active interaction with the text by making them think about what they have read and what they will read next.

#### **1.4.2.Previewing:**

Previewing means 'look before you read'. For example, before you start on a trip, you usually look at a map. It helps you plan your way. Then you know what to expect as you travel. This way is much easier to understand what you do when you preview (Mikulecky & Jeffries, 1986: 21).

Grellet (2006: 17) points out that previewing is a very specific reading technique which involves using the table of contents, the appendix, the preface, and paragraph headings in order to find out where the required information is likely to be. It is particularly useful when skimming and scanning and as a study skill.

Mikulecky and Jeffries (2004: 17) indicate that in previewing you can pick up a great deal of information about the text you are going to read. You can preview any kind of text book assignments. The aim of previewing is to find out what you are going to read before you actually read, to get an idea of what you will find in the text.

Kiddey (2000: 30) adds the purpose of previewing the text is:

- To make students aware of the structure and organization of the text (chapters, index, contents, blurb, publishing date, study guide section, bibliography).
- To locate and extract information by skimming and scanning the text.
- To use the features of the text (heading, paragraphs, conclusions, captions) to help or to aid comprehension.
- To provide opportunities to practice and find information from the text so that students are able to access the information when they are working independently.
- To skim and scan a text to make judgments about its relevance.

In addition, Mikulecky and Jeffries (2006: 3) clarify the idea of previewing in these sentences: "Before you start reading, find out something about what you read. Then you can start thinking about the subject; you will be able to read faster and with more understanding.

The researcher summarizes this concept by stressing that skimming a reading selection - for instance, a chapter in a textbook or a journal article - will provide you with a big picture of what you are about to read. As a result, when you do finally read the text, you will have a framework for understanding the specific ideas or details.

### **1.4.3. Skimming:**

Skimming is a process for gathering essential facts about what you are going to read before the reading the whole text (Hall & Cliff, 1966: 1). It is the most useful skill for finding specific information, for classification and for revision purposes. It can be undertaken simply to see what a text is about, to locate facts or comments on specific subject or to obtain the main idea expressed in the text (Moyle, 1972: 180).

In a similar vein, Latulippe (1967: 45) mentions that you should skim the whole text to get a general impression of what you will be reading. There are seven steps that you should follow to skim a text;

- Read the main title of the text and all of the headings and subheadings and notice how these titles relate to one another.
- Examine pictures, charts, and other illustrations in the text.
- Focuses on the names of the people mentioned in the text.
- Look at all italicized words and phrases.
- Look at the review questions in the text.
- Rapidly read the first and the last paragraph in the text.
- Write a few sentences explaining what you think this text is all about.

In addition, Mcwhorter (2004: 421-422) states that skimming refers to the process of reading only the main ideas within the passage and simply glancing at the remainder of the material. It is used to get an overall picture of the subject to become generally familiar with the topics and ideas presented to get the gist of a particular work. Also, he points out the technique of skimming involves selecting and reading those parts of the selection that contain the most important ideas and merely glancing at the rest of the material. Below is a step-by-step procedure to follow in skimming for main ideas:

- Read the title.
- Read the introduction.
- Read any headings and subheadings.
- Notice any pictures, charts, or graphs; these are usually included to emphasize important ideas and concepts.
- Read the first sentence in each paragraph.
- Glance at the remainder of the paragraph.
- Notice any italicized or bold faced words or phrases.
- Look for any lists of ideas within the text of the material.
- Look for unusual or striking features of the paragraph.

- Read the summary or last paragraph.

Skimming is high-speed reading that can save your time and help you get through lots of material quickly. It is different from other types of high-speed reading, such as previewing and scanning. You skim to get the general sense of a passage or book, not specific details. When you skim, you have a general question about the whole text. Also, you need to skim in the following situations;

- You want to find out about a recent election.
- You need some information about the theories of Sigmund Freud.
- When you went to movie and you thought it was terrible.
- When you are reading a detective story and want to resolve a crime.

Furthermore, when you skim, you should not read the whole text. Your eyes should move very quickly over the pages and you should read only the parts of the text that will help you answer questions (Mikulecky & Jeffries, 2004: 38).

Moreover, Kiddey (2000: 34) summarizes the main purpose of skimming in this sentence "To teach pupils how to gain a general impression of the main ideas in the text." In addition, Knight (2010: 71) refers to reading for gist as a sub-skill of skimming. When we read for gist or skim a text, we do not try to understand everything in it- we read through it fairly quickly to get a general idea of what it is about. For example, when you first pick up a textbook, you look through it quickly to see if it suits your class - is it the right level? Is the topic interesting? Does it cover the right language area? And so on.

Long and Richards (1987: 238) clarify that skimming is an activity which is appropriate when there is not time to read something carefully or when trying to decide if careful reading is required. It is reading with general questions in mind. The only way to improve this skill is to be forced to read more and more rapidly and to formulate appropriate questions before beginning.

The researcher considers skimming easy to use in the classroom because it does not take much time, it helps students to grasp the text quickly by looking for the main ideas in the text, and it is not necessary for the students to focus on every single word or to know the meaning of difficult word. Also, skimming is useful in three different situations: Pre-reading – skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later. Reviewing – skimming is useful for reviewing text already read. Reading – skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention.

#### **1.4.4. Scanning:**

Scanning is very high-speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only key words that will answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster (Mikulecky & Jeffries, 2004: 25).

In the same context, Mikulecky and Jeffries (1986: 34) mention that you scan for a telephone number book, an index in a textbook, a list of movies in the newspaper, the ads in the newspaper, and the pages of dictionary.

Also, Latulippe (1967: 38) says you can scan rapidly to find the details when you need, for example, a statistic or a number. Similarly, Grellet (2006: 19) adds you should let your eyes wander over the text until you find what you are looking for, i.e. a menu, calendar, lists of fruit or vegetables, and so on.

Kiddey (2000: 25) illustrates the purpose of scanning is to teach students how to find specific information or details quickly such as a name, a date, a place in the text, a telephone directory, a timetable, a dictionary, contents, a page, and an index when looking for specific information.

Furthermore, Action Aid International (2006: 26) mentions that scanning is useful to use if you want to get an overview of the text you are reading as a whole. Also, in order to scan a piece of text you might look for sub-headings or identify key words and phrases which give you clues about it. In addition, it is used to find a particular piece of information such as schedules, plans, a telephone number in dictionary, a horoscope, meeting dates and places in order to find answer to specific questions. If you see words or phrases that you do not understand, do not worry when scanning. In scanning, you run your eyes quickly down the page in a winding pattern. If you are looking for a name, you note capital letters, for date, you look for numbers. Vocabulary words may be bold faced or italicized. When you scan for information, you read only what is needed.

Baudoin, et al. (1977: 2-3) declare there are four steps that you should follow to scan a text:

- Decide exactly what information you are looking for. For example, if you want to know when something happened, you would look for a date.
- Decide where you need to look to find the information you want.
- Move your eyes as quickly as possible down the page until you find the information you need, read it carefully.
- When you find what you need, do not read further.

The researcher clarifies that scanning is a specific-speed reading technique, which enables English foreign learners of the 8<sup>th</sup> grade in Gaza to cover a vast amount of material very rapidly in order to look for specific information without reading the whole text or without understanding the whole passage. Also, it is simple to use scanning in the classroom because you keep in your mind at all times what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the

surrounding words. In addition, you anticipate in what form the information is likely to appear: numbers, dates, proper nouns, etc.

#### **1.4.5. Summarizing:**

Summarizing is the process of retelling the important parts of a passage in a much shorter form. It is an important reading skill. When you are able to summarize a passage, you can be confident that you have understood it. It is also a good study skill. Often you must read, understand and remember information from several textbook chapters. When you write summaries of your reading, the summaries can help you review for examinations. It is also useful in completing written reports. When you are assigned to write a research report, you usually use information from several sources. By summarizing such information, you can report a richer and clearer summary. A good summary should:

- include the main ideas and the major supporting points of what you have read.
- not include minor details or reported details.
- not include your own ideas or opinions.
- be much shorter than the original (Mickulecky & Jeffries, 2004: 141).

"Summarizing is a reading strategy used to get the gist of a text." (Farrell, 2009: 43). It is important that readers be able to get the main idea of a chunk of a text and summarizing can help the reader restate the meaning in his/her own words. However, in order to teach summarizing, Farrell suggests that teachers should locate chunks of text that do not introduce too many new and difficult words at once. Summarizing can also improve students' recall of what they read and thus help their comprehension skills (McEwan, 2002: 20).

Also, Mcwhorter (2004: 330) indicates that a summary is a brief statement or list of ideas that identifies the major concepts in a textbook. Its main purpose is to record the most important ideas in an abbreviated and condensed form. It is a synthesis of ideas. A summary

is briefer and less detailed than an outline. It puts together the writers' thoughts and making general statements about them.

Summarizing, like note-taking and note-making, relies on a set of identifying main ideas and laying words and phrases. Students must be able to read a passage or text, and summarize it in a series of sentences. In addition, summarizing has many purposes:

- To help students to think through the ideas in a text.
- To assist students to distinguish between main ideas and supporting detail.
- To teach students how to locate and extract key points from a text (Kiddey, 2000: 110).

Moreover, Longman (2002: 425) states that a summary is like an outline, is a reduction of a large quantity of information on the most important points. Unlike an outline, however, it does not use symbols such as a, b and so on, to indicate the relationship among parts of the original material. Furthermore, summarizing is helpful because it requires that you thoroughly understand the material you are reading. You must "get inside the material and realize fully what is being said before you can reduce it to a few words." Work in summarizing material will help build your comprehension power. It will also markedly improve your ability to take effective classroom and textbook notes. In addition, the length of a summary depends on your purpose in summarizing. The shortest possible summary is a title. If your purpose requires more information than that, a one-sentence summary might be enough. Longer passages and different purposes might require longer summaries.

Summarizing is a strategy performed either during or after reading. Summarizing helps readers to focus on main ideas or lay skill concepts that have been taught and to disregard less relevant ones. It may encourage deeper engagement with a text and encourage students to reread as they construct a summary (Kamil, 2004: 70). It encourages students to synthesize and explain important ideas from the text in their own words (Marfillins, 2007: 83).

Mifflin (2003: 199) points out that when you summarize a reading selection, you briefly restate, in your own words, its most important ideas. A summary usually focuses on the most general points, which include the overall main idea and some of the major supporting details. As a result, summaries are much shorter than the original material. A paragraph can usually be summarized in a sentence or two, an article can be summarized in a paragraph, and a typical textbook chapter can be summarized in a page or two. Summarizing is an important reading skill that you will use for three specific academic purposes: studying, completing assignments and tests, and incorporating source material into research projects.

The researcher notices most teachers use this reading comprehension skill with higher levels at school because it needs a higher level of thinking and takes a lot of time.

#### **1.4.6. Using antonyms:**

An antonym is a word or phrase that means the opposite of the word. If you want to know the meaning of the antonym, then you will be able to figure out the unfamiliar word (Spears, 2003: 20)

The researcher sees that antonyms can help us make our writing more interesting and clearer when using a contrasting idea. It is useful to use a thesaurus to help improve vocabulary of antonyms, as well as synonyms.

#### **1.4.7. Using synonyms:**

A synonym is a word or phrase similar in meaning to the unfamiliar words. It may not have the exact meaning; it is close enough to give you an approximate definition (Spears, 2003: 19).

Synonyms as a strategy for generating keywords helps you more precisely describe your topic. Precise queries will return more relevant results. Many searchers use a thesaurus to generate an initial meaning. O'Connor (2010: 2) indicates that a synonym is one of two or more words which have very nearly the same meaning. Synonyms can usually be used

interchangeably. It is a key word list of synonyms. By using a thesaurus, you will often find new meaning that simply would not have occurred to you otherwise. A thesaurus is similar to a dictionary but rather than giving you a definition of a word, it gives you a list of other words that have the same meaning.

The researcher thinks synonyms are very useful to use in the classroom because they improve the reading skill and help to avoid repetition inside the classroom.

#### **1.4.8. Making inferences:**

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. The word-formation and derivation will also play an important part. When the teachers deal with a new passage, it is better not to explain the difficult words to the learners beforehand. Students should be encouraged to make a guess at the meaning of words they do not know rather than look them up in a dictionary (Grellet, 2006: 14).

Fisher (2001:125) mentions that an inference is a type of critical thinking and includes argumentations. Also, Mikulecky and Jerrries (2004: 65) clarify that making inferences helps a reader get around difficult words or sentence structures. Furthermore, readers think like a detective and look for clues in the text. Then, they use these clues to guess about the writer's ideas. This is especially important when some ideas are not directly stated.

Pall and Elder (2006: 56) define inferences as elements of universal structures of thought. They also mention that there are eight elements of thought to make inferences and judgment is one of them.

Mifflin (2003: 342) defines inferences as a conclusion you draw that is based upon the stated information. You make one type of inference when you learn how to determine an implied main idea. When you consider a group of related supporting details and draw a conclusion about the point they suggest, you are inferring that main idea.

Gilani (2012: 81) defines inferences as the activity of reading between the lines which means that readers need to know how to get the message from the words and sentences in the text. So, inferring is defined as the interaction between words in a sentence/phrase or between sentences or phrases. There are seven types for inferring activities.

- Knowing what a pronoun in a sentence refers back to.
- Making an assumption about the next sentence and guessing the content of the next passage.
- Predicting the definition of new words in the text.
- Making hypothesis across the text about the behaviors of a character in different locations.
- To be familiar with the connections of words and how they will be used in a specific text.
- Knowing the relationship between sentences as written at various times in context.
- While reading a text fill the gaps related to background knowledge.

The researcher considers inferences as a process of creating personal meaning from text. It involves a mental process of combining what is read with relevant prior knowledge. Also, when readers infer, they create a meaning that is not necessarily stated explicitly in the text. You should focus only on the details and information provided, and do not read in anything that is not there, do not ignore any details, make sure nothing contradicts your conclusion, do not let stereotypes and/or prejudices color your interpretation.

#### **1.4.9. Asking questions:**

Asking questions before reading and posing questions while reading are strategies that have been identified as being effective by fluent readers of English. Questions posed before reading encourage students to set a purpose for reading. These questions also guide the students as they read, and when they encounter passages or words that confuse them, they can ask themselves questions that help them understand (Farrell, 2009: 43). Also, Farrell points out there are many methods for teaching questioning: divide the class into groups, ask each group to compose different types of questions about a passage (opinion, factual and inferential

questions), each group write a possible answer for their questions, ask the groups to exchange the questions only, ask them to identify what kind of question was asked, and compare their answers.

Also, Mikulecky and Jeffries (2006: 196) recommend asking questions as you read as they help you pay attention and remember what you read. Asking questions requires students to identify information from the text that is central enough to warrant a question (Marfillins, 2007: 83).

The researcher sees that this reading comprehension skill is suitable to use with a higher level of thinking and with fluent readers who speak English well because pupils need to identify information from the passage to build the questions. However, asking questions skill is very difficult for English foreign learning of 8<sup>th</sup> grade because some excellent of English foreign learning of 8<sup>th</sup> grade can make simple questions such as yes or no questions but can't make wh question because it requires a higher level of thinking.

#### **1.4.10. Finding the topics or main ideas:**

In order to understand what you are reading, you need to connect it to something you already know. To make this connection, you need to be sure that you know what it is that you are reading about. That is you need to know the topic. In this vein, Mikulecky and Jeffries (2004:86) explain that it is difficult to understand what you are reading. If you do not know what it is about even when there are no difficult words or grammar, you cannot make sense of the sentences if you do not know the topic. The topic of the paragraph is doing the laundry. Knowing the topic is necessary in order to comprehend what you read. They also add when you read a paragraph you always ask yourself what is this about? That question will lead you to the topic of the paragraph. The topic should be too specific and it should cover the whole paragraph and not just a part of it.

The main idea is expressed in the first sentence, and the supporting ideas follow. Finding the main idea is a key to understanding a paragraph or short selection. Once you identify the main ideas or general point that an author is making, everything else in the paragraph should fly into space. You will know what point is being made and what evidence is being provided to support that point. If the main idea is difficult and abstract, you may want to read all the supporting details carefully to help increase your comprehension. If the main idea is easily understood, you may be able to skip the supporting details or read them over quickly, since they are not needed to comprehend the point (Longman, 2002: 403).

Similarly, Mifflin (2003: 27) points out that the main idea is the general point the writer expresses about the topic. The main idea is what the writer wants to prove or explain. It is the point he/she wants you to know or to believe when you finish reading the paragraph. Therefore, being able to discern main ideas is a fundamental skill for successful reading.

#### **1.4.11. Taking notes:**

Taking notes is one of the most difficult things for a student to do effectively. It can be difficult for students to know what to write down, what important information is or how to structure their notes so that they are easy to study from in the future. By taking the time to understand why we take notes, how best to do so, and how to use them, we are able to improve our ability to make them truly useful.

Rahmani (2011: 7) states that note-taking assists understanding as most learners take notes of the important information they are reading, but do they employ effective note-taking skills to succeed in their reading tasks? Similarly, taking notes is believed to improve learning of both oral and written materials. It is a useful technique in studying content, developing language skills, and learning tasks in general (White, 1996:20).

Robinson, et al. (2006: 74) indicate that taking note functions assist students in paying more attention to important points and less attention to trivial details. For students to take full

advantage of both functions, they must both take notes as well as review them. However, the problem is that students are generally poor note-takers recording less than half of the critical ideas. If they take and study those notes, they miss out the second function (product effect) because they are reviewing incomplete notes (Katayama & Robinson, 2000: 280).

Mifflin (2003: 237) states that taking notes means recording in writing the major information and ideas in a text. You might choose to take these notes in the margins of the book itself, or in a notebook, or on separate sheets of paper. Regardless of this, there are two important benefits. First of all, writing down information and ideas helps you to remember them better. For many people, taking the extra time to hand write the main points helps implant those points in their memory more securely. As a result, retention and test performance tend to improve. Second, good notes are often easier to study because they provide the student with a condensed version of the main points.

#### **1.4.12. Identifying patterns of organization:**

Mikulecky and Jeffries (2004: 108) point out scientists say that it is the human nature to look for patterns in what you see. Your brain is always trying to make sense of the world around you. Your brain tries to fit everything into some kind of recognizable shape or pattern that has meaning for you. A pattern makes it easier for you to understand and remember information. In addition, Mifflin (2003:242) defines a pattern as "a consistent, predictable form or method of putting something together." So, if you learn the most common patterns found within paragraphs, you will be able to recognize supporting details more quickly and accurately, and better understand the relationship between supporting details. However, Mikulecky and Jeffries (2004: 108) point out that there are five patterns of organization in English; list of related ideas, sequence, cause/effect, comparison/contrast and problem/solution.

## **1.Part Three: Using Videos in Teaching Reading Comprehension**

This part reviews literature relevant to videos, their use in the language learning, video problems, reasons for video utilization in foreign language teaching, teacher's role in using videos inside the classroom, some practical techniques for video implication, video types, videos as part of a lesson, videos as means for promoting learning, and the best use videos in the classroom.

### **1.1. Videos:**

When a teacher supplements his/her teaching with some video films it is referred to as video-aided teaching. The advantage of utilizing video cassette is observed when teachers have full control over equipment and learning i.e. beginning, ending and reviewing of the video and the attached learning that occurs by watching that particular video (Sampath, et al., 1998: 229).

According to Newby et al. (2006: 214), a video overcomes the lack of visual elements in audio based distance education. Videos may be delivered over distances using a variety of means including video cassettes, broadcast television, satellite and microwave transmission. In addition, video technologies are widespread in K-12 schools. Even the most advanced of these technologies, two-way video is becoming more common in pre-college education and considerable enthusiasm surrounds the potential of this medium. Reece and Walker (2003: 125) state that a video is a method of bringing realism into the classroom or workshop. It can be linked to a range of other teaching strategies as a means of providing variety and realism.

### **1.2 Using videos in the language learning:**

Harmer (2004: 282) states that the use of videotapes has been a common feature in language teaching for many years. It highly common these days that teachers frequently enliven their classes with off-air material or tapes produced for language learning. To some people, a videotape is merely a glorified version of audiotape, and the use of videos in class is

just listening with pictures. But there are many reasons why a video can add a special, extra dimension to the learning experience:

- Seeing language in use: one of the main advantages of videos is that students do not just hear language, they see it too. This greatly aids comprehension, since, for example, general meaning and moods are often conveyed through expression, gesture and other visual clues.
- cross cultural awareness: videos uniquely allow students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British body language when inviting someone out, or how Americans speak to waiters. Videos are also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.
- Motivation: for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

### **1.3 Reasons for video utilization in foreign language teaching:**

A great advantage of a video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense a video provides authentic language input (Katchen, 2002: 256-258). That is to say, it is obvious that the practical implications of videos in the classroom in any classroom environment is that they can easily be used; teachers can step in the process whenever they wish; they can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study. To pay special attention to a particular point in the programme, it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual

clues to meaning such as a facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues, meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

The other point that should be focused on is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates him/herself on the verbal message, not the visual clues to meaning. Videos give the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, and head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

Reece and Walker (2003: 126) list thirteenth points for the advantages of using videos in teaching inside the classroom:

- It can bring a well known expert into the classroom.
- It can make students see dangerous or one-off situations.
- It can provoke thought when used as a trigger.
- It can be relatively cheap and very convenient.
- It can be taken home by some students.
- It can help students to visualize.
- It has freeze-frame and slow-motion available.
- It has movement, color, and sound.
- It can choose to view small extracts.
- It may be hired or borrowed.
- It is an alternative to teacher talk.

The researcher sees that videos make the presentation more memorable and thus increase the chances that what you say will be remembered. Also, they help students understand the ideas in the classroom discussion. On the other hand, the disadvantages of videos should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and in some cases, fear of technology. Additionally, the sound and vision quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained in using and exploiting videos. Otherwise, they become boring and purposeless for students.

Reece and Walker (2003:126) list several disadvantages for using videos as follows:

- They may disrupt class.
- They may be perceived as merely entertainment.
- They can be seen as an easy option for the teacher.

The researcher notes that if videos do not include a good movement, sound, pictures, colors, flashes, music, real pictures and situations, the students will feel bored and will not be interested in watching videos. Consequently, the researcher advises all designers to design short videos to attract students' attention and motivate them to understand the ideas of the text completely.

#### **1.4 Teacher's role in using videos inside the classroom:**

Katchen (2002: 259) mentions that in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for she/he has the prime responsibility for creating a successful language learning environment. The teacher should get use of the power of video films. At this point, videos should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him/her. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes learning the foreign language attractive. It is certain that the teacher is as effective as the

video film in teaching through video because he/she is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques. The teacher can be a controller, an assessor or organizer, a prompter and a participant as well.

The teacher is a controller because he/she is the only person who controls not only what the learners do but when they speak as well while they are watching the video film. The teacher is also an assessor because he/she assesses the learners' work in order to see how well they are performing. The teacher should wait until the end of the activity and then he/she must evaluate the learners' outputs. Furthermore, the teacher is an organizer because he/she needs to be so. He/She should be a good organizer in teaching the foreign language through videos and should know exactly what leads to success. He/She should not give useless information or confusing instructions to the learners in order not to waste much time. He/She should clearly explain what they are going to watch and what their task is.

The other role that the teacher assumes is being a prompter because he/she acts as a prompter. When there is a silence viewing or when the learners are confused about what to do next, he/she is expected to encourage learners to participate. The teacher is a participant because he/she participates in the activities while teaching a foreign language through videos. He/She knows the materials and all the details about them, which helps the learners feel comfortable and facilitates learning. Taking these factors into consideration, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class. The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he/she should prepare viewing guides which are easy and related to the language level of the students.

### **1.5. Some practical techniques for video use in the classroom:**

It is easy for a group of imaginative teachers experienced in using videos in English language teaching to sit down and draw up a list of different ways of using videos in the classroom. There are many accounts where interesting video lessons are reported in the literature. Wilson and Wallace (2000:142) suggest that as foreign or second language educators, we must not lose sight of the educational purpose videos have in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the videos as an aid there are some techniques that should be benefited from by both teachers and learners as illustrated below:

#### **1.5.1. Active viewing:**

Wilson and Wallace (2000) point out that active viewing of videos increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video presentations. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of its content. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension, students are provided with a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to levels.

#### **1.5.2. Freeze framing and prediction:**

Wilson and Wallace (2000) indicate that freeze framing means stopping the picture on the screen by pressing the still or pause button. Videos give us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. Teacher freezes the picture when he or she wants to teach words and expressions,

regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene, the students can be asked what is going to happen next. So, they speculate on what will happen in the next act. Freeze framing is excellent for speculation. This activity also fires the imagination of the students by leading them to predict and deduce further information about the characters. Harmer (2004: 286) says that at any stage during a video sequence, we can freeze the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what the character will say next.

### **1.5.3. Silent viewing:**

Wilson and Wallace (2000) state that as a video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, a video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video.

Harmer (2004: 286) clarifies that in silent viewing the teacher plays the tape at normal speed, but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

#### **1.5.4. Sound on and vision off activity:**

Wilson and Wallace (2000) report this activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

#### **1.5.5. Repetition and role play:**

Wilson and Wallace (2000) point out when there are some difficult language points in the video unit, repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, a more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing. Role-play involves students as active participants. As each student plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understand their own behavior and to be more able to respond in a positive way to various human relationships. In other words, role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.

#### **1.5.6 Reproduction activity:**

Wilson and Wallace (2000) mention after students have seen a section, they are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will

benefit from experimenting with English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.

#### **1.5.7. Dubbing activity:**

Wilson and Wallace (2000) state this activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

The researcher sees Dubbing activity can apply easily in the classroom for English foreign learning of 8<sup>th</sup> graders because they do a simple and limit work for example fill in the missing dialogue after watching a sound-off video episode.

#### **1.5.8. Follow-up activity:**

Wilson and Wallace (2000) indicate it is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity, students have an opportunity to develop sharing and co-operative skills.

#### **1.5.9. Fast forward:**

Harmer (2004: 286) declares that the teacher presses the play button and then fastens forwards the video so that the sequence shoots pass silently and at great speed, taking only a few seconds. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters were saying.

#### **1.5.10 Partial viewing:**

Harmer (2004: 287) provides that one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, only leaving the edges on view; we can put the little squares of paper all

over the screen and remove them one by one so that what is happening is only gradually revealed.

## **1.6 Video Types:**

There are three basic types of videos which can readily be used in class: "off-air" programmes, "real-world", and language learning videos.

### **1.6.1 Off-air programmes:**

Programmes recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity. (Harmer, 2004: 284).

### **1.6.2 Real- world video: (authentic video)**

Harmer (2004: 284) indicates there is no reason why we and our students should not use separately published video tape material such as feature films, exercise "manuals", wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again we need to make our choice based on how engaging and comprehensible the extract is likely to be, how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential. We need to judge the length of the extract in the same way too.

### **1.6.3 Language learning videos: (instructional videos)**

Many publishers now produce free-standing language learning videos – or videos to accompany course books. Frequently these have accompanying workbooks. The main advantage of specially made videos is that they have been designed with students at a

particular level in mind. They are thus likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they cannot only be used for language study but also for a number of other activities as well. The danger of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice, therefore, has to be limited to those sequences which our students will accept and enjoy (Harmer, 2004: 284).

A video in instructional lessons should be kept short so that learners do not lose focus of the subject matter. Ellis and Childs (1999: 218) find that students lose interest while watching 15-minute video segments and recommend that shorter video clips be used in training. Alessi and Trollip (2001: 32) recommend that video clips in most learning programs be limited to twenty to thirty seconds. Keeping video clip lengths short not only can keep students focus but also can lead to better learning. Gillespie (2007: 26) notes that “students learn best from short segments that are directly related to the lesson”. The optimal length of instructional videos depends on a number of different factors, including video subject matter, video presentation style (animated, fast-moving, etc.), and characteristics of the viewers. For example, Wouters et al. (2007: 328) note that novice learners might learn better from shorter, segmented video clips.

### **1.7. Videos as part of a lesson:**

Harmer (2004: 285) points out we can use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic we are working on, to highlight language points, or to settle a class after a noisy activity.

- **Topics:** we will often be able to introduce a short two-or three minute video extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a

government minister, or a quick burst of a news bulletin about campaigners against genetic modification.

- **Language:** when a class is working on an area of language, whether grammatical, functional, or lexical - or a mixture of all three - the lesson can be greatly enhanced by a video extract which shows that language in operation.

- **Relaxation:** video can occasionally be used for relaxation, but this use must not be overdone since, as we have said, we usually need to make it an active process. But we might show/play a music video at the end of a long lesson or show a quick bit of video film about a place or a person as a bridge between, for example, a noisy activity and a quiet one.

### **1.8. How does video promote learning?**

There is a pervasive belief, increasingly being challenged by research, that television and video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and one that will, over time, hamper or displace academic achievement. However, recent studies support the theory that viewing is instead an active process, one which can be “an ongoing and highly interconnected process of monitoring and comprehending” and “a complex, cognitive activity that develops and matures with the child’s development to promote learning” (Marshall, 2002:7). Mayer (2001:18) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive” (Mayer, 2001: 19). The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as “the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television” (Stanovitch & Cunningham, as cited in CPB, 2004: 8). Other aspects of video that have been demonstrated to engage students in active learning

are its address to multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers.

### **1.9. How is video best used in the classroom?**

Successful and productive school use of television and video has increased dramatically over the last decades. As the technology continues to grow both more sophisticated and more user-friendly, teachers continue to become more adept at integrating these media into their instruction. Over a period of 20 years, the Corporation for Public Broadcasting conducted surveys of classroom uses of television and video that revealed increased use of and satisfaction with video in the classroom. In a survey, 92% of teachers said that using TV and video helped them teach more effectively, and 88% said that “it enable[d] them to be more creative” in the classroom (CPB, 1997). As with all educational technologies, the value of video relies on how they is implemented in the classroom. Reviews and meta-analysis of the research indicates that positive learning and affective outcomes are greatly enhanced and extended when the video is integrated into the rest of the lesson (CPB, 2004).

### **1.10. Videos and the reading skill:**

Videos are a good servant for improving the reading skills. If a teacher supports a comprehension passage with a similar audiovisual text, students will find something worth reading because the visual image facilitates the process of comprehending the ideas in the passage and the vocabulary in it. At this respect, Alghunimi (2003: 27) says "When the students are asked to respond to written exercises after the show, they will concentrate on the language of the film to search for general ideas (skimming) or specific information (scanning). This will reinforce those sub-skills of reading with written texts. Also, the process of guessing the meanings of some words in the film and comparing them with their alternatives in the comprehension passage can develop the mental processes of guessing and critical thinking that are requisites for the skill of reading."

The researcher sees that using well-design videos suitable for developing five reading comprehension skills ( skimming, scanning , using synonyms and antonyms, taking notes and making inferences) because when the researcher designed videos for five reading comprehension texts. She used many clues inside videos, every clue pointed to one of these five reading comprehension skills. For example the yellow highlighted words refers to synonyms and antonyms, the flags of some countries pointed to scanning skill, red color pointed to the main idea and the relationship between headings and subheadings (skimming skills). Movement pictures inside videos pointed to making prediction about the text(making inferences). After videos had watched , the researcher played the videos again, they made paraphrase or summary for the specific idea in the text( taking notes).Finally, the researcher gives Students work sheet about the reading comprehension text includes questions for these five reading comprehension texts and asks them to answer it. As a result, the researcher sees videos are very important on developing reading comprehension skills. If a teacher supports a comprehension passage with a similar audiovisual text.

#### **Part Four: Attitudes and attitudes towards reading**

This part concerns itself with definitions of attitudes, dimensions of attitudes, and attitudes towards reading.

##### **1. Definitions of attitude:**

Wenden (1998: 121) defines attitudes as learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding. Furthermore, an attitude towards a behavior refers to “the degree to which a person has favorable or unfavorable evaluation of the behavior of the question” (Grandom & Mykytyn, 2004: 45). In a similar concern, Eagly and Chaiken (1993: 4) define attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

The Oxford Advanced Learners' Dictionary of Current English (2005: 66) defines attitudes as "the way that you think and feel about somebody or something; the way that you behave towards somebody or something that shows how you think and feel." This definition centres mainly on how a person believes, feels, and then behaves in a certain way that reflects his/her established belief and feeling.

The researcher defines attitude as a predisposition to perceive, feel or behave towards specific objects or certain people in a particular manner.

## **2. Dimensions of attitudes:**

There are three main interrelated dimensions of attitudes: beliefs, feelings, and behaviors (The International Dictionary Of Education 1977: 32).

### **2.1. The dimension of beliefs:**

Pajares (1992: 325) did a thorough survey of teachers' beliefs in education and came to the conclusion that beliefs "play a critical role in defining behavior and organizing knowledge and information". Pajares (1992: 313-316) sees beliefs as an essential component of attitude that includes knowledge, affect and behavior. They are mental concepts, which are interrelated.

Beliefs are mental constructs emanating from teachers' experience, for example of the communicative approach. Basturkem et al. (2004: 254) reviewed some conclusions drawn by researchers about the influence of teachers' beliefs on their behaviors. For example beliefs "motivate instructional practices in classroom".

The dimension of beliefs establishes the teacher's sense of plausibility concerning the relevant teaching approach, and that, in its turn, controls behavior in the classroom (Prabhu: 1992 in Celemente 2001: 50). This indicates that beliefs are instructional in shaping teachers' roles in their classrooms. To me, beliefs help teachers to apply their knowledge in a certain

way in line with the principles of the teaching approach they practice (i.e. the communicative approach).

## **2.2. The dimension of feelings:**

The affective component of the attitude has to do with the emotions (Van Den Aardweg 1988: 26). The International Dictionary of Education (1977: 14) defines feelings as "those aspects that emerge from experience and behavior such as the teaching experience of teachers that will develop them emotionally". It is important to establish rapport between the teacher and the method he/she is applying. Clemente (2001: 48) explored teachers' attitude towards one of the self-directed language learning schemes in Mexico and came to the conclusion that the teachers' feelings play an important role in any language teaching approach.

## **2.3. The dimension of behaviors:**

The behavioral dimension of attitude is the teachers' response or action tendencies; that is the tendencies shaping his/her behavior towards the approach. Behavior will be more, or less, accepted according to the attitudinal affect and belief (Eiser, 1948: 66). He adds in language teaching, the adoption of specific methods of teaching depends on teacher's feelings and beliefs about language teaching and learning. The teacher's established beliefs and feelings concerning a teaching approach determine the teacher's behavior. The dimensions of attitude interact to establish an attitude that produces certain observable behavioral.

## **3. Attitudes towards reading:**

"Attitude toward reading has been defined as students' feelings toward reading, which result in approaching or avoiding reading tasks," (Cooter & Alexander, 1984: 197). Studies have found that attitudes towards reading can relate to student oral reading fluency (Samuels, 2002:173). Samuels (2002: 179) believes that "the ability to read orally like a skilled reader after a few re-readings of a text is an important accomplishment and confidence builder for non-fluent readers, who are often embarrassed by their poor oral reading skills." This is

accomplished in part because students who struggle in reading often feel frustrated and when their frustration is alleviated, they enjoy reading more.

## **Section II**

### **Previous Studies**

This section reviews previous studies relevant to the topic of the current study (i.e. using videos in teaching reading). The studies are classified thematically according to what they investigate. This section consists of two parts: The first part outlines studies concerned with the effectiveness videos in developing English skills while the second part includes studies demonstrating the effectiveness of using videos in developing and teaching other subjects.

#### **Part One: Studies related to the effectiveness of videos in developing English skills.**

##### **Beer (2012)**

**Beer's (2012) study** investigated using online video scribed animation to teach writing self regulation. Using the experiential approach, the researcher had two groups: a control group consisting of (67) students, (37) females and (30) males and an experiential group consisting of (75) students, (37) females, and (38) males. With the control group, the researcher used a baseline and the treatment group received an intervention. The researcher used a pre-test, post-test, survey. To analyze the obtained data, an ANOVA test was conducted to examine the differences in the means of treatment group students who watched the video and those that did not. Results showed that there were statistically significant increases in students' environment self-regulation and goal setting in favour of the treatment group. Students found the video both entertaining and educational and indicated that it caught and sustained their attention. The researcher recommended other researchers to apply the effects of these video in learning.

##### **Linda (2012)**

**Linda's (2012) study** concerned itself with using videos as an audio–visual aid in teaching writing. The researcher started with a preliminary idea to find a problem faced in class and then did a pre-survey and diagnosis. The cycle included planning, implementation,

observation and reflection. The data were collected through writing texts. To obtain the data, the researcher carried out different tests: pre-test, cycle tests and post-test. Besides, an observation using field notes and a questionnaire were also conducted to support data. The results of this research showed that students' achievement and behavior in writing a procedure text were increased. These findings were supported by the mean of students' score in the pre – test (56.00), the average of students' score in cycle I test ( 68.48 ), the mean of students' score in cycle II test ( 75.03), and the mean of students' score in post-test ( 81.82). Thus, the mean of students' score increased by (25. 82) points from the pre-test to the post–test. Based on this study, the researcher recommended all teachers use videos in teaching and learning, especially English as a foreign language.

#### **Pradesh (2012):**

**Pradesh's (2012)** study focused on the utilization of audio visual aids in teaching English at primary levels. The researcher indicated oral reports required research writing and speaking skills as well as effective use of audio visual aids improvisation. It is, therefore, important that teachers of English use teaching aids or improvise to make learning easy, enjoyable and permanent. An effective learning situation will require the use of teaching aids. The sample was kept at more than (10%) of the total (96) primary schools. A stratified random sampling technique was used and every 5<sup>th</sup> school from the list of primary schools was chosen as part of the sample. The researcher used a questionnaire, observation card, and interview as tools for data collection. The results showed the future teachers knew and understood enough about what they were to teach to be able to teach it effectively. This study recommended teaching English, especially at the primary level in government schools, needed serious reconsideration and the necessity to work for practical and realistic solutions.

#### **Al Udaini (2011)**

**Al Udaini's (2011) study** examined the effect of a computerized programme on developing ninth graders' reading comprehension skills and students' attitudes towards reading. The targeted reading comprehension skills were prediction, skimming, scanning, recognizing synonyms and antonyms, inducing meaning from context and relating the text to personal experience, opinion or evaluation. The researcher purposively chose a representative sample of (60) ninth grader from Deir Al Balah Preparatory "B " Boys' School, which is run by UNRWA in the Gaza Strip. 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) a pre-post test, 3) the suggested computerized programme for the reading texts included in the second-term English for Palestine 9, and 4) an attitude scale (pre and post) to determine the students' attitude towards reading. The results of the study revealed that the computerized programme was effective to develop the reading comprehension skills for ninth graders. In addition, the study confirmed that the technological environment developed and enhanced the students' attitude towards learning in general and towards reading via computers (video and pictures) in particular. In the light of these results, the researcher recommended that EFL Palestinian teachers should use computers as a tool for enhancing students' reading comprehension and developing their attitudes towards not only reading but also learning.

### **Kurniawan (2011)**

**Kurniawan (2011)** investigated the effectiveness of using videos in teaching vocabulary. The researcher used the experiential approach. He used two groups: control and experiential. He chose the participants from Junior High School in the United Kingdom. He used some instrumental tools: pre-test, post-test, questionnaire and survey. The researcher found that using videos helped students to understand the difficult words easily by looking at

the video. In addition, using videos made the class more active and alive. He recommended using videos in teaching the four language skills: reading, listening, writing and speaking.

**Shih (2010)**

**Shih (2010)** examined the effect of blended learning using video-based blogs. This study aimed to establish a blended teaching and learning model combining online and face to face instructional blogging for an English for specific purposes (ESP) course named English Public Speaking. The researcher used the experimental approach. The number of the participants was 44 students from collage seniors majoring in English. The research methodology combined quantitative and qualitative approaches and included peer and instructor feedback, interviews, self-reflection and a learning statistical survey. The results of the study showed that this model could contribute to learning effectiveness and students' satisfaction if the blended model was implemented with sufficiently supportive equipment and course plans. The researcher recommended using blended learning incorporating video-based blogs in most fields of education.

**Masson (2010):**

This study investigated the effect of using video messaging as a tool to develop students' speaking ability. This preliminary study attempted to answer two questions: what kinds of tools using computer assisted language learning were available to teachers to help develop students' speaking skills and what students' perceptions of the use of computer assisted language learning (CALL) in the English language in the classroom. This preliminary study consisted of having five classes of 20 to 35 students submit weekly online journals. The students were non-English majors attending a private Japanese university. Students were characterized as having a low English level as most of their TOEIC Bridge scores are below 140 (395 on the TOEIC test). The researcher used the experimental approach to conduct this study. The researcher found that despite the anxiety and distrust of new- audio video

technology by novice teachers, this technology could be used to empower teachers and improve the focus of students. The researcher recommended that all teachers should take training courses in new audio-video technology to improve the skill of speaking.

### **Lin (2010)**

**Lin's (2010) study** investigated first whether news video in a computer-assisted language learning (CALL) program could foster second language (L2) comprehension and incidental acquisition of adjectives, nouns, and verbs. Second, this study examined the relationship between the participants' vocabulary acquisition and their video comprehension. The participants in this study were (44) proficient L2 learners and (39) less-proficient learners. These Taiwanese university participants joined a video-based CALL activity and completed follow-up vocabulary and comprehension tests. Quantitative analysis was conducted in terms of two proficiency groups with different English reading and listening abilities. The statistical results suggested that this activity significantly enhanced less-proficient participants' incidental vocabulary acquisition and comprehension. Both proficient and less-proficient groups made significant progress in incidental vocabulary acquisition. Through the activity of viewing video-based lessons, both proficient and less-proficient participants acquired nouns and verbs incidentally better than adjectives. Two proficiency groups of participants' vocabulary acquisition were positively related to their video comprehension. The researcher recommended language teachers should use viewing-based lessons because both proficient and less-proficient learners' vocabulary knowledge played a role in successful text comprehension

### **Wachob (2009)**

**Wachob (2009)** investigated using videos in the classroom to enhance learner autonomy. The study presents some reasons why teachers should consider using videos of students performance based on ideas, motivation and learner autonomy. Three activities were

presented with checklists and protocols that can be implemented in the classrooms. These activities were based on using technology, but integrated skills such as reflection, evaluation, critique, listening, and writing. The researcher used the experimental approach and had two groups: a control group and an experimental one. The participants were student teachers in the American University in Cairo. This study used two instrumental tools: pre-test and post-test. The researcher recommended that videotaping could be the basis for teachers to provide opportunities for the students, and that skill training was necessary to help their students towards autonomy.

**Mutar (2009):**

**Mutar's (2009)** study attempted to shed light on the current use of technical audio-visual aids such as videos, overhead projectors and computers for teaching technical English (vocabulary, spelling, writing, speaking) in the technical institutes. Sixty-four first year students at Amara Technical Institute participated in the study. They were divided into two groups: experimental and control. The experimental group was taught by using technical audio-visual aids, while the control group was taught by the traditional method. The results indicated that there was a significant difference between the two groups in favor of the experimental one. The researcher recommended the urgent need to use technical audio-visual aids in teaching and learning technical EFL. Furthermore, the study recommended encouraging the teachers to use technical audio-visual aids in order to make the learning of this language more accurate.

**Ihmeideh et al. (2009)**

**Ihmeideh et al.'s (2009) study** aimed to investigate Jordanian university students' attitudes towards using video and text chat discourse with anonymous native speakers of English to improve their English proficiency. To achieve this aim, a questionnaire was designed. The study sample consisted of 320 university students enrolled in two Jordanian

universities. Results revealed that students' attitudes towards using videos and text chat with English native speakers for improving their English language skills were higher concerning speaking skills, followed by listening skills, reading skills and finally writing skills. Furthermore, the results indicated that there were statistically significant differences amongst students attributed to their gender, the faculty they were enrolled in, the chat messenger mode they used most frequently and their seniority of study at university. In the light of the aforementioned results, the findings of the study showed that scientific faculties' students had stronger attitudes towards improving their speaking skills than their counterparts in faculties in the social sciences, whereas students from the social sciences faculties were more interested in improving their writing skills than students in scientific faculties.

The outcome revealed that students who frequently preferred to use instant messaging rather than audio or video chat had stronger and more positive attitudes towards using texting to improve their writing skills. The findings also indicated that those students who preferred video chat to online messaging had stronger attitudes towards using online video chat with native speakers of English for the purpose of improving their oral fluency and listening skills. Finally, the results showed that senior university students demonstrated a higher level of interest in using online chat for improving their language proficiency than freshman, junior and sophomore students. The researcher recommended that video chat should be used to develop English speaking skill.

**Bano and Abdul Hameed (2007):**

**Bano and Abdul Hameed's (2007) study** was designed to see the effectiveness of video clipping (ICT) in teaching reading and writing skills to children with hearing impairment. The major concern was to investigate the effect of hearing loss on language development. Different studies conducted in Pakistan in this regard showed that poor reading and writing abilities of children with hearing impairment multiplied the effect of their hearing loss to the

extent that they were not able to communicate even for their basic needs such as food, shelter and health, etc. The researchers used an experimental method to conduct their study. A sample consisting of (30) students, 10 each (5 males and 5 females) from grades 6, 7 and 8 was selected randomly from the total (63) students enrolled in these three grades. Five male and female students of each grade, making total 15 were assigned to each (experimental and control) group randomly. Two teachers were randomly selected from the school. This study used a pre-test, post-test and preparation of video clips.

Findings indicated that the Independent Sample-t-test comparison on reading and writing test of children with hearing impairment showed no significant difference in means of experimental and control groups in the pre-test. However, the result of the independent Sample-t-test comparison of children with hearing impairment showed significant difference in the means on the post-test, based on writing, but no significant difference was found in reading. The researcher recommended that there is a need to continue such studies so that the teachers of children with hearing impairment can be freed from the beliefs such as the hearing impaired students cannot be taught reading and writing effectively.

**Cakir (2006):**

The purpose **Cakir's (2006) study** was to provide the required information for foreign language teachers (FLT) so that they can make efficient use of videos in the classroom. The teacher's role in this process was revealed along with some practical techniques for video implication. The researcher used the experimental method to conduct his study. The study sample consisting of (30) students was equally distributed between the experimental group and control one. This study used a pre-test, post-test and questionnaire to collect the data. The results showed that videos were quite beneficial for learners and teachers as long as they were not considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating

speaking and writing. The researcher recommended that watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using supplementary materials such as worksheets prepared by him/her or supplied with the films. The learners should participate in the worksheets prepared by him/her or supplied with the films. The learners should participate in the worksheets prepared by him/her or supplied with the films. The learners should participate in setting up some projects in the target language by recording their own speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle of the video, the teacher and the learner.

### **Privman et.al (2005)**

**Privman et al.'s (2005) study** was to investigate the ways distance learners studied from video. In the current context video cassettes (or CD-ROMs) replaced a textbook, not lectures, and served as the main learning material for distance learners. This research examined how students at the Open University of Israel studied from video recordings of lectures. At the semester's end, seven history students were interviewed in order to trace their experiences, learning strategies and preferences. It was found that (1) reading comprehension strategies were inappropriate for viewing comprehension, (2) presumed theoretical advantages associated with instructional video may in fact be disadvantages, (3) the medium did indeed influence the message, (4) mismatching medium and message may have deleterious results on students' cognitive and affective outcomes and (5) surface-level orientations to study may be hindered by video. The researcher used seven students, aged 25–57, and participated in the study. Six had already completed eight or more courses; one had completed only one previous course. Three students viewed the recordings using an analog video cam recorder while the other four viewed them on their personal home computers using a CD-ROM. Since this was a preliminary, exploratory study, differences between these two video delivery systems were

not compared in the current study. The researcher used a semi-structured interview and a consonant comparative method to collect the data.

Findings from this study enabled the researcher to make a tentative hypothesis regarding the issue. It seemed that students who used a surface approach to study would be frustrated since the medium made such an approach difficult. That is, reproducing text from video required transcribing the lectures, a step that was unnecessary with text. The researcher recommended all teacher use videos in teaching different subjects.

#### **Hitchcock (2004)**

**Hitchcock's (2004) study** was to examine the effects of tutoring and video self-modeling on first-grade students with reading difficulties. Teacher and parent teams collaboratively referred children who were having difficulty learning to read; four first-grade students (identified by pseudonym) were selected. Of the four, three were receiving special education services. Two participants (Cinnamon and Navy) had been identified as having a "specific learning disability" (SLD), and one (Blaze) as being mentally delayed. The researcher used a pre-test/post-test and a questionnaire to collect the data. This study showed that tutoring by a community partner and video self-modeling increased both reading comprehension and reading fluency skills. The greatest rate of increase in oral reading fluency was noted when the video self-modeling tape for reading fluency was added. The researcher advised using video self-modeling and tutoring in promoting reading skills.

#### **Tarnopolsky and Degtiariova (2003)**

**Tarnopolsky and Degtiariova's (2003) study** provided some practical suggestions for organizing reading instruction in a course of English for students of Business and Economics. The instruction was based on the integrated-skills approach, and video was used as one of the principal of technological tools employed at the pre-reading stage for implementing this approach. The researcher used the experiential approach using two groups: control and

experiential. The study subjects were second year students of the Department of Economics learning English for business and economics. Four groups of students took part in the pilot study with (13) students in each group. The researcher used a pre- test, post-test and survey. The results showed that using video for teaching reading was beneficial, which opens up some prospects for development in this direction. The researcher recommended using video in teaching reading.

### **Al Ghunimi (2003)**

**Al Ghunimi (2003)** examined developing the communicative skills of 11<sup>th</sup> graders of English in the Gaza Strip via suggesting a video program to teach some functions of English language to the target students. The idea of the program was based on the capability of the social English instructional films to present language in its original style, as produced by native speakers in semi-real communicative situations. Therefore, some functional film sequences were extracted from three British instructional videos, modified and organized to suit the abilities and needs of the 11<sup>th</sup> grader within the scope of their English curriculum "Hello 7". The video program was applied through an experimental study including two equivalent groups of the 11<sup>th</sup> graders in Shadia abu-Ghazala Secondary School for girls in Jabalia town, north of Gaza. Each group included (37) students. One of them was an experimental group that was taught the functions of language by the suggested program, while the other was control and was taught the same functions in the traditional method.

The experiment included (24) school periods, accomplished in two months during the first term of the school year (2002-2003). The students' achievement was evaluated by two valid and reliable tests, a listening test and a speaking one. T-test independent sample was used to measure the differences in achievement between the two groups on the listening test and the speaking one, whereas T-test paired sample measured the differences between the pre-

performance of the experimental group and its post-performance on both tests of listening and speaking.

The results of the study indicated that the experimental group scored significantly higher on the posttest of listening and speaking than the control group did. Moreover, the post-performance of the experimental group was significantly higher than its pre-performance on both tests of speaking and listening. To measure the extent of the program effect on the experimental group, the "Effect Size" technique was used. It indicated the large effect of the program. Accordingly, it was concluded that the suggested video program was able to develop the communicative skills of the students through exposing them to actual functional use of language. Regarding the findings of the study, it was recommended that teachers of English should try to present the language in a natural atmosphere of social communication, and the use of instructional films proved to be effective for that purpose.

### **Ikeuchi (2003)**

**Ikeuchi's (2003) study** aimed to shed some light on the relevancy between English listening skills and the home use of audio-visual aids by high school students. The study focused on KKL (names of six classes were selected for the study and they are abbreviated as K-S1 K-T1 K-S1 K-T1 K-S1 K-T1) from each student in general courses at Takamatsu First High School in Kagawa Prefecture. Two classes grade level were selected, one special English class and one training class of students with above average aptitude for English. In this paper, special English classes and training classes in the first second and third years for a total of six classes were selected for the study. A student questionnaire was the primary research instrument employed and the acquired data was carefully scrutinized and considered with the results of a series of listening tests given to define the study population. The results of the research revealed that the students' listening skills were generally related to their home use of audio-visual aids of their own choice. The results also suggested that students' listening

skills would greatly improve with their positive use of aids off campus under the teachers' appropriate guidance. The researcher recommended students to use television at their homes to improve their studying.

#### **Wanous (2002)**

**Wanous's (2002) study** investigated the effectiveness of a teaching program via the video for learning listening comprehension in English. It was an empirical study on the 2<sup>nd</sup> secondary class in the schools of Martyrs in Syria. The researcher realized the low level of the students in learning English and the ignorance of teachers of the listening skill of the language, so she prepared a video program to improve their achievement. The sample of the study consisted of two groups of students, an experimental group and a control one. Each group included two classrooms from two schools, one of which was for males and the other was for females. Having been tried upon a group of students for the purpose of evaluation and modification, the program was implemented upon the sample of the study. A valid and reliable achievement listening test was used as a tool of study and it served as a pre-test and a post-test. The study recommended the use of video programs in teaching English as they presented language in its native style and stimulated the senses of sight and hearing.

#### **Al-Dabbous (2000)**

**Al- Dabbous's (2000) study** investigated the effects of using video as an advance organizer in teaching writing for college English foreign language students. The study was launched in an Arabic-speaking context where English is taught as foreign language to female student teachers at the Teachers' College, Kuwait University. The participants were divided into two equivalent groups randomly (control group and experimental group). Both groups were part of a pre-service teacher education programme receiving instruction in education and pedagogy as well as language and literature. The research methodology employed in this research was the post-test only control group design. In this design, there was no pre-test.

Subjects were randomly assigned to groups, exposed to one independent variable, and post-tested. Post-test scores were then compared to determine the effectiveness of the treatment. Findings of the study indicated that video as an advance organizer better helped in developing writing skills for the video provided a strong- more interesting schema activating environment. The researcher recommended that an integrated approach to the teaching of English where listening, writing, reading, speaking and thinking are interrelated should be used. In addition, he suggested further research should investigate the effects of using hypermedia and multimedia technologies in teaching or learning English.

### **Part Two: Studies related to the effectiveness of using videos in teaching other subjects**

#### **Afolabi, and Akereleand (2012):**

**AKereleand and F-Afolabi's (2012) study** aimed at examining the effect of videos on the teaching of library studies among undergraduates in Adeyemi College of Education, Ondo. The researcher used the experimental approach. He used two groups: control group and experimental group. The population of the study consisted of the undergraduate students of the Department of History, Adayemi College of education, Ondo. The study sample consisted of (172) students distributed randomly into the experimental and control groups. The tools of this study were a pre-test, post-test, questionnaire and scale. The researcher used the statistical methods: Crobach alpha, mean scores, standard deviations and analysis of covariance (ANCOVA). It was concluded from the study that when videos were used in teaching, learners' positive attitudes towards the course were enhanced. Also, the use of videos affected students' performances positively. The researcher recommended that teaching/learning activities should always be supplemented with media such as videos.

#### **Akram et al. (2012):**

The purpose of **Akram et al.'s (2012) study** was to explore and to compare public and private biology teachers' views about the use of audio-visual aids in teaching biology at the

secondary school level. The sample of the study consisted of (60) students, an experimental group (30) and a control one (30). It was found that secondary school teachers of biology realized the importance using audio visual aids in teaching biology. However, findings reported that teachers of public sectors were more familiar with the importance of using audio visual aids for teaching biology than private sector teachers. Findings further reported that there were no proper facilities of audio visual aids for biology teaching. Results further inferred that utilization of audio-visual aids in teaching biology was very effective as it increased the level of interest and enhanced motivation for learning among students and the only visual aid available at maximum secondary school was the black board. This study recommended appropriate use of audio-visual aids was a skill; therefore, teachers may be trained in the use of traditional as well as new technology-based through pre-service programs and in-service teachers' professional development programs. Moreover, teachers may be encouraged to use audio-visual aids in order to enhance the interest and motivation of the students and keep them attentive in the class

### **Liao (2012)**

**Liao's (2012) study** aimed to identify the values and challenges of using short videos to supplement traditional pedagogical methods in social science. A pedagogical experiment was introduced during the first semester of academic year 2008/2009 on the Real Estate Economics module, which was taught in a large lecture setting with about 150 sophomores from the Department of Real Estate at NUS. The module focused on the economic analysis of urban and real estate issues. Student feedback suggested that the module was one of the most difficult subjects in the curriculum as it was both theoretical and technical. A survey was done at the end of each semester. Summary statistics and hypothesis testing suggested that using carefully selected and relevant short videos could help to link theoretical knowledge with real-world situations, increase student interests in a subject, and stimulate their critical

thinking. However, the implementation of the pedagogy was not without difficulties. Finding relevant and objective videos that were of optimal length was a challenging and time-consuming task.

Fortunately, the results of this study showed that practice and experience helped. In addition, relevant and objective videos were difficult to find, and students may have different views on what objectivity was. Even when good videos were found, their length might not be optimal for teaching purposes. Overly long videos could be distracting, but trimming videos to shorter lengths might be distracting too. This made finding appropriate videos a challenging task. Moreover, timing for showing videos was important, as inappropriate control could disrupt concentration. Fortunately, experience could ease this problem and achieve substantial rewards. The researcher recommended that relevant videos could link theoretical knowledge with real-world practices, increase student interest in a subject, and stimulate their critical thinking. They could also enliven the lectures and help the students to stay focused.

**EL-Nabaheen (2011):**

**El-Nabaheen's (2011) study** aimed at determining the impact of the use of video-theater and drama in the acquisition of Islamic thought concepts among the tenth grade students. In this experimental study, the researcher selected the six units of the Islamic Education Book for the tenth grade. The population of the study consisted of tenth graders in Gaza for the academic year (2011-2012). The sample, (80) female students, was selected deliberately from a school named "Sukayna Benit Hussein Secondary School for Girls" and two classes were chosen randomly in the academic year 2011- 2012. The researcher used two tools: 1) content analysis tool of the "six units" in Islamic education book of tenth grade, 2) concept acquisition test for measuring the students' acquisition of the Islamic thought concepts.

Findings of the study indicated that there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the average level students of the experimental group and the control group according to the concept acquisition test in favor of the experimental group. In addition, the study showed there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the average scores of the highest achievers in the experimental group and average degree of their peers from the control group according to the concept acquisition test in favor of the experimental group. The researcher recommended paying more attention to cadres interested in the field of creative drama and theatre by giving them the opportunity to express themselves freely from their space of joy or sadness.

**Wright (2011):**

In his dissertation, **Wright (2011)** assessed the power of motion media, and discovered to what extent videos were used in peace building activities and analysis the effectiveness of such application. The researcher established the potential to reach a global audience of the internet. Methods used in this study were Desk-Top study based on a literature review and thorough web and publication research, taking theory and findings from a number of motion media and conflict analysis. The dissertation examined the work and outcomes of a number of video -based peace building project. The research found that motion media did indeed have considerable power to influence its audience. The researcher recommended a new way that video could be applied within a conflict context.

**Hawai (2011)**

The purpose of **Hawai's (2011)** Instructional Design project was to develop and evaluate a web-based training module to assist the UHMC culinary faculty on the use of Flip Video cameras to create videos of culinary demonstrations. These videos were then shared with students via YouTube. The culinary demonstrations were then loaded into Lulima, the management system course. Using Lulima provided students with easy access to the videos.

The ability of students to watch and re-watch culinary demonstrations provided, in essence, an ‘Instructor on Demand’. This study used the experimental approach. The researcher used quantitative and qualitative surveys and interviews provided data regarding attitudes. For example, Likert Scale questions were embedded into the surveys to evaluate the faculty’s attitude towards creating and posting the instructional videos. Data were collected from both the pre and post surveys to measure faculty satisfaction with the module. After viewing the instructional design module, the survey results indicated positive attitudes by culinary instructors towards the use of video as a teaching strategy. Enthusiastic responses on using the Flip Video camera to record classroom demonstrations were recorded after instructors completed the module. The researcher recommended that the use of video on campus for instructional purposes may now be more likely as a result of the training module.

**Berk (2009):**

**Berk (2009)** investigated the effect of using multimedia teaching with video clips, TV, movies, youtube, and mtv U in the college classrooms. This article was designed to acquaint teachers with the potential value and uses of video clips in the college classroom. Video clips were a major resource for teaching the net generalization and for drawing on their multiple intelligences and learning styles to increase the sources of every student. The use of clips could also attain 20 specific learning outcomes towards that end, 12 generic techniques with examples to integrate video clips into teaching across the collage curriculum were described. Findings of the study indicated that video and multimedia learning provides an empirical foundation for their use in teaching, especially with introductory courses and novice learners, to increase memory, comprehension, understanding, and deeper learning. The researcher recommended that all educated people should use video clips, TV, movies, you tube, and mtv U in all fields of teaching.

**Zhang et al. (2006):**

**Zhang et al.'s (2006) study** examined the influence of interactive video on learning outcomes and learner satisfaction in e-learning environments. Four different settings were studied: three were e-learning environments—with interactive video, with non-interactive video, and without video. The fourth was the traditional classroom environment. The researcher conducted an experiment using the LBA system as the e-learning environment to test the hypotheses. Each subject participating in the study was randomly assigned to one of four groups, which was then randomly assigned to one of the four treatments. The researcher used pre-test/post-test and questionnaire. Results of the experiment showed that the value of video for learning effectiveness was contingent upon the provision of interactivity. Students in the e-learning environment that provided interactive video achieved significantly better learning performance and a higher level of learner satisfaction than those in other settings. However, students who used the e-learning environment that provided non-interactive video did not improve either. The findings suggest that it may be important to integrate interactive instructional video into e-learning systems.

**Choi and Johnson (2005):**

**Choi and Johnson's (2005)** investigated the potential of a constructivist approach to context-based video instruction for enhancing learning. To achieve this purpose, the authors examined whether video-based instruction that was developed using constructivist theory could affect student learning (i.e. comprehension and retention) and motivation (i.e., attention, relevance, confidence, and satisfaction) by comparing learners' perceptions of both video-based instruction and traditional text-based instruction in an online context-based lesson. This study used a quasi-experimental design with a posttest-only instrument. To attain the purpose of this study, the participants consecutively experienced video-based instruction and traditional text-based instruction within one online module that consisted of three topics.

Participants (N= 16) were students who enrolled in an online master's degree program taught at a large university in the Midwestern United States. Most of the students were currently working at a community college as a faculty or staff member or were interested in becoming a lecturer or administrator at a community college. To answer the research questions, the researcher used two Likert-scaled questionnaires and one open-ended questionnaire. The results indicated that there was a significant difference in learners' motivation in terms of attention between the video-based instruction and traditional text-based instruction. In addition, the learners reported that the video-based instruction was more memorable than the traditional text-based instruction. This study implied that context-based videos in online courses had the potential to enhance learners' retention and motivation.

**Reynold(2003):**

**Reynolds (2003)** investigated the effect of using videos to study teaching and learning. The study included (638) randomly selected 8<sup>th</sup> grade lessons in Australia, The Czech Republic, Hong Kong SAR, Japan, The Netherlands, Switzerland and the United States. The researcher found that there were growing perceptions that girls became more successful in pursuing their educational goals than boys, improving the foundation for lifelong learning. The researcher recommended all teachers should use videos in teaching and learning inside their schools.

**Summary of the findings of previous studies:**

Having reviewed the previous studies, the researcher enriched her background concerning the effects of videos on developing English skills and developing other subjects.

For example, in the first section focusing on:

- using videos on developing English skills, apparently all the studies indicated that using videos enhanced students' learning of English skills.
- All studies used experimental approach.

- Most studies used pre/post test to measure students progress.
- Most studies used videos on developing writing, speaking, and listening skills expect Al Udaini and Al Ghunimi used videos on developing reading.
- All researcher recommended to use videos on other fields of English Such as structure, vocabulary , intonation and stress.

As regards the second section of the previous studies concerning using video for developing other subjects,

-The results of these studies showed that the use of videos in EFL classrooms provided meaningful and interesting process in the language learning and students were more motivated.

- Moreover, the results indicated that the integration of videos in classrooms enhanced the response of students and described the ways in which a teacher can facilitate those responses across contexts.

-Apparently, videos are more prevalent in today's classrooms than ever before.

-Future research should explore additional learning strategies of using videos.

-As videos become a more obvious part of the learning process and students become more comfortable with and in control of video technology, instruction and learning must be adjusted to take full advantage.

### **The differences between the current study and the previous studies.**

-The current study includes more tools than the previous ones, as the researcher used three tools in this study in order to reach accurate results. This study also used a content analysis card to check the availability of some reading comprehension skills in the 8<sup>th</sup> graders' curriculum.

- In addition, the researcher designed some videos as a material to measure the students' progress in reading comprehension skills, but most of the previous studies used ready-made videos from the internet.

Finally, the researcher sees that all studies used videos on developing English skills or other fields of education have appositve effect on students' progress in learning process. As a result, the researcher used videos as a material to develop students' reading comprehension skills.

**Chapter III**  
**Methodology**

## **Chapter III**

### **Methodology**

The purpose of the current study was to examine the effect of videos on developing eighth graders' reading comprehension and their attitudes towards reading in Gaza governmental schools. Discussions in this chapter are divided into eleven major areas: 1) type of research design, 2) population and sampling procedures, 3) instrumentations, 4) validity of the instruments, 5) reliability of the instruments, 6) pilot study, 7) data collection instruments, 8) reliability of the instruments, 9) pilot study, 10) data collection procedures, and 11) statistical analysis.

#### **1. Type of Research Design**

The study used the experimental approach. Two groups were assigned as the participants of the study; the experimental group and the control one. The research included three variables, one independent which was videos and two dependent variables which were reading comprehension skills and students' attitudes towards reading. The experimental group was taught the reading comprehension texts via videos, while the control group was taught via the traditional method. The experiment lasted for eight weeks.

#### **2. Study Sample**

The sample of the study consisted of (80) students distributed into two groups, one experimental consisting of (40) students and the other control consisting of (40) students. The sample was a purposive one from Al-Abass Governmental Prep "A" for Girls in the Gaza Strip, where the researcher works as a teacher of English Language. Table (3.1) shows the distribution of the sample.

**Table (3.1)**

**Sample Distribution according to group**

| <b>Group</b>      | <b>Experimental</b> | <b>Control</b> |
|-------------------|---------------------|----------------|
| <b>Sample No.</b> | <b>40</b>           | <b>40</b>      |

The students in both groups were similar in the economic, cultural and social level. They were also similar in their general achievement according to the statistical treatment of their results in the first term of the school year (2012-2013). In this year, all classes were equivalent in their achievement as they were distributed according to their achievement in equivalent classes. They were equivalent in their English language achievement as it was evident in the statistical treatment of their results in the first term final exam of the school year (2012-2013). The age variable of the sample was also controlled before the application of the experiment. They all were about 13 years old. In addition, the previous learning in the reading comprehension skills and the previous attitudes towards reading were controlled too.

### **3. Instrumentation**

To achieve the aims of the study, the researcher used three tools: a content analysis card constructed by the researcher for five reading comprehension sub-skills in order to know whether these skills were available in English Palestinian course book for 8<sup>th</sup> graders. After that, the researcher prepared a pre-post achievement test depending on the most important reading sub-skills available. Moreover, the researcher designed a scale to measure students' attitude towards reading.

#### **3.1. Content analysis card**

The researcher believed that the content analysis card was the most suitable tool for investigating the existence of reading comprehension skills in the content of English for Palestine - grade eight students' book. Therefore, a content analysis card developed by the

researcher and refereed by a panel of university professors, school teachers and supervisors was used in the study (See appendix I). The researcher designed and modified this card benefiting from literature review and referees' comments.

### **3.1.2. Aims of the Content Analysis Card**

The researcher aimed via this analysis card at identifying some reading comprehension skills (i.e. scanning, skimming, antonyms and synonyms, making inferences and taking notes) latent in the content of English for Palestine - grade eighth textbook (Student book).

### **3.1.3. Constructing the content analysis card**

The content analysis card model for classifying reading comprehension skills was based on the idea of utilizing certain skills as a means of assessment for finding out the existence of these reading comprehension skills in the content of English for Palestine – grade eight course book. Ferch (2005: 51) states that content analysis requires systematically following a prescribed sequence of steps or procedures. There are six basic steps the content analyst follows. They are (a) identifying the sampling unit, (b) identifying the recording units, (c) developing the coding categories and the coding forms, (d) evaluating the coding forms, (e) coding the data and managing the recording process, and (f) analyzing the data.

### **3.1.4. Validity of the Content Analysis**

Bynom (2001: 1) defines validity as the truth of the test in relation to what it is supposed to evaluate. It concerns the relevance and usefulness of what you are measuring. So, the researcher analyzed period one in unit one and it was clear that the 8<sup>th</sup> grade English for Palestinian course book included reading comprehension skills and their sub- skills. The content analysis card was evaluated by a panel of specialists (methodologists, supervisors, and professors) from different institutes in the field of education (See appendix V).

### 3.1.5. Reliability of the analysis card

The researcher used two ways to measure the reliability.

#### 3.1.5.1. Reliability through time

The researcher repeated the analysis process of five reading comprehension lessons for the first five units of the content of English for Palestine - grade eight textbook after fourteen days to investigate the reliability of the content analysis. She used equation of Holesti coefficient to determine the reliability.

$$\text{Linear Holesti} = \frac{2n}{n1+n2}$$

**Table (3.2)**

**linear holesti for reliability through time**

| <b>Skills</b>               | <b>First analysis</b> | <b>Second analysis</b> | <b>Reliability</b> |
|-----------------------------|-----------------------|------------------------|--------------------|
| Scanning                    | 91                    | 81                     | 89.01              |
| Skimming                    | 39                    | 35                     | 89.74              |
| Using synonyms and antonyms | 107                   | 102                    | 95.33              |
| Making inferences           | 73                    | 70                     | 95.89              |
| Taking notes                | 85                    | 78                     | 91.76              |
| <b>Total of analysis</b>    | <b>395</b>            | <b>366</b>             | <b>92.66</b>       |

In the light of the data outlined in Table (3.2) above, it can be concluded that the highest percentage of the agreement between the two analyzers was (95.89) and the lowest percentage was (89.01). The total percentage of the consistency was (92.66), which indicated that the analysis were highly consistent.

#### 3.1.5.2. Reliability through persons

To examine the reliability of the analysis process, the researcher asked for the cooperation of eight grade English teachers to re-analyze the content of five reading

comprehension lessons for the first five units in eight grade textbook. At first, the researcher applied the analysis card on unit one - lesson five as a model with a teacher, and then the teacher did the same process separately. The aim was to find out the coefficient between the two results of the analysis for reliability. The result showed that there was a high agreement in the analysis process. The correlation between the main researcher and the eighth grade teachers is outlined in Table (2) below.

**Table (3.3)**

**linear holesti for reliability through Persons**

|                          | <b>Researcher</b> | <b>8th grade teacher</b> | <b>Reliability</b> |
|--------------------------|-------------------|--------------------------|--------------------|
| Scanning                 | 81                | 80                       | 98.77              |
| Skimming                 | 35                | 38                       | 92.11              |
| Synonyms and antonyms    | 102               | 95                       | 93.14              |
| Making inferences        | 70                | 85                       | 82.35              |
| Taking notes             | 78                | 65                       | 83.33              |
| <b>Total of analysis</b> | <b>366</b>        | <b>363</b>               | <b>99.18</b>       |

In the light of the data outlined in Table (3.3) above, it can be concluded that the highest percentage of the agreement between the two content analyses was (98.77) and the lowest percentage was (82.35). Consequently, the total percentage of the consistency was (99.18), which indicated that the analysis was highly consistent.

**3.1.6. Difficulties facing the researcher when conducted the content analysis card**

While conducting the content analysis cards, the researcher faced the following problems:

1. The shortage of references on the study topic in the local libraries
2. Difficulty when distributing the content analysis card to be refereed
3. Difficulty and time consuming of the process of designing the content analysis card

### **3.2. Achievement test**

A pre-post achievement test was prepared by the researcher to measure the students' achievement in reading comprehension skills. It was used as a pre test, applied before the experiment and as a post test, applied after the experiment (See Appendix II).

#### **3.2.1 The general aims of the test:**

The test aimed at measuring reading comprehension skills in English. It was built according to the criteria of the test specifications. The reading comprehension skills under investigation were scanning, skimming, synonyms and antonyms, making inferences and taking notes.

#### **The objectives of the test were to examine the students' ability to:**

1. Scan for facts, numbers, dates, places, addresses, and details,
2. Skim for gist, main ideas, titles, and subtitles,
3. Develop familiarity with synonyms and antonyms,
4. Infer meaning of unfamiliar words, gap-fillers, and context, and
5. Take notes by paraphrasing, summarizing, deleting repeated words, recognizing the main ideas, reducing the information to note and diagram format.

The total number of the test items was thirty six items. The items were equal in weight as highlighted in the Table (3.4) below.

**Table (3.4)**  
**Table of Specifications**

| Skills   | No. of items | Marks     | %          |
|--|--------------|-----------|------------|
| Scan for facts, numbers, dates, places, addresses, and details.  | 6            | 6         | 16.66      |
| Skim for gist, main ideas, titles, and subtitles.  | 6            | 6         | 16.66      |
| Develop familiarity with synonyms and antonyms.  | 6            | 6         | 16.66      |
| Infer meaning of unfamiliar words, gap-fillers, and context.   | 6            | 6         | 16.66      |
| Take notes by paraphrasing, summarizing, deleting repeated words, recognizing the main ideas, reducing the information to note and diagram format. | 12           | 6         | 33.33      |
| <b>Total</b>   | <b>36</b>    | <b>30</b> | <b>100</b> |

The table of specifications was designed according to the general objectives of the content, the content analysis, the weight of each skill and the objectives of the test. English for Palestine 8 syllabus consists of (6) units and (1) revision unit. Each unit consists of (12) lessons; two listening lessons, two language lessons, two writing lessons, two speaking lessons, and four reading lessons, one of which is a text for reading comprehension, but the others are activities on the text itself. The test items for each skill were in line with the general objectives of the skill and its nature. According to the syllabus, reading is taught in the form of comprehension, structures are taught in the form of application, so it can be said that there is a consistency between the items of the test .

#### **4.2.2. Sources of Constructing the Test:**

The researcher depended on some resources to construct the test such as her own experience as a teacher of English for more than six years, the review of literature, supervisors' and expert teachers' opinions, the results of the analysis of the reading

comprehension lessons in the textbook and the result of degree of importance content analysis card.

### **3.2.3. Items of the test:**

Two reading comprehension passages were used in the test. The two passages were selected from grade eight English book (2013) (English for Palestine 8), which is taught in the Palestinian schools in the Gaza Strip and the West Bank. The First passage talks about the living with a modern communication and the second one talks about playing football. They were selected from the reading text in Unit (1) and (5), Period (5), page (8) and (56). Students did not study these texts and they did not have prior knowledge or feedback about them. The items used in each question were equal in weight. These questions were constructed according to the table of specifications which was designed according to the general objectives of teaching reading comprehension skills and the relative weight of the skills in the Degree of Importance content analysis cards. The concentration was on the skills which took more than 90% in the relative weight. Six marks were equally distributed for each question. The same test was carried out after the (8) weeks' intervention. Results of the pre and post test were recorded, statistically analyzed and compared. The items of the test were distributed as follows:

**Question 1** was a multiple-choice exercise in which students chose the right answer from (a – b – c). It consisted of six items. (Scanning)

**Question 2** was a multiple-choice exercise in which students chose the right answer from (a – b – c). It consisted of six items. (Skimming)

**Question 3** was extracting the right synonym or antonym from the text. It consisted of six items. (Synonyms and antonyms)

**Question 4** was completing from the passage and choosing the correct answer. It consisted of six items, two 'complete' questions and four 'choose the correct answer'.

**Question 5** was completing the summary with words from the text and deciding on the correct order according to the passage. It consisted of twelve items, three ‘complete’ questions and the other three ‘choose the correct order’.

### **3.2.4 Instructions of the Test (for students)**

The instructions were given to students by their teacher (the researcher). She had to tell the students that the test was designed for research purposes and it had nothing to do with their marks.

### **3.2.5. The pilot study**

The test was applied on a random sample of (40) students from Al-Abbas Prep "A" Girls' School. The results were recorded and statistically analyzed to measure its validity and reliability. The items of the test were modified in the light of the statistical results.

#### **3.2.5.1 The validity of the test:**

Al Agha (1996: 118) states that a valid test is the one that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

##### **(A) The referee validity**

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

##### **(B) The internal consistency validity**

Al Agha (1996: 121) asserts that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each skill with the total average of the whole test. This validity was calculated by using Pearson Formula. According to Table (3.5), the correlation coefficient of each item within its domain was significant at levels (0.01). It can be concluded from this table that the test was highly consistent and valid as a tool for the study.

**Table (3.5)**

**Correlation coefficients of each item score with the total score of the achievement test**

| No. | Pearson Correlation | Sig. level   | No. | Pearson Correlation | Sig. level   |
|-----|---------------------|--------------|-----|---------------------|--------------|
| 1   | 0.548               | sig. at 0.01 | 19  | 0.700               | sig. at 0.01 |
| 2   | 0.527               | sig. at 0.01 | 20  | 0.624               | sig. at 0.01 |
| 3   | 0.603               | sig. at 0.01 | 21  | 0.691               | sig. at 0.01 |
| 4   | 0.503               | sig. at 0.01 | 22  | 0.581               | sig. at 0.01 |
| 5   | 0.419               | sig. at 0.01 | 23  | 0.624               | sig. at 0.01 |
| 6   | 0.599               | sig. at 0.01 | 24  | 0.478               | sig. at 0.01 |
| 7   | 0.780               | sig. at 0.01 | 25  | 0.631               | sig. at 0.01 |
| 8   | 0.706               | sig. at 0.01 | 26  | 0.573               | sig. at 0.01 |
| 9   | 0.731               | sig. at 0.01 | 27  | 0.470               | sig. at 0.01 |
| 10  | 0.723               | sig. at 0.01 | 28  | 0.565               | sig. at 0.01 |
| 11  | 0.573               | sig. at 0.01 | 29  | 0.548               | sig. at 0.01 |
| 12  | 0.624               | sig. at 0.01 | 30  | 0.561               | sig. at 0.01 |
| 13  | 0.627               | sig. at 0.01 | 31  | 0.706               | sig. at 0.01 |
| 14  | 0.537               | sig. at 0.01 | 32  | 0.748               | sig. at 0.01 |
| 15  | 0.630               | sig. at 0.01 | 33  | 0.820               | sig. at 0.01 |
| 16  | 0.750               | sig. at 0.01 | 34  | 0.667               | sig. at 0.01 |
| 17  | 0.558               | sig. at 0.01 | 35  | 0.563               | sig. at 0.01 |
| 18  | 0.770               | sig. at 0.01 | 36  | 0.730               | sig. at 0.01 |

r table value at df (38) and sig. level (0.05) = 0.325

r table value at df (38) and sig. level (0.01) = 0.418

### **3.2.5.2. Reliability of the test**

The test is reliable when it gives the same results if it is reapplied in the same conditions. The

reliability of the test was measured by Spilt- half techniques and Kud-Richardson.

#### **1- Using Split half:**

Correlation between two parts (even X odd) and modified by Spearman brown:

**Table (3.6)**  
**Spilt-half Correlation of the Test**

| <b>Spilt –half technique</b> |              |               |              |
|------------------------------|--------------|---------------|--------------|
|                              | <b>total</b> | <b>before</b> | <b>after</b> |
| Scanning                     | 6            | 0.597         | 0.747        |
| Skimming                     | 6            | 0.435         | 0.607        |
| Synonyms and antonyms        | 6            | 0.725         | 0.841        |
| Making inferences            | 6            | 0.657         | 0.793        |
| Taking notes                 | 12           | 0.848         | 0.918        |
| <b>Total</b>                 | 36           | 0.829         | 0.907        |

From Table (3.6) it is obvious that the test had a good reliability as the Spilt half coefficient was (0.907), which indicates the test was suitable to be applied in the study.

## **2- Kud-Richardson (K-21)**

K-R21 depends on calculating the percentages of correct answers to the test items and also on the variance of every item (See Table 3.7).

**Table (3.7)**  
**(K\_R21) Coefficients for the Test Domains**

|                       | <b>No. of test items</b> | <b>(K_R21) coefficient</b> |
|-----------------------|--------------------------|----------------------------|
| Scanning              | 6                        | 0.820                      |
| Skimming              | 6                        | 0.593                      |
| Synonyms and antonyms | 6                        | 0.865                      |
| Making inferences     | 6                        | 0.719                      |
| Taking notes          | 12                       | 0.909                      |
| <b>Total</b>          | 36                       | 0.925                      |

Data outlined in Table (3.7) show that (K\_R21) coefficient was (0.925), which indicates the test was suitable to be applied in the study.

### Difficulty Coefficient:

Difficulty Coefficient means the percentage of wrong answers to the total number of right of wrong items. Such difficulty can be calculated using the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of wrong answers of items}}{\text{the total answers of items}}$$

Table (3.8) shows the difficulty coefficient for each item of the test:

**Table (3.8)**  
**Difficulty coefficient for each item of the test**

| No.   | Difficulty coefficient | No.         | Difficulty coefficient |
|---|------------------------|-------------|------------------------|
| 1   | 0.73                   | 19          | 0.55                   |
| 2   | 0.77                   | 20          | 0.59                   |
| 3   | 0.68                   | 21          | 0.50                   |
| 4   | 0.27                   | 22          | 0.64                   |
| 5   | 0.41                   | 23          | 0.68                   |
| 6   | 0.55                   | 24          | 0.50                   |
| 7   | 0.41                   | 25          | 0.64                   |
| 8   | 0.34                   | 26          | 0.68                   |
| 9   | 0.36                   | 27          | 0.59                   |
| 10  | 0.50                   | 28          | 0.32                   |
| 11  | 0.32                   | 29          | 0.36                   |
| 12  | 0.30                   | 30          | 0.50                   |
| 13  | 0.45                   | 31          | 0.55                   |
| 14  | 0.68                   | 32          | 0.50                   |
| 15  | 0.55                   | 33          | 0.64                   |
| 16  | 0.64                   | 34          | 0.55                   |
| 17  | 0.41                   | 35          | 0.68                   |
| 18  | 0.36                   | 36          | 0.64                   |
| <b>A mean of total difficulty coefficient</b> |                        | <b>0.52</b> |                        |

Table (3.8) shows that the difficulty coefficient wobbled between (0.27 – 0.77), with a average or a mean total difficulty coefficient of 0.52, which can be acceptable according to the view of point of assessment and evaluation specialists.

**Discrimination coefficient:**

The Discrimination coefficient refers to the test ability to differentiate between the high achievers and low achievers.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the student who answered correctly among high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the student who answered among low achievers}}{\text{No. of low achievers}}$$

Table (3.9) shows the discrimination coefficient for each item of the test:

**Table (3.9)**  
**Discrimination coefficient for each items of the test**

| No.  | Discrimination coefficient | No.         | Discrimination coefficient |
|--|----------------------------|-------------|----------------------------|
| 1  | 0.55                       | 19          | 0.73                       |
| 2  | 0.45                       | 20          | 0.64                       |
| 3  | 0.64                       | 21          | 0.64                       |
| 4  | 0.55                       | 22          | 0.73                       |
| 5  | 0.45                       | 23          | 0.64                       |
| 6  | 0.73                       | 24          | 0.64                       |
| 7  | 0.82                       | 25          | 0.73                       |
| 8  | 0.68                       | 26          | 0.64                       |
| 9  | 0.73                       | 27          | 0.64                       |
| 10   | 0.64                       | 28          | 0.64                       |
| 11   | 0.27                       | 29          | 0.73                       |
| 12   | 0.59                       | 30          | 0.64                       |
| 13   | 0.73                       | 31          | 0.73                       |
| 14   | 0.45                       | 32          | 0.64                       |
| 15   | 0.73                       | 33          | 0.73                       |
| 16   | 0.73                       | 34          | 0.73                       |
| 17   | 0.64                       | 35          | 0.64                       |
| 18   | 0.73                       | 36          | 0.73                       |
| <b>Average of total Discrimination coefficient</b> |                            | <b>0.65</b> |                            |

Table (3.9) shows that the discrimination coefficient wobbled between (0.27 – 0.73) with a total average of (0.65), which means that each of item was acceptable or in the normal limit of discrimination according to the view of point of assessment and evaluation specialists.

### **3.3. Attitude Scale**

An attitude scale was prepared by the researcher of this study in order to get data about the students' attitude towards reading. This scale was applied before and after the experiment on both the control and experimental group (See Appendix III).

#### **3.3.1. The aim of the scale**

The attitude scale aimed at measuring the effect of using educational videos on developing students' attitudes towards reading.

#### **3.3.2. Steps of constructing the scale**

The researcher constructed this scale depending on:

1. Reviewing previous studies such those of L-Black (2006), Al-UdaIni (2011), Arkin (2003), Al –Magid (2006), Poppe (2005), Lukhele (2002), Dean,Tret (2002) , Tuncok (2010), and Cillispie (2008).
2. Analyzing previous related studies about attitudes towards reading and videos.
3. Consulting specialized professors about attitudes in general.
4. Including positive and negative items in the scale.
5. Presenting a scale consisting of (68) distributed into four domains to the referee committee in order to decide the suitability of the number of the items for 8<sup>th</sup> graders, the language used in the scale, the extent to which the items of scale represents the aims of it
6. Revising the refereed scale.
7. Carrying out the pilot study for this scale on a group of (40) students to assess the scale validity and reliability.

#### **3.3.3. Description of the scale**

As shown in Table (3.10), the attitude scale consisted of four domains. The same scale was carried out before the experiment and eight weeks later at the end of the experiment. Results

of the pre and post applications were recorded, statistically analyzed and compared. A Likert Type Scoring Format was used in this scale (See Table 3.11). Students were asked to indicate the extent of their agreement with each statement, on a five-point scale from strongly agree to strongly disagree.

**Table (3.10)**  
**The attitudes' scale domains**

| <b>Domains</b>                                      | <b>Items. No</b> | <b>Positives sentences</b>                    | <b>Negative sentences</b>   |
|---|------------------|---|-----------------------------|
| <b>Attitudes towards the importance of reading</b>  | 11               | 1,2,4,5,6,7,8,9,10,11                         | 3                           |
| <b>Attitudes towards enjoying reading</b>           | 22               | 12,14,15,16,17,20,21,22, 24,26,29,31,32,34    | 13,18,19,23,25,27, 28,30,33 |
| <b>Attitudes towards learning reading by videos</b> | 21               | 35,36,37,38,39,42,43,47, 48,51,52,53,54,55,56 | 40,41,44,45,46,49, 50       |
| <b>Attitudes towards teachers' reading</b>          | 11               | 57,58,59,60,61,63,65,67, 68                   | 62,64,66                    |
| <b>Total</b>  | 68               | 48  | 20                          |

**Table (3.11)**  
**Likert Scale**

| <b>Items</b>              | <b>Strongly agree</b> | <b>Agree</b> | <b>Undecided</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|---------------------------|-----------------------|--------------|------------------|-----------------|--------------------------|
| <b>positive sentences</b> | <b>5</b>              | <b>4</b>     | <b>3</b>         | <b>2</b>        | <b>1</b>                 |
| <b>Negative sentences</b> | <b>1</b>              | <b>2</b>     | <b>3</b>         | <b>4</b>        | <b>5</b>                 |

### 3.3.4. Instructions of the scale (for students)

The instructions were given to students by their teacher (researcher). The scale was translated into Arabic in order to help students understand its items.

### **3.3.5. Pilot study**

The scale was applied on deliberate random sample of (40) eighth graders from Al – Abass Prep School "A" for Girls in order to assess its validity and reliability by recording and statistically analyzing the results.

#### **3.3.5.1. The validity of the scale**

A valid scale is the one that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

##### **(A) The referee validity**

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

##### **(B) The internal consistency validity**

The internal consistency validity clarifies the correlation of the degree of each item with the total average of the scale. It also indicates the correlation of the average of each domain with the total average of the scale. This validity was calculated by using Pearson formula. According to Tables (3.12), which shows the coefficient correlation of each item within its domain was significant at levels (0.01), it can be concluded that the test is highly consistent and valid as a tool for the study.

**Table (3.12)**  
**Pearson Correlation coefficient for each item of scale with the total**  
**degree of the scale**

| No. | Pearson Correlation | Sig. level   | No. | Pearson Correlation | Sig. level   | No. | Pearson Correlation | Sig. level   |
|-----|---------------------|--------------|-----|---------------------|--------------|-----|---------------------|--------------|
| 1   | 0.689               | sig. at 0.01 | 24  | 0.448               | sig. at 0.01 | 47  | 0.357               | sig. at 0.01 |
| 2   | 0.738               | sig. at 0.01 | 25  | 0.601               | sig. at 0.01 | 48  | 0.682               | sig. at 0.01 |
| 3   | 0.725               | sig. at 0.01 | 26  | 0.682               | sig. at 0.01 | 49  | 0.668               | sig. at 0.01 |
| 4   | 0.313               | sig. at 0.01 | 27  | 0.385               | sig. at 0.01 | 50  | 0.498               | sig. at 0.01 |
| 5   | 0.872               | sig. at 0.01 | 28  | 0.471               | sig. at 0.01 | 51  | 0.424               | sig. at 0.01 |
| 6   | 0.363               | sig. at 0.01 | 29  | 0.587               | sig. at 0.01 | 52  | 0.649               | sig. at 0.01 |
| 7   | 0.862               | sig. at 0.01 | 30  | 0.540               | sig. at 0.01 | 53  | 0.654               | sig. at 0.01 |
| 8   | 0.382               | sig. at 0.01 | 31  | 0.381               | sig. at 0.01 | 54  | 0.629               | sig. at 0.01 |
| 9   | 0.451               | sig. at 0.01 | 32  | 0.340               | sig. at 0.01 | 55  | 0.568               | sig. at 0.01 |
| 10  | 0.917               | sig. at 0.01 | 33  | 0.639               | sig. at 0.01 | 56  | 0.454               | sig. at 0.01 |
| 11  | 0.360               | sig. at 0.01 | 34  | 0.343               | sig. at 0.01 | 57  | 0.357               | sig. at 0.01 |
| 12  | 0.323               | sig. at 0.01 | 35  | 0.332               | sig. at 0.01 | 58  | 0.682               | sig. at 0.01 |
| 13  | 0.400               | sig. at 0.01 | 36  | 0.568               | sig. at 0.01 | 59  | 0.701               | sig. at 0.01 |
| 14  | 0.671               | sig. at 0.05 | 37  | 0.415               | sig. at 0.01 | 60  | 0.421               | sig. at 0.01 |
| 15  | 0.456               | sig. at 0.01 | 38  | 0.339               | sig. at 0.01 | 61  | 0.480               | sig. at 0.01 |
| 16  | 0.551               | sig. at 0.01 | 39  | 0.741               | sig. at 0.01 | 62  | 0.506               | sig. at 0.01 |
| 17  | 0.598               | sig. at 0.01 | 40  | 0.792               | sig. at 0.01 | 63  | 0.904               | sig. at 0.01 |
| 18  | 0.365               | sig. at 0.01 | 41  | 0.361               | sig. at 0.01 | 64  | 0.836               | sig. at 0.01 |
| 19  | 0.784               | sig. at 0.01 | 42  | 0.627               | sig. at 0.01 | 65  | 0.692               | sig. at 0.01 |
| 20  | 0.470               | sig. at 0.01 | 43  | 0.608               | sig. at 0.01 | 66  | 0.360               | sig. at 0.01 |
| 21  | 0.379               | sig. at 0.01 | 44  | 0.440               | sig. at 0.01 | 67  | 0.861               | sig. at 0.01 |
| 22  | 0.544               | sig. at 0.01 | 45  | 0.645               | sig. at 0.01 | 68  | 0.318               | sig. at 0.01 |
| 23  | 0.606               | sig. at 0.01 | 46  | 0.862               | sig. at 0.01 |     |                     |              |

r table value at df (38) and sig. level (0.05) = 0.325

r table value at df (38) and sig. level (0.01) = 0.418

The results outlined in Table (3.12) show that the values of these items were suitable and highly consistent and valid for conducting this study.

The scale is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the scale was measured by Alpha Cronbach and the Spilt- half techniques (See Table 3.13).

**Table (3.13)**  
**Reliability coefficient**

| <b>Alpha Cronbach Technique</b> |                     |                       |
|---------------------------------|---------------------|-----------------------|
| <b>Domain</b>                   | <b>No. of items</b> | <b>Alpha cronbach</b> |
| The importance of reading       | 11                  | 0.826                 |
| enjoying reading                | 23                  | 0.866                 |
| Learning reading by video       | 22                  | 0.888                 |
| Teachers' reading               | 12                  | 0.797                 |
| total                           | 68                  | 0.894                 |

Table (3.13) proves that the scale was highly reliable to be used in the study.

## **2- Using Split half:**

Correlation between two parts (even X odd) and modified by Spearman Brown:

**Table (3.14)**  
**Spilt-half Correlation**

| <b>Spilt -half Technique</b> |                     |                                 |                                |
|------------------------------|---------------------|---------------------------------|--------------------------------|
|                              | <b>No. of items</b> | <b>Correlation of two parts</b> | <b>Reliability coefficient</b> |
| The importance of reading    | *11                 | ___                             | 0.810                          |
| Enjoying reading             | *23                 | ___                             | 0.900                          |
| Learning reading by video    | 22                  | 0.685                           | 0.813                          |
| Teachers' reading            | 12                  | 0.771                           | 0.870                          |
| Total of the scale variance  | 68                  | 0.699                           | 0.823                          |

\* The researcher used Gutman coefficient for unequal halves.

Tables (3.13) and (3.14) show clearly that the scale was reliable enough to be used in the study as Alpha Cronbach coefficient was (0.894) and the Spilt-half coefficient was (0.823).

#### 4. Controlling the variables

To assure the accuracy of the results and avoid any marginal interference, the researcher tried to control some variables before the study.

##### 4.1. Variable of general achievement in English language:

T-test was used to measure the statistical differences between the groups due to their general achievement in English language. The subjects' results in the first term test of the school year (2013-2014) were recorded and analyzed (See Table 3.15).

**Table (3.15)**

**T-test results of controlling English achievement variable**

|                     | GROUP        | N  | Mean   | Std. Deviation | t     | P. value | sig.     |
|---------------------|--------------|----|--------|----------------|-------|----------|----------|
| English achievement | experimental | 40 | 69.075 | 13.469         | 0.226 | 0.822    | not sig. |
|                     | Control      | 40 | 68.450 | 11.156         |       |          |          |

Table (3.15) shows that there were no statistically significant differences at (0.05) between the experimental and the control groups due to the English achievement variable.

##### 4.1.1. General achievement variable:

T-test was used to measure the statistically significant differences between the groups due to their general achievement. The subjects' results in the first term test of the school year (2013-2014) were recorded and analyzed (See Table 3.16).

**Table (3.16)****T-test results of controlling general achievement variable**

|                     | GROUP        | N  | Mean   | Std. Deviation | t     | p. value | sig.     |
|---------------------|--------------|----|--------|----------------|-------|----------|----------|
| General achievement | experimental | 40 | 79.735 | 12.049         | 1.024 | 0.309    | not sig. |
|                     | Control      | 40 | 76.765 | 13.840         |       |          |          |

Table (3.16) shows that there were no statistically significant differences at (0.05) between the experimental and the control groups due to the General achievement variable.

**4.2.Pre-test variable: on reading comprehension skills.**

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

Table (3.17) shows the mean and the standard deviation of each group in English previous learning. The analysis of results indicates that there were no statistically significant differences between the experimental and the control groups at (0.05) level.

**Table(3.17)****T. test results of controlling in English variable**

| Domains               | GROUP        | N  | Mean   | Std. Deviation | t     | P. value | sig.     |
|-----------------------|--------------|----|--------|----------------|-------|----------|----------|
| Scanning              | Experimental | 40 | 3.575  | 1.466          | 0.235 | 0.815    | not sig. |
|                       | Control      | 40 | 3.650  | 1.388          |       |          |          |
| Skimming              | Experimental | 40 | 2.850  | 1.272          | 0.168 | 0.867    | not sig. |
|                       | Control      | 40 | 2.900  | 1.392          |       |          |          |
| Synonyms and antonyms | Experimental | 40 | 1.263  | 1.747          | 0.630 | 0.531    | not sig. |
|                       | Control      | 40 | 1.025  | 1.625          |       |          |          |
| Making inferences     | Experimental | 40 | 1.950  | 1.413          | 0.468 | 0.641    | not sig. |
|                       | Control      | 40 | 1.800  | 1.454          |       |          |          |
| Taking notes          | Experimental | 40 | 3.125  | 2.336          | 1.144 | 0.256    | not sig. |
|                       | Control      | 40 | 2.538  | 2.254          |       |          |          |
| <b>TOTAL</b>          | Experimental | 40 | 12.763 | 5.535          | 0.651 | 0.517    | not sig. |
|                       | Control      | 40 | 11.913 | 6.129          |       |          |          |

Table (3.17) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups in English previous learning variable.

#### 4.3. Pre- scale variable: of attitudes towards reading

Table (3.18) below displays the t. test results of controlling previous learning in English variable.

**Table (3.18)**  
**t. test results of controlling attitudes towards reading in English**

| Domains                   | GROUP        | N  | Mean    | Std. Deviation | t     | P. value | sig.     |
|---------------------------|--------------|----|---------|----------------|-------|----------|----------|
| The importance of reading | Experimental | 40 | 38.275  | 5.416          | 0.914 | 0.364    | not sig. |
|                           | Control      | 40 | 39.300  | 4.581          |       |          |          |
| enjoying reading          | Experimental | 40 | 75.650  | 9.673          | 0.478 | 0.634    | not sig. |
|                           | Control      | 40 | 76.825  | 12.167         |       |          |          |
| Learning reading by video | Experimental | 40 | 74.225  | 11.720         | 0.119 | 0.905    | not sig. |
|                           | Control      | 40 | 73.925  | 10.745         |       |          |          |
| Teachers' reading         | Experimental | 40 | 42.300  | 7.606          | 0.682 | 0.498    | not sig. |
|                           | Control      | 40 | 41.300  | 5.317          |       |          |          |
| <b>Total</b>              | Experimental | 40 | 230.425 | 23.730         | 0.185 | 0.853    | not sig. |
|                           | Control      | 40 | 231.350 | 20.789         |       |          |          |

Table (3.18) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to scale variable.

### 5. Study Procedures

The study progressed in the following steps:

1. Reviewing literature and previous studies related to videos and their effect on reading comprehension skills. In addition, the researcher reviewed previous studies related to videos and their effect on students' attitudes towards reading

2. Deciding on the problematic reading texts for eighth graders by consulting specialists, including professors of teaching methodology, supervisors of English language and experienced teachers
3. Deciding on the instruments of the study: content analysis of reading comprehension skills to decide the degree of suitability to eighth graders, an achievement test (Pre & post-test) depending on the most important reading comprehension skills, an attitude scale to examine the students' attitudes towards reading before and after the experiment
4. Using the reading comprehension skills content analysis which suits the eighth graders
5. Designing a content analysis card of some reading comprehension skills depending on the previous literature review and some previous studies related to the topic of content analysis and the experience of the researcher and then introducing this content analysis card to specialists, including professors of teaching methodology, supervisors of English language and experienced teachers to decide the most important reading comprehension skills for the eighth graders
6. Applying the content analysis card and recording the results to be used in building the achievement test
7. Preparing video lessons using the Photoshop, the internet explorer, pictures, audios, and Premiere to design videos for each reading text
8. Deciding on suitable strategies and activities of teaching reading via videos
9. Managing the time of "lessons and activities "
10. Preparing the Teacher's Guide
11. Preparing the achievement test (pre and post-test) depending on the result of the content analysis card of the most important reading comprehension skills for eighth graders
12. Preparing the attitude scale (pre and post) towards reading after reviewing the literature and consulting with specialists

13. Checking the validity and the reliability of the test and the scale through the following:

- a. Consulting with specialists
- b. Applying the test and the scale on a pilot sample which had the same characteristics of the study sample and the results were recorded
- c. Finding out the internal consistency coefficient using "Pearson formula"
- d. Estimating the reliability using Alpha "Cronbach formula."
- e. Identifying the difficulties and the discriminations of the test

## **6. Statistical Analysis Procedures**

1. Spearman correlation: to determine the internal consistency validity of the test
2. Alpha Cronbach technique and Split-half technique: to measure the reliability of the test and the scale
3. Split-half technique and Kud-Richardson (K-R21): to test the reliability
4. T.Test independent samples: to measure the statistical difference in means between the extraneous variables (the means between the two groups due to the study variables)
5. Effect size level by using T value, Eta square, and Cohen's d: to check the size effect volume (extent) of the evident significant differences which the independent variable, the intervention, had on the dependent variable; the experimental group's reading comprehension skills and within the experimental group

# **Chapter IV**

## **Study findings**

## **Chapter IV**

### **Study findings**

This study aimed at examining the effect of videos on eighth graders' English reading comprehension skills and their attitudes towards reading. The researcher used three tools in order to collect data: a reading comprehension content analysis card, an achievement test, and an attitude scale. This chapter tackles the findings of the study regarding the research questions and hypotheses. The researcher used different statistical treatments using the statistical program (SPSS) to analyze the collected data. Tables were also used to clarify and present these data with analysis and interpretation.

#### **1. Study Findings**

##### **1.1 The main question for this study is stated as follows:**

**What is the impact of using videos on developing 8<sup>th</sup> graders' reading comprehension skills and their attitudes towards reading in Gaza governorate schools?**

To answer this question, the researcher designed videos in order to develop students' reading comprehension skills and their attitudes towards reading. The videos included:

##### **1- Teacher's Guide:**

The teacher's guide provides information of the procedures that teachers can use when applying videos for the students. This guide contains detailed unit plan notes of how to use the videos effectively. The objectives of each lesson are clearly identified (See appendix V).

##### **2. Students' Book (the videos)**

The researcher designed five reading comprehension lessons in English for Palestine 8, first Term as from Unit 1 to Unit 5. The researcher used some software programs in designing the videos such as Photoshop, Internet explorer, Microsoft Word, audio and Premiere and she

used videos as a material. She added pictures to make the meaning of words clear to students and let them understand the lessons as they watch television. Also, the researcher used many clues inside videos, every clue pointed to one of these five reading comprehension skills. For example the yellow highlighted words refers to synonyms and antonyms, the flags of some countries pointed to scanning skill, red color pointed to the main idea and the relationship between headings and subheadings (skimming skills). Movement pictures inside videos pointed to making prediction about the text(making inferences). After videos had watched , the researcher played the videos again, they made paraphrase or summary for the specific idea in the text( taking notes). In addition, the researcher put videos on the internet for all researchers, supervisors, curriculum designers, teachers and students , to get benefit from them.

### **3. Teaching Aids**

Several teaching aids were used in the videos design as pictures, sounds, different effects as movements, writing, real videos for some persons related to the reading comprehension text and related videos were used in the design in order to activate the students' interest, attitudes, attention and interaction with the text. In addition, the researcher prepared worksheets for each lesson and distributed it to students so as to improve the reading comprehension skills and their attitudes towards reading (See appendix XI).

### **4. Evaluation tools**

The researcher used two tools to evaluate the videos: the pre and post achievement test, and, the pre and post attitude scale in order to determine their interest in reading from videos (See Appendices (II) and (III)).

## 1.2 Answer to the study first question

To answer the study first question inquiring if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skimming skill due to the use of videos, the researcher tested the following null hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skimming skill due to the use of videos. To examine this hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T-test independent sample was used to measure the significance of differences. Table (4.1) describes the results.

**Table (4.1)**  
**Differences between experimental and control group in relation to “the skimming skill”**  
**in the post test**

| Domain          | GROUP        | N  | Mean  | Std. Deviation | t     | P. value | Sig.         |
|-----------------|--------------|----|-------|----------------|-------|----------|--------------|
| <b>Skimming</b> | experimental | 40 | 4.675 | 1.071          | 4.053 | 0.000    | sig. at 0.01 |
|                 | control      | 40 | 3.475 | 1.536          |       |          |              |

“t” table value at (78) d f. at (0.05) sig. level equal 1.99

“t” table value at (78) d f. at (0.01) sig. level equal 2.64

Table (4.1) indicates that the (t) computed value, (4.053), was larger than the (t) table value, 2.64, in the post application of the test. This means that there were statistically significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to skill of skimming in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (3.475), the mean of the experimental group was (4.675).

To calculate the size effect the researcher used Eta square " $\eta^2$ " applying the following equation (Afana, 2000, 42):

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

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

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

**Table (4.2)**

**The level of size effect ( $\eta^2$ ) and (d)**

| Test     | Effect Size |        |       |
|----------|-------------|--------|-------|
|          | Small       | Medium | Large |
| $\eta^2$ | 0.01        | 0.06   | 0.14  |
| d        | 0.2         | 0.5    | 0.8   |

**Table (4.3)**

**"t" value, eta square " $\eta^2$ ", and "d" for each domain and the total degree**

| Domain   | t value | $\eta^2$ | d     | Effect Size |
|----------|---------|----------|-------|-------------|
| Skimming | 4.053   | 0.174    | 0.918 | Large       |

Table (4.3) shows that there was a large effect size and therefore the null hypothesis is rejected.

### **1.3 Answer to the study second question**

To answer the study second question inquiring whether there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post application of the test between the experimental group and the control group on the scanning skill due to the use of videos, the researcher tested the following null hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the scanning skill due to the use of videos.

To investigate this hypothesis, the mean and standard deviation of the results of the experimental and the control groups' were computed. Also, the t.test independent sample was used to measure the significance of differences. Table (4.4) outlines the results.

**Table (4.4)**

**Differences between experimental and control group in relation to “the scanning skill” in the post test**

| Domain          | GROUP        | N  | Mean  | Std. Deviation | t     | P. value | sig. at |
|-----------------|--------------|----|-------|----------------|-------|----------|---------|
| <b>scanning</b> | experimental | 40 | 5.325 | 0.829          | 5.070 | 0.000    | sig. at |
|                 | control      | 40 | 3.825 | 1.678          |       |          | 0.01    |

“t” table value at (78) d f. at (0.05) sig. level equal 1.99

“t” table value at (78) d f. at (0.01) sig. level equal 2.64

Table (4.4) indicates that the (t) computed value, (5.070), was larger than the (t) table value, 2.64, in the post application of the test. This means that there were statistically significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to scanning in favour of the experimental group. There were also stastically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (3.825), the mean of the experimental group was (5.325).

To calculate the effect size of using videos on developing the skill of scanning, the researcher used Eta square " $\eta^2$ ". Table (4.5) describes the results

**Table (4.5)**

**"t" value, eta square " $\eta^2$ ", and "d" for each domain and the total degree**

| Domain          | t value | $\eta^2$ | d     | Effect Size  |
|-----------------|---------|----------|-------|--------------|
| <b>scanning</b> | 5.070   | 0.248    | 1.148 | <b>Large</b> |

Table (4.5) shows that there was a large effect size of using videos on developing the skill of scanning among the experimental group members. Consequently, the null hypothesis is rejected.

#### 1.4 Answer to the study third question

To answer the study third question inquiring whether there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of inferring the meaning of synonyms and antonyms due to the use of videos, the researcher tested the following null hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of inferring the meaning of synonyms and antonyms due to the use of videos.

To examine this hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T. test independent sample was used to measure the significance of differences. Table (4.6) describes the results.

**Table (4.6)**  
**Differences between experimental and control group in relation to “the synonyms and antonyms skill” in the post test**

| Domain                | GROUP        | N  | Mean  | Std. Deviation | t     | P. value | Sig.         |
|-----------------------|--------------|----|-------|----------------|-------|----------|--------------|
| Synonyms and antonyms | experimental | 40 | 4.075 | 2.037          | 3.976 | 0.000    | sig. at 0.01 |
|                       | control      | 40 | 2.088 | 2.418          |       |          |              |

“t” table value at (78) d f. at ( $\alpha \leq 0.05$ ) sig. level equal 1.99

“t” table value at (78) d f. at ( $\alpha \leq 0.01$ ) sig. level equal 2.64

Table (4.6) indicates that the (t) computed value, (3.976), was larger than the (t) table value, 2.64, in the post test. This means that there were statistically significant differences at ( $\alpha \leq 0.01$ ) between the experimental group and the control one in relation to inferring synonyms and antonyms in favour of the experimental group. There were also significant

differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (2.088), the mean of the experimental group was (4.075).

To calculate the effect size of using videos in teaching reading on developing the experimental groups' skills of inferring synonyms and antonyms, the researcher used Eta square " $\eta^2$ ". Table (4.7) outlines the results.

**Table (4.7)**  
**"t" value, eta square " $\eta^2$ ", and "d" for each domain and the total degree**

| Domain                       | t value | $\eta^2$ | d     | Effect Size  |
|------------------------------|---------|----------|-------|--------------|
| <b>synonyms and antonyms</b> | 3.976   | 0.169    | 0.900 | <b>Large</b> |

Table (4.7) shows that there was a large effect size of using videos in teaching reading on developing the experimental group skills of inferring synonyms and antonyms. Consequently, the null hypothesis is rejected.

**1.5 Answer to the study fourth question**

To answer the study fourth question asking whether there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group in the skill of taking notes due to the use of videos, the researcher tested the following null hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of taking notes due to the use of videos.

To examine this hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T. test independent sample was also used to measure the significance of differences. Table (4.8) describes the results.

**Table (4.8)**  
**Differences between experimental and control group in relation to “the taking note skill” in the post test**

| Domain              | GROUP        | N  | Mean  | Std. Deviation | t     | P. value | sig.    |
|---------------------|--------------|----|-------|----------------|-------|----------|---------|
| <b>Taking notes</b> | experimental | 40 | 5.138 | 1.354          | 4.506 | 0.000    | sig. at |
|                     | control      | 40 | 3.563 | 1.747          |       |          | 0.01    |

“t” table value at (78) d f. at (0.05) sig. level equal 1.99

“t” table value at (78) d f. at (0.01) sig. level equal 2.64

Table (4.8) indicates that the (t) computed value, (4.506), was larger than the (t) table value, 2.64, in the post application of the test. This means that there were statistically significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to taking notes in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (3.563), the mean of the experimental group was (5.138).

To calculate the effect size of using videos on developing the skill of taking notes among the experimental group members, the researcher used Eta square " $\eta^2$ " test. Table (4.9) describes the results of the test.

**Table (4.9)**  
**"t" value, eta square " $\eta^2$ ", and "d" for each domain and the total degree**

| Domain              | t value | $\eta^2$ | d     | Effect volume |
|---------------------|---------|----------|-------|---------------|
| <b>Taking notes</b> | 4.506   | 0.207    | 1.020 | <b>Large</b>  |

Table (4.9) shows that there is a large effect size of using videos in teaching reading on developing the experimental group members' skills of note taking. Consequently, the null hypothesis is rejected.

### **1.6 Answer to the study fifth question**

To answer the study fifth question asking whether there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post–test between the experimental group and the control group on the skill of making inferences due to the use of videos, the researcher tested the following null hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post – test between the experimental group and the control group on the skill of making inferences due to the use of videos.

To examine this hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T.test independent sample was also used to measure the significance of differences. Table (4.10) describes the results.

**Table (4.10)**  
**Differences between the experimental and control group in relation to “the inference skill” in the post test**

| Domain            | GROUP        | N  | Mean  | Std. Deviation | t     | P. value | sig.         |
|-------------------|--------------|----|-------|----------------|-------|----------|--------------|
| <b>Inferences</b> | experimental | 40 | 4.375 | 1.390          | 6.451 | 0.000    | sig. at 0.01 |
|                   | control      | 40 | 2.125 | 1.713          |       |          |              |

“t” table value at (78) d f. at (0.05) sig. level equal 1.99

“t” table value at (78) d f. at (0.01) sig. level equal 2.64

Table (4.10) indicates that the (t) computed value, (6.451), was larger than the (t) table value, 2.64, in the post application of the reading test. This means that there were statistically significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to inferences in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (2.125), the mean of the experimental group was (4.375).

To calculate the effect size of using videos on developing the skill of making inferences, the researcher used Eta square " $\eta^2$ ". Table (4.11) describes the results.

**Table (4.11)**

**"t" value, eta square " $\eta^2$ ", and "d" for each domain and the total degree**

| <b>Domain</b>     | <b>t value</b> | <b><math>\eta^2</math></b> | <b>d</b> | <b>Effect Size</b> |
|-------------------|----------------|----------------------------|----------|--------------------|
| <b>inferences</b> | 6.451          | 0.348                      | 1.461    | <b>Large</b>       |

Table (4.11) shows that there was a large effect size of using videos on developing the skill of making inferences. Consequently, the null hypothesis is rejected.

### **1.7 Answer to the study sixth question**

To answer the study sixth question asking whether there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the overall total average score of the post attitude scale between the experimental group and the control group, the researcher tested the following null hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the overall total average score of the post attitude scale between the experimental group and the control group.

To examine this hypothesis, the mean and standard deviation of the experimental and the control groups' results were computed. T.test independent sample was also used to measure the significance of differences. Table (4.12) describes the results.

**Table (4.12)**

**t. test independent sample results in attitude scale between experimental and control group for all of the total degree**

| Scope                     | GROUP        | N  | Mean    | Std. Deviation | t     | P. value | sig. at      |
|---------------------------|--------------|----|---------|----------------|-------|----------|--------------|
| Importance of reading     | experimental | 40 | 45.175  | 4.082          | 4.660 | 0.000    | sig. at 0.01 |
|                           | control      | 40 | 40.450  | 4.946          |       |          |              |
| enjoying reading          | experimental | 40 | 88.125  | 11.735         | 3.778 | 0.000    | sig. at 0.01 |
|                           | control      | 40 | 77.300  | 13.809         |       |          |              |
| Learning reading by video | experimental | 40 | 84.825  | 12.576         | 3.822 | 0.000    | sig. at 0.01 |
|                           | control      | 40 | 75.100  | 10.040         |       |          |              |
| Teachers' reading         | experimental | 40 | 49.450  | 6.017          | 3.959 | 0.000    | sig. at 0.01 |
|                           | control      | 40 | 43.650  | 7.048          |       |          |              |
| <b>Total</b>              | experimental | 40 | 267.550 | 23.226         | 5.611 | 0.000    | sig. at 0.01 |
|                           | control      | 40 | 236.500 | 26.184         |       |          |              |

“t” table value at (78) d f. at (0.05) sig. level equal 1.99

“t” table value at (78) d f. at (0.01) sig. level equal 2.64

Table (4.12) indicates that the (t) computed value, (5.611), was larger than the (t) table value, 2.64, in the post test. This means that there were statistically significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to the total degree of attitude in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (236.500), the mean of the experimental group was (267.550).

To calculate the effect size of using videos on developing the skill of making inferences, the researcher used Eta square " $\eta^2$ " Table (4.13) describes the results.

**Table (4.13)**

**"t" value, eta square " $\eta^2$ ", and "d" for each domain and the total degree**

| <b>Domain</b>             | <b>t value</b> | <b><math>\eta^2</math></b> | <b>d</b> | <b>Effect Size</b> |
|---------------------------|----------------|----------------------------|----------|--------------------|
| Importance of reading     | 4.660          | 0.218                      | 1.055    | <b>Large</b>       |
| Enjoying reading          | 3.778          | 0.155                      | 0.856    | <b>Large</b>       |
| Learning reading by video | 3.822          | 0.158                      | 0.866    | <b>Large</b>       |
| Teachers' reading         | 3.959          | 0.167                      | 0.896    | <b>Large</b>       |
| <b>Total</b>              | 5.611          | 0.288                      | 1.271    | <b>Large</b>       |

Table (4.13) shows that there is a large effect size of using videos on developing the reading skill of making inferences. Therefore, the null hypothesis is rejected.

## **2.Conclusion**

This chapter outlined the study main findings and clearly demonstrated that there were statistically significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to skimming, scanning, synonyms and antonyms, making inferences and taking notes in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Chapter V will discuss those findings.

**Chapter V**

**Discussion of Findings, Conclusions &**

**Recommendations**

## Chapter V

### Discussion of Findings, Conclusions & Recommendations

This chapter discusses the findings of the study. It also includes the conclusions drawn in the light of the study findings. Some pedagogical implications reached throughout the research will be outlined. Finally, some recommendations which can be beneficial for curriculum designers, supervisors, teachers and researchers in improving the teaching of reading comprehension skills will be put forward.

#### 1. Discussion of the Study Findings

Following is a discussion of the study findings outlined in relation to the study different questions.

##### 1.1 Discussion of the study first question findings

The findings of the study first question inquiring if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skimming skill due to the use of videos indicated that the (t) computed value, (4.053), was larger than the (t) table value, 2.64, in the post application of the reading comprehension test. This means that there were significant differences at ( $\alpha \leq 0.01$ ) between the experimental group and the control one in relation to skimming in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (3.475), the mean of the experimental group was (4.675). Moreover, the Eta square “ $\eta^2$ ” results showed that using videos in teaching reading comprehension had a large effect on the experimental group improvement in the skill of skimming.

The findings of the study first question outlined above show that there was a large difference between the experimental group and control group on the skimming skill due to the

use of videos in favour of the experimental group. This can be attributed to the experimental group involvement and for a period of two months in learning reading through videos. Students were also very happy and found it beneficial when they watched videos related to each text. Furthermore, videos included pictures and clues related to skimming skill which gave students hints and helped them to understand the text and answer the questions. More importantly, the researcher added related sentences for certain scenes in the videos which made learners' understanding easier and the experience more enjoyable. Consequently, it can be summed up that the videos are effective in developing learners' skimming skill.

### **1.2 Discussion of the study second question findings**

The findings of the study second question inquiring if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group in the scanning skill due to the use of videos showed that the (t) computed value, (5.070), was larger than the (t) table value, 2.64, in the post test. This means that there were significant differences at ( $\alpha = 0.01$ ) between the experimental group and the control one in relation to scanning in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental one. Whereas the mean of the control group was (3.825), the mean of the experimental group was (5.325). Furthermore, Eta square " $\eta^2$ " test results showed that there was a large effect size of using videos on developing experimental group students' scanning skill.

Such findings could be attributed to the technological programme inside the videos which made the students more involved and more attentive. Moreover, while watching the videos, the students saw sentences and pictures highlighted in blue related to the scanning skill, which helped them to understand the scanning questions in the worksheet and answer them correctly. So, they felt more confident and relaxed when doing this activity.

The findings of this question agree with those of some previous studies such as the ones by Beer (2012), Al Udaini (2011), shih (2010), Lin (2010), Al Ghunimi (2003), Bano and Abdul Hameed (2007), which confirmed that the use of technological programmes improved students' attitudes towards learning, reading from screens in particular and reading skills, especially skimming, scanning, prediction, synonyms, antonyms, and inferences in particular.

### **1.3 Discussion of the study third question findings**

The findings of the second question inquiring if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group on the skill of inferring the meaning of synonyms and antonyms due to the use of videos showed that the (t) computed value, (3.976), was larger than the (t) table value, 2.64, in the post application of the reading comprehension test. This means that there are significant differences at ( $\alpha \leq 0.01$ ) between the experimental group and the control one in relation to inferring synonyms and antonyms in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental one. Whereas the mean of the control group was (2.088), the mean of the experimental group was (4.075). Moreover, the Eta square " $\eta^2$ ". Test showed that there was a large effect size of using video in teaching reading comprehension on the experimental group achievement in the post test achievement in the items related to inferring synonyms and antonyms.

Such large effect size can be due to the types of the accurate authentic photos and the use of related authentic videos included in the videos used to improve the students' skill of inferring the meaning of synonyms and antonyms. Furthermore, it can be attributed to the interesting way of using videos to present the questions with movements, sounds and colours.

This finding confirms the effectiveness of videos on developing students' skill of inferring the meaning of synonyms and antonyms.

#### **1.4 Discussion of the study fourth question findings**

The findings of the study fourth question asking if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control group in the skill of taking notes due to the use of videos showed that the (t) computed value, (4.506), was larger than the (t) table value, 2.64, in the post test. This means that there were statistically significant differences at ( $\alpha \leq 0.01$ ) between the experimental group and the control one in relation to taking notes in favour of the experimental group. There were also statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (3.563), the mean of the experimental group was (5.138). The Eta square test findings showed that there was a large effect size of using of using videos in teaching reading comprehension on improving the experimental group's skill of taking noting.

Such findings can be attributed to the fact that using videos could improve the students' skill of taking noting because of the interesting design of the videos that enabled students to be more motivated, active and co-operative in the reading class compared with the traditional reading class. The researcher also provided suitable types of reinforcement which contributed to promoting students' learning and taking notes from the text.

#### **1.5 Discussion of the study fifth question findings**

The findings of the study fifth question asking if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score of the post-test between the experimental group and the control one on the skill of making inferences due to the use of videos showed that the (t) computed value, (6.451), was larger than the (t) table value, 2.64, in the post test. This means that there were statistically significant differences at ( $\alpha \leq 0.01$ ) between the

experimental group and the control one in relation to inferences in favour of the experimental group. There were also statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (2.125), the mean of the experimental group was (4.375). The Eta square " $\eta^2$ " results indicated that there was a large effect size of using videos in teaching reading comprehension on the experimental group's skill of making inferences.

Those findings can be attributed to the ability of videos to provide clarity while presenting the reading texts and vocabulary as each video included different types of effects such as pictures, sentences describing pictures and actions, in addition to the music included in each video that helped students to think more effectively. Also, the worksheets related to the text given to students while watching videos made the skill of making inferences more enjoyable and involving.

### **1.6 Discussion of the study sixth question findings**

The findings of the study sixth question inquiring if there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the overall total average score of the post application of the attitude scale between the experimental group and the control group showed that the (t) computed value, (5.611), was larger than the (t) table value, 2.64, in the post application of the attitude scale. This means that there were statistically significant differences at ( $\alpha \leq 0.01$ ) between the experimental group and the control one in relation to the total degree of the attitude scale in favour of the experimental group. There were also statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (236.500), the mean of the experimental group was (267.550). Moreover, the findings of the Eta square " $\eta^2$ " test results showed that using videos in teaching reading comprehension skills had a large effect size on the experimental group in the post application of the attitude scale on experimental group.

These findings can be attributed to the ability of videos to involve students in a technological environment (the computer laboratory), which enabled them to feel more relaxed and interested in using computers. The videos presented the text in an exciting way for all students with colours, movements and videos. Actually, using videos in teaching reading differs considerably from the traditional method of teaching reading which basically depends on the book in presenting texts.

## **2. Study Conclusions**

In the light of the study findings and their interpretations, the following conclusions are drawn:

1. Using videos in teaching reading skills can have positive effects on students' overall achievement in the reading skills.
2. Using videos in teaching reading skills can have positive effects on developing students' reading skimming skill.
3. Using videos in teaching reading skills can have positive effects on developing students' reading scanning skill.
4. Using videos in teaching reading skills can have positive effects on developing students' ability to infer the meaning of synonyms and antonyms.
5. Using videos in teaching reading skills can have positive effects on developing students' reading skill of taking notes.
6. Using videos in teaching the reading skills can have positive effects on developing students' positive attitudes towards reading in English.

## **3. Pedagogical Implications**

In the light of the study findings and conclusions, the following pedagogical implications can be emphasized:

1. Teachers should be aware of the importance of using videos in developing students' reading comprehension skills as the traditional method in teaching reading is much less effective.
2. Using videos enables students to develop their attitudes towards learning reading and learning in general.
3. Using videos enables students with reading difficulties overcome such difficulties.
4. Videos motivate students to read and re-read the text. Thus, teachers should encourage students to read using videos.
5. Including related videos improves comprehension, facilitates the abstract concepts and provides students with immediate feedback.
6. Using videos in the learning process encourages students to be more active when doing an activity.

#### **4. Study Recommendations**

In the light of the study findings and conclusions, the researcher recommends the following to the different stakeholders:

##### **4.1 Teachers**

It is recommended that teachers should:

1. think of designing other videos related to other English language skills such as writing, speaking and listening.
2. pay more attention to the different reading comprehension skills.
3. use videos to improve students' critical thinking.
4. attend training courses aimed at enabling them to use modern techniques in teaching such as integrating technology.
5. be aware that videos help low-achievers and help them become interact with the activity effectively.

## **4.2 Curriculum designers**

It is recommended that course designers should:

1. include new methods in teaching English for Palestine depending on using videos and computers.
2. provide the curriculum with self-learning strategies using modern technology in order to help students learn on their own at home.

## **4.3 Supervisors of English**

It is recommended that supervisors of English should:

1. train teachers to design and use videos in the teaching-learning process.
2. help teachers computerize the lessons to fit the students' abilities and enable them to interact with the lesson effectively.

## **4.4 Recommendations for further studies**

The following research topics may be taken in consideration in the future:

1. Conducting studies based on videos and other technological programmes so as to develop other skills as listening, speaking and writing.
2. Conducting studies based on videos to find out the effect of videos on students with reading disabilities.
3. Conducting studies investigating difficulties facing teachers and students when using technological tools.
4. Conducting studies similar to the current study investigating other school levels.

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## **Appendices**

### **Appendix (I)**

#### **Content analysis card for some reading comprehension sub-skills**

**The Islamic University**

**Deanery of Graduate Studies**

**Faculty of Education**

**Curriculum & Instruction Department**



**Prepared by**

**Fatima Abu El khair**

**Supervised by**

**Dr. Sadek Firwana**

**2013-2014**

**Preliminary list of content analysis card**

Dear Dr./Mr./Ms: -----

**Subject: Refereeing a content analysis card**

The researcher is carrying out MA research on the impact of using videos on developing 8<sup>th</sup> graders' reading comprehension skills in Gaza Governorate schools.

Based on her review of pertinent literature, the researcher prepared a content analysis card consisting of four main domains of some reading comprehension sub skills commonly used in Gaza Governorate schools, especially at high elementary and secondary levels.

**You are kindly invited to referee the list in the light of the following:-**

1. Its importance to the Palestinian context.
2. Its suitability to the Palestinian context.
3. Its comprehensiveness in covering the needed reading comprehension sub skills.

**Thank you for cooperation**

**The researcher**

**Fatima Abu El-Khair**

**Directions:-**

Indicate to what extent the following items of some reading comprehension sub-skills are found in the content of *English for Palestine* – grade 8, student book by ticking the appropriate box.

**1-Scanning:-**

| <b>No.</b> | <b>Skills</b>                                | <b>Found</b> | <b>Not Found</b> |
|------------|--|--------------|------------------|
| <b>1</b>   | Scanning for facts                           |              |                  |
| <b>2</b>   | Scanning for numbers                         |              |                  |
| <b>3</b>   | Scanning for telephone numbers               |              |                  |
| <b>4</b>   | Scanning statistics                          |              |                  |
| <b>5</b>   | Scanning for dates                           |              |                  |
| <b>6</b>   | Scanning for menus                           |              |                  |
| <b>7</b>   | Scanning for schedules                       |              |                  |
| <b>8</b>   | Scanning for calendars                       |              |                  |
| <b>9</b>   | Scanning for places                          |              |                  |
| <b>10</b>  | Scanning for supporting facts in an argument |              |                  |
| <b>11</b>  | Scanning for time                            |              |                  |
| <b>12</b>  | Scanning for addresses                       |              |                  |
| <b>13</b>  | Scanning for the new words in a dictionary   |              |                  |
| <b>14</b>  | Scanning for shopping lists                  |              |                  |
| <b>15</b>  | Scanning for fruit and vegetables            |              |                  |
| <b>16</b>  | Scanning for prices of things                |              |                  |
| <b>17</b>  | Scanning for questions                       |              |                  |
| <b>18</b>  | Scanning for details                         |              |                  |
| <b>19</b>  | Scanning for quotations                      |              |                  |
| <b>20</b>  | Scanning for travel information              |              |                  |

## 2. Skimming:-

| No. | Skills   | Found | Not Found |
|-----|--|-------|-----------|
| 1   | Reading to guess the appropriate title                     |       |           |
| 2   | Reading for subheadings                                    |       |           |
| 3   | Reading for relationships between headings and subheadings |       |           |
| 4   | Reading for gist   |       |           |
| 5   | Reading for the main idea                                  |       |           |

## 3- Synonyms and Antonyms :-

| No. | Skills                      | Found | Not Found |
|-----|-----------------------------|-------|-----------|
| 1   | Rated antonyms              |       |           |
| 2   | Relational antonyms         |       |           |
| 3   | Complimentary antonyms      |       |           |
| 4   | Meaning through the context |       |           |
| 5   | Meaning through scale       |       |           |
| 6   | Meaning through definitions |       |           |

## 4. Making Inferences :-

| No. | Skills  | Found | Not Found |
|-----|---|-------|-----------|
| 1   | Making predictions about the text   |       |           |
| 2   | Inferring pronoun referents   |       |           |
| 3   | Inferring meaning of unfamiliar words                                       |       |           |
| 4   | Inferring the content of a preceding paragraph                              |       |           |
| 6   | Making Coherence inferences (=text-connecting or intersentence inferences)  |       |           |
| 7   | Making elaborative inferences (= gap-filling inferences).                   |       |           |
| 8   | Making on-line inferences (=inferences drawn automatically during reading)  |       |           |
| 9   | Making off-line inferences (= inferences drawn strategically after reading) |       |           |

### **5. Taking notes :-**

| <b>No.</b> | <b>Skills</b>  | <b>Found</b> | <b>Not Found</b> |
|------------|--|--------------|------------------|
| <b>1</b>   | Recognizing the main idea                                      |              |                  |
| <b>2</b>   | Identifying what information is relevant to your task          |              |                  |
| <b>3</b>   | Reducing the information to note and diagram formats           |              |                  |
| <b>4</b>   | Putting the information in your own words                      |              |                  |
| <b>5</b>   | Paraphrasing and summarizing                                   |              |                  |
| <b>6</b>   | Summarizing the specific idea or topic in the text             |              |                  |
| <b>7</b>   | Summarizing relevant and related words in the text             |              |                  |
| <b>8</b>   | Reducing text by rejection of redundant items or information . |              |                  |
| <b>9</b>   | Deleting repeated or irrelevant words                          |              |                  |

**Thank you very much a gain for refereeing the content analysis card.**

**The researcher appreciated your evaluation.**

**Appendix (II)**

**English Reading Comprehension Sub-skills Test**

*"Eighth Grade"*

**The Islamic University**

**Deanery of Graduate Studies**

**Faculty of Education**

**Curriculum & Instruction Department**



**Prepared by**

**Fatima Abu El khair**

**Supervised by**

**Dr. Sadek Firwana**

**(2012-2013)**

**Dear Professor, supervisor, expert teacher,**

The researcher is conducting a study entitled "**The Impact of Using Videos on Developing 8<sup>th</sup> Graders' Reading Comprehension Skills In Gaza Governorate Schools and their Attitudes towards Reading**" to obtain a Master Degree In Curriculum & Instruction. One of the requirements of this study is to conduct a pre/post test based on the most important reading comprehension sub skills for the eighth graders. Because of the importance of your opinion and experience, You are kindly requested to look carefully at the items of the list so as to:

- 1- decide the degree of suitability for the eighth graders .
- 2- modify the language if necessary .
- 3- suggest new ideas to enrich the test .

**Your comments and notes will be highly appreciated**

**The test should check the students' ability to:**

- 1- scan for facts, numbers, dates, places, addresses, and details,
- 2- skim for gist, main ideas, titles, and subtitles,
- 3- develop familiarity with synonyms and antonyms,
- 4- infer meaning of unfamiliar words, gap- fillers, and context, and
- 5- take notes by paraphrasing, summarizing , deleting repeated words , recognizing the main ideas, reducing the information to note and diagram format.

| Items    |  | Degree of Suitability |         |      |
|----------|--|-----------------------|---------|------|
|          |  | Low                   | Average | High |
| <b>1</b> | The test items achieve the objectives of the test.                         |                       |         |      |
| <b>2</b> | There is coherence between the test items and the table of specifications. |                       |         |      |
| <b>3</b> | The layout is acceptable.  |                       |         |      |
| <b>4</b> | The time assigned is suitable.   |                       |         |      |
| <b>5</b> | The distribution of points is suitable.                                    |                       |         |      |
| <b>6</b> | The instructions of the test are clear.                                    |                       |         |      |

**Any additional comments are highly appreciated.**

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**Thanks a lot for your co-operation**

**University Professor**

**Supervisor**

**Teacher**

## Reading Comprehension Sub-skills Test

Grade 8

Time / 45 minutes

Mark /30

Name /.....Class /..... Date /.....

=====

**1-Read the following passage and then answer the questions :'' 15 marks ''**

There are a lots of bad TV programmes, but the weather forecasts are good. We get bad hurricanes here in America, and they are getting worse. But modern satellites are collecting better information on their speed and direction, and forecasts are getting stand hurricanes better now, and we now know when and where one will arrive. We get Palestinian TV and hundreds of other satellite channels, too. Hanan and I love watching cartoons all day! That's bad, I know. But now Mum and Dad say we can only watch series programs like documentaries. We think that's bad, too!

Like a lot of Moroccan people, my job is fishing, and my mobile is very important in my work. **It's** expensive, but I can now call different markets from my boat. That means I can find the best market for my fish and take them there. My mobile is giving my family a better life.

**Question 1: (Scanning) ''3 points ''**

1- We get bad hurricanes here in -----

- a) America                      b) British                      c ) Egypt

2- We get Palestinian TV and ----- of other satellite channels.

- a) thousand                      b ) hundreds                      c ) one hundred

3- Mum and Dad say we can watch ----- programs like documentaries.

- a) funny                      b ) serious                      c ) useless

**Question 2: (Skimming) "3 points"**

- 1) The best title for this text is -----
  - a) Living with a modern communications.
  - b) The weather forecasts are good.
  - c) The cartoon programmes.
- 2) The main idea in paragraph "1" is -----
  - a) There are a lot of TV programmes
  - b) Serious programmes are good.
  - c) The hurricanes in America.
- 3) The main idea in Paragraph "2" is -----
  - a) Mobile phone is very important.
  - b) fishing is very useful.
  - c) Moroccan people .

**Question 3: (Antonyms and synonyms). Find from the passage: "3 points "**

- 1) opposite of "bad" x ----- "cheap" x-----
- 2) meaning of "new":----- "parents" : -----
- 3) meaning of " tornados" ----- opposite of "worse" x-----

**Question 4: (Inferences) "3 points"**

- 1) The underlined pronoun (it's) refers to -----
- 2) The correct definition of the word " speed " is -----
  - a) size.
  - b) movement
  - c) a college or collection of colleges which people study for a degree.

3) The text mentioned the good thing for using mobile .However, you can guess the bad thing for using it.-----

- a) people are calling and texting friends more and more.
- b) it's a cheap.
- c) it's heavy.

**Question 5: (Taking notes) "3 points"**

1) Complete the summary with words from the text.

- a- Modern satellites are collecting better information on their-----.
- b-Mobile is very important in the -----
- c- Mobile is giving my family a----- life.

2) Which is the correct order according to the passage?

- a. We get bad hurricanes here in America.
- b. Moroccan people.
- c. We get Palestinian TV and hundreds of other satellite channels.

**2-Read the following passage and then answer the questions : "15 marks"**

People have been playing team games since ancient times. But, why? Well, people have always loved to be part of a great team, to complete their hardest with others, and to win too. We still love our games, but games have changed. They have changed because now there are clear rules. These make everything about a game clear to everyone. Take football, for example. In the past, hundreds of people sometimes played for days. There were no rights and wrongs – and matches were not very safe, either: players often kicked each other more than the ball! Then, in 1863, players from different teams met, decided the rules together, and invented the modern game. The rules have helped to make football the world's favorite sport. People everywhere understand **it** and play it. So at any time someone somewhere in the world is scoring a goal.

**Question 1: (Scanning) "points "**

1- The modern football game only started in -----

- a) 1877                      b) 1836                      c) 1863

2- Football has become the most important sport in the world because-----

- a) The number of players is very big .  
b) More people understand it and play it.  
c) Somebody somewhere is scoring or saving a goal .

3- People have been playing team games since ----- times.

- a) modern                      b) ancient                      c) recently

**Question 2: (Skimming) "3 points"**

1) The best title for this paragraph is -----

- a) Sport is very useful for human being .  
b) Football is the most famous sport in the world .  
c) Basketball is a game more people play it and understand it.

2) The main idea is this paragraph is -----

- a) You can be sure that right now somebody somewhere is scoring or saving a goal.  
b) People have been playing teams games since ancient times.  
c) Football has become the most popular sport in the world.

3) In playing football , the winner team is scoring or saving a -----

- a) time                      b) goal                      c) money

**Question 3: (Antonyms and synonyms). Find from the passage: "3 points"**

1) opposite of "same" x ----- "modern" x-----

2) meaning of "types":----- "true" : -----

3) meaning of " false"----- opposite of "hate" x-----

**Question 4: (Inferences) "3 points"**

- 1) The underlined pronoun (it) refers to -----
- 2) The correct definition of the word "changed" is -----
  - a) to exchange one thing for another thing.
  - b) liked, enjoyed or supported by many people.
  - c) something is bad.
- 3) The -----have helped to make football the world's favorite sport.
  - a) teams                      b) competition                      c) rules

**Question 5: (Taking notes) "3 points"**

- 1) Complete the summary with words from the text.
  - a- People have always loved to be part of a great -----.
  - b- Games have changed because now there are ----- rules.
  - c- In 1863, players from different teams met, decided the rules -----, and -----the modern game
- 2) Which is the correct order according to the passage?
  - a. The rules have helped to make football the world's favorite sport.
  - b. People have been playing teams game since ancient times.
  - c. More people understand football match and play it .

**Appendix (III)**  
**Attitude Scale Towards Reading**  
***“Eighth Grade”***

**The Islamic University**  
**Deanery of Graduate Studies**  
**Faculty of Education**  
**Curriculum & Instruction Department**



**Prepared by**  
**Fatima Abu El khair**

**Supervised by**  
**Dr. Sadek Firwana**

**(2012-2013)**

**Dear student,**

The researcher is using this attitude scale to investigate your attitudes towards English reading. The scale is divided into four domains . You are kindly invited to read each scale item carefully and then tick (✓) the box that best reflects your opinion. The scale ranges from (5) to (1) for positive sentences, where **( 5) = Strongly agree , (4) = Agree, ( 3) = Undecided, (2) = Disagree and (1) =Strongly disagree** .While the scale ranges from (1) to (5) for negative sentences, where **(1)= Strongly agree, (2) = Agree, (3) = Undecided, (4) = Disagree and (5) = Strongly disagree.**

Remember there are no correct or incorrect answers.

**Thanks for your co-operation**

**The researcher**

**Fatima Abu El-khair**

| No. | Domains   | Items  | 5 | 4 | 3 | 2 | 1 |
|-----|---|--|---|---|---|---|---|
| 1   | Attitudes towards the importance<br>Of reading. | I think reading is a basic element of the human culture.                           |   |   |   |   |   |
| 2   |   | I think reading is time consuming.   |   |   |   |   |   |
| 3   |   | I can acquire much knowledge and experience without reading.                       |   |   |   |   |   |
| 4   |   | I believe reading develops the mental process more than any other skills.          |   |   |   |   |   |
| 5   |   | I think reading helps develop thinking abilities.                                  |   |   |   |   |   |
| 6   |   | I think reading is very important to every student.                                |   |   |   |   |   |
| 7   |   | I wish school reading classes were increased.                                      |   |   |   |   |   |
| 8   |   | I wish we could continue reading even if we have wide experience.                  |   |   |   |   |   |
| 9   |   | I think reading increases students' intelligence.                                  |   |   |   |   |   |
| 10  |   | I think reading strengthens our values.  |   |   |   |   |   |
| 11  |   | I think reading lets us appreciate our customs and sustain means.                  |   |   |   |   |   |
| 12  | Attitudes Towards Enjoying Reading.             | I think I would rather read than play with my friends.                             |   |   |   |   |   |
| 13  |   | I feel bored when read a book that is not good.                                    |   |   |   |   |   |
| 14  |   | I feel interested when I read a story.   |   |   |   |   |   |
| 15  |   | I really enjoy reading.  |   |   |   |   |   |
| 16  |   | I really enjoy reading when I do read, but I do not have the time for it .         |   |   |   |   |   |
| 17  |   | I sometimes read a book or a magazine .  |   |   |   |   |   |
| 18  |   | I do not really read much but I only read for study purposes.                      |   |   |   |   |   |
| 19  |   | I don't enjoy reading at all because reading is a problem for me.                  |   |   |   |   |   |
| 20  |   | I would rather read academic texts during my free time .                           |   |   |   |   |   |
| 21  |   | I read because I believe reading has a positive effect on my academic performance. |   |   |   |   |   |
| 22  |   | I am interested when I read a book in school during free time.                     |   |   |   |   |   |
| 23  |   | I feel bored when it's time for a reading class.                                   |   |   |   |   |   |
| 24  |   | I feel fun when I read at home.  |   |   |   |   |   |
| 25  |   | I feel bored when I read different kinds of books.                                 |   |   |   |   |   |
| 26  |   | I feel interested when I read a book and answer questions about what I read.       |   |   |   |   |   |
| 27  |   | I feel bored when I face new words in reading.                                     |   |   |   |   |   |
| 28  |   | I hate reading a lot to the teacher.   |   |   |   |   |   |
| 29  |   | I prefer reading classes to other classes.   |   |   |   |   |   |
| 30  |   | I feel that the time of reading classes is very long and                           |   |   |   |   |   |

|    |   |   |  |  |  |  |  |
|----|---|---|--|--|--|--|--|
|    |   | boring.   |  |  |  |  |  |
| 31 |   | I keep away from participating in school reading activities.  |  |  |  |  |  |
| 32 |   | I think that we should have a library at home.  |  |  |  |  |  |
| 33 |   | I feel annoyed when doing my reading tasks.   |  |  |  |  |  |
| 34 |   | I take care of reading extra reading texts .  |  |  |  |  |  |
| 35 | <b>Attitudes Towards learning reading by video.</b> | Using videos makes me efficient in my school study.   |  |  |  |  |  |
| 36 |   | I think videos generally make task completions easier.  |  |  |  |  |  |
| 37 |   | I perceive useful videos as educational tools.  |  |  |  |  |  |
| 38 |   | I generally have positive attitude towards using videos in teaching.                                |  |  |  |  |  |
| 39 |   | I like using videos for teaching and learning purposes.   |  |  |  |  |  |
| 40 |   | I don't believe videos are suitable for the students' level.  |  |  |  |  |  |
| 41 |   | I don't believe videos are useful for improving students' learning.                                 |  |  |  |  |  |
| 42 |   | I think what the teacher does in class using traditional methods is better than teaching by videos. |  |  |  |  |  |
| 43 |   | I would consider videos are supportive tools in teaching.   |  |  |  |  |  |
| 44 |   | I think reading via videos causes less concentration.   |  |  |  |  |  |
| 45 |   | I wait impatiently for the video reading class.   |  |  |  |  |  |
| 46 |   | I believe reading via videos weakens my reading skills.   |  |  |  |  |  |
| 47 |   | I feel reading via video increases my thinking skills.  |  |  |  |  |  |
| 48 |   | I think that reading via videos increases my ability to understand abstract concepts.               |  |  |  |  |  |
| 49 |   | I think reading via videos is time consuming.   |  |  |  |  |  |
| 50 |   | I think that reading via video causes fewer concentrations.   |  |  |  |  |  |
| 51 |   | I think reading via vides increases inferences and conscious.                                       |  |  |  |  |  |
| 52 |   | I think students who learn by videos feel less bored.   |  |  |  |  |  |
| 53 |   | Video leaning constitutes a more relaxed and good atmosphere.                                       |  |  |  |  |  |
| 54 |   | Learning reading by videos enhances your intelligence.  |  |  |  |  |  |
| 55 | I think that using videos develops reading skills.  |   |  |  |  |  |  |
| 56 | I think it is hard to learn via videos.             |   |  |  |  |  |  |
| 57 | <b>Attitudes</b>                                    | I feel teachers' reading focuses on interaction through the text.                                   |  |  |  |  |  |
| 58 |   | I think teacher's reading provides meaning – based activities.                                      |  |  |  |  |  |
| 59 |   | I think teacher's reading helps learners to relate contents to their lives.                         |  |  |  |  |  |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 60 | I feel teacher's reading encourages authentic activities in class.                   |  |  |  |  |  |
| 61 | I think teacher's reading helps learners to acquire various strategies to learn.     |  |  |  |  |  |
| 62 | I think teacher's reading ignores individual differences.                            |  |  |  |  |  |
| 63 | I think teacher's reading increases my interest in reading.                          |  |  |  |  |  |
| 64 | I feel annoyed when I see the reading teacher.                                       |  |  |  |  |  |
| 65 | The reading teacher encourages us to express our opinions.                           |  |  |  |  |  |
| 66 | I feel bored when the reading teacher discusses any topic.                           |  |  |  |  |  |
| 67 | I feel that the teaching aids used by the teacher of reading stimulate the attention |  |  |  |  |  |
| 68 | The teacher of English advises us to read more additional reading passages.          |  |  |  |  |  |

## Appendix (IV)

### List of Referees

List of referees for content analysis, pre and post achievement test and attitude scale

| No. | Names                      | Positions   | Place                     |
|-----|----------------------------|---|---------------------------|
| 1   | Dr. Basil Skaik.           | Curriculum & English<br>Instruction Department      | Al-Azhar University       |
| 2   | Dr. Samar Abu Sha'aban     | Doctor for reading courses in<br>English Department | Al-Azhar University       |
| 3   | Dr. Mohammad Hamdan        | Curriculum & English<br>Instruction Department      | Gaza University           |
| 4   | Prof. Ezzo Afana           | Professor of the Education<br>Department            | Islamic University- Gaza  |
| 5   | Dr. Ibrahim El- Astal      | Doctor for the education<br>Department              | Islamic university- Gaza  |
| 6   | Prof. Awad Keshta          | Professor of the education<br>department            | Islamic University- Gaza  |
| 7   | Ms. Maha Barzak            | Doctor in El-Qatan Center                           | El-Qatan center           |
| 8   | Dr. Dr.Kamal Mourtaja      | Assistant Prof. in the English<br>Department        | Islamic University - Gaza |
| 9   | Dr. Hassan EL- Nabeeh      | Doctor in the English<br>Department                 | Islamic University- Gaza  |
| 10  | Dr. Mohamed El-Hajj Ahmad  | Doctor in the English<br>department                 | Islamic University - Gaza |
| 11  | Dr. Mohamed Mosheer Amer   | Doctor in the English<br>department                 | Islamic University - Gaza |
| 12  | Mr. Ibrahim Ayad           | English Supervisor                                  | Directorate east of Gaza  |
| 13  | Mr. Moe'en Khail           | English Supervisor                                  | Directorate east of Gaza  |
| 14  | Mr. Abed El-Kareem Al-Ejla | English Supervisor                                  | Directorate east of Gaza  |
| 15  | Mr. Ahmed El- Refy         | English Supervisor                                  | Directorate east of Gaza  |
| 16  | Mr. Eman Shamali           | English Supervisor                                  | Directorate east of Gaza  |

**Appendix (V)**  
**Teacher's Guide**  
**English for Palestine 8**

How to teach the reading lessons by using video.

**Dear teachers,**

It is a matter of fact that English for Palestine 8 syllabus focuses on the reading skill more than other skills. Clearly, each unit has 12 lessons; lesson 1 and 2 are listening lessons integrated with reading as students listen then read the text to answer the comprehension questions. In addition, lesson 3 is grammar that needs two classes. Also, lesson 4 is listening and integrated with reading, included in lesson 5, 6, 7, 8 that students read then answer reading comprehension questions. Furthermore, lesson 9 is writing, lesson 10 is listening and writing, lesson 11 is listening and writing and lesson 12 is writing and reading.

The researcher suggests videos for the reading lessons 5-6-7-8 in the units 1, 2, 3, 4, and 5. It aims at improving the reading comprehension skills for eighth graders and developing their attitudes towards reading in general and reading through videos as well.

This teacher's guide is a suggested lesson plan for each reading lesson (5) based on videos. However, lessons 6, 7, 8 are activities based on lesson 5. Lesson 5 contains the following:

1. Learning objectives for each lesson.
2. Procedures and activities.
3. Evaluation.



**Evaluation**

**Presentation**

T. points to each text then asks students to find nationality words.

T. encourages students to say sentences about nationality such as Anna is American. She is from America.

T. asks students to do the same thing with other nationality words.

T. builds a table on the board under the headings: ian – n – an – ese –i – ish.

T. focuses on these irregular nationality words (French- Greek-Swiss

**Complete the following sentences:-**

1- Amel is from Palestine. She is -----

2- Ramy is from Canada . He is -----

3- Tahany is from ----- . She is Chinese.

4- They are from Turkey. They are -----.

**T. asks many questions about means of communication to enter the text as:**

What are the types of media devices in our country?

⇒ Is a mobile very expensive?

⇒ Why you are using a mobile?

⇒ Do you watch television?

⇒ What are your favorite programmes?

⇒ What are the bad programmes you do not like them?

**Pre- reading question:**

**Ex.2: Read and mark the sentences true or false.**

T. asks students to read the text silently.

T. reads number one to the students and asks them; Is it true? The students write true in the answer box.

The students read other sentences and write true or false.

**Work in pairs. Check your answer and correct the false one.**

The students check their answers in pairs.

They correct the false sentences.

T. checks the answer orally.

**While reading questions:**

T. gives students work sheet which includes five questions to answer them.

T. clarifies these questions to students before they watch the video.

Students watch video to answer the questions.

T. asks students to check their answers in pairs.

|                          |   |
|--------------------------|---|
| <p><b>Evaluation</b></p> | <p>T. checks the questions with students orally.</p> <p>Why is the mobile very important?</p> <p>Are the weather forecast programmes good?</p> <p>What programmes do Hanan and Sameer Qudsi like?</p> <p>What does Ali Mograbi do?</p> <p><b>Post- reading questions:</b></p> <p>At the end of the lesson, Students watch a video again to discuss what they have seen.</p> <p><b>Ex.3: Listen and read aloud:</b></p> <p>T. plays recording and pause CD after each sentence for students to read aloud.</p> <p>Students listen and read the text aloud.</p> |
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**Book 8    unit 2    period 5    SB P. 20    Date: 30 / 9 / 2013**

|   |  |
|---|--|
| <p><b>Learning objectives of the lesson:</b></p>  | <p><b>New vocabulary:</b></p>                              |
| <p>To identify countries and their nationalities.</p> <p>To answer the questions by silent reading.</p> <p>To skim the text.</p> <p>To scan the text.</p> <p>To take notes.</p> <p>To deduce the meaning and opposites.</p> | <p>Direction- speed – farms- calling – arrive- texting</p> |

|  |   |
|--|---|
| To make inferences for some questions.                               |   |
| <b>Aids included in the video.</b><br>Pictures- flashes- real videos | <b>Words to be revised:</b><br>Channels – information- documentary-<br>forecast- like – hurricane – speed- serious-<br>nationality. |

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| <b>Steps</b>   | <b>Procedures</b>                              |
| <b>Warm-up</b> | ⇒ Greeting<br>⇒ Spider gram: nationality words |

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| <b>Revision</b>     | ⇒ T. revises homework with students and checks their answers.<br>⇒ T. revises the words in lesson 4 by giving the students dictation.   |
| <b>Presentation</b> | <b>SB Ex.1: look at the pictures 1- 4 on page seven and texts A.D below. Do these tasks.</b><br>T. points to each text then asks students to find nationality words.<br>T. encourages students to say sentences about nationality such as Anna is American. She is from America.<br>T. asks students to do the same thing with other nationality words.<br>T. builds a table on the board under the |

**Evaluation**

**Presentation**

headings: ian – n – an – ese –i – ish.

T. focuses on these irregular nationality words( French- Greek-Swiss )

**Complete the following sentences:-**

1- Amel is from Palestine. She is -----

2- Ramy is from Canada. He is -----

3- Tahany is from ----- . She is Chinese.

4- They are from Turkey. They are -----.

**Pre- reading question:**

**Ex.2: Read and mark the sentences true or false.**

T. asks students to read the text silently.

T. reads number one to the students and asks them; Is it true? The students write true in the answer box.

The students read other sentences and write true or false.

**Work in pairs. Check your answer and correct the false one.**

The students check their answers in pairs.

They correct the false sentences.

T. checks the answer orally

**While reading questions:**

T. gives students work sheet which includes

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|--------------------------|--|
| <p><b>Evaluation</b></p> | <p>five questions to answer them.</p> <p>T. clarifies these questions to students before they watch the video.</p> <p>Students watch video to answer the questions.</p> <p>T. asks students to check their answers in pairs.</p> <p>T. checks the questions with students orally.</p> <p><b>Post- reading questions:</b></p> <p>At the end of the lesson, Students watch a video again to discuss what they have seen.</p> <p><b>Ex.3: Listen and read aloud:</b></p> <p>T. plays recording and pause CD after each sentence for students to read aloud.</p> <p>Students listen and read the text aloud.</p> |
|--------------------------|--|

**Book 8    unit 3    period 5    SB P. 32    Date: 15 / 10 / 2013**

|   |   |
|---|---|
| <p><b>Learning objectives of the lesson:</b></p>  | <p><b>New vocabulary:</b></p>   |
| <p>To identify Yosemite's park.</p> <p>To answer the questions by silent reading.</p> <p>To skim the text.</p> <p>To scan the text.</p> <p>To take notes.</p> <p>To deduce the meaning and opposites.</p> | <p>campsite - damage- cut down-every – go</p> <p>white water rafting – volunteer- waterfall-</p> <p>wildlife.</p> |

|  |   |
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| To make inferences for some questions.                               |   |
| <b>Aids included in the video.</b><br>Pictures- flashes- real videos | <b>Words to be revised:</b><br>Cloud- path- mountain- valley- visitor- tree-<br>river- lake- rafting- climb |

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| <b>Steps</b>   | <b>Procedures</b>  |
| <b>Warm-up</b> | ⇒ Greeting<br>⇒ Spider gram: natural things in gardens or parks. |

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| <b>Revision</b>     | ⇒ T. revises homework with students and checks their answers.<br>⇒ T. revises the words in lesson 4 by giving the students dictation.  |
| <b>Presentation</b> | <b>Pre- reading:</b><br><b>SB Ex.1: Work in pairs. Look at the photos on the website pages. Do these tasks.</b><br>T. points to the pictures of Yosemite and says sentences with would like to go to ----- about the park.<br>T. adds information, for example, I think the woods are beautiful.<br>T. elicit others / would like to ----- |

**Evaluation**

**Presentation**

sentences and descriptions from the students.

In pairs, all the students tell their partners about where they would go in Yosemite park and what they think it would be like.

T. points to the pictures of what water rafting elicit ideas from the students about how they feel and what they want to say.

In pairs, students tell each other how they feel and what they would do in that situation.

**Complete the following sentences:-**

1. In picture one, the man is in the ----
2. In picture two, the boys raft in the --

**Pre- Reading:**

T. shows video to students.

Students express their opinions about what they say in the video

**Ex.2: Read and mark the sentences true or false.**

T. reads number one to the students and asks them; Is it true? The students write true in the answer box.

T. asks students to read the five sentences silently and write true or false.

The students read other sentences and write true or false.

**Evaluation**

**Work in pairs. Check your answer and correct the false one.**

The students check their answers in pairs.

They correct the false sentences.

T. checks the answer orally.

**While reading questions:**

T. gives students work sheet which includes five questions to answer them.

T. clarifies these questions to students before they read the text.

Students read the text silently to answer the questions.

T. asks students to check their answers in pairs.

T. checks the questions with students orally.

**Post- reading questions:**

At the end of the lesson, students watch a video again to discuss what they have seen.

**Ex.3: Listen and read aloud:**

T. plays recording and pause CD after each sentence for students to read aloud.

Students listen and read the text aloud.

|   |   |
|---|---|
| <b>Learning objectives of the lesson:</b>   | <b>New vocabulary:</b>  |
| <p>To identify about the problems for boy and girl.</p> <p>To answer the questions by silent reading.</p> <p>To skim the text.</p> <p>To scan the text.</p> <p>To take notes.</p> <p>To deduce the meaning and opposites.</p> | <p>Problems - ideas- healthy- putting on – weight- lose – missing- instead.</p>             |
| <b>Aids included in the video.</b>  | <b>Words to be revised:</b>   |
| <p>Pictures- flashes- real videos</p>   | <p>A wake – exercise – go on – instead (of ) – put on weight- something – study – test.</p> |

|                |  |
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| <b>Steps</b>   | <b>Procedures</b>                                    |
| <b>Warm-up</b> | <p>⇒ Greeting</p> <p>⇒ Spider gram: healthy food</p> |

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| <b>Revision</b>     | <p>⇒ T. revises homework with students and checks their answers.</p> <p>⇒ T. revises the words in lesson 4 by giving the students dictation.</p> |
| <b>Presentation</b> | <p><b>Pre- reading:</b></p> <p><b>SB Ex.1: Work in pairs. Talk about the</b></p>   |

**Evaluation**

**Presentation**

**pictures on text.**

T. points to the pictures of girl and the boy.

And asks what is she doing? (she is weighting herself), what is he doing? (He is studying).

T. reads number on to the students.

T. elicits the answer. (She is worried about her weight.)

In pairs, the students answer the questions.

**Complete the following sentences:-**

1. In picture one, the girl want to lose some of her -----

2. In picture two, the boy studies late and drinking too much -----

T. shows video to students.

Students express their opinions about what they say in the video.

**Ex.2: Read and mark the sentences true or false.**

T. reads number one to the students and asks them; Is it true? The students write true in the answer box.

T. asks students to read the five sentences silently and write true or false.

The students read other sentences and write true or false.

**Work in pairs. Check your answer and correct the false one.**

The students check their answers in pairs.

They correct the false sentences.

T. checks the answer orally.

**While reading questions:**

T. chooses a student to read the first situation and explains it.

T. elicits the correct answer from the students.

T. chooses another student to read the answers and checks the students answer.

T. chooses another student to read the second situation and explains it.

T. elicits the correct answer from the students.

T. chooses another student to read the answers and checks the students answer.

T. gives students work sheet which includes some questions to answer them.

T. clarifies these questions to students before they read the text.

Students read the text silently to answer the questions.

T. asks students to check their answers in

|                          |   |
|--------------------------|---|
| <p><b>Evaluation</b></p> | <p>pairs.</p> <p>T. checks the questions with students orally.</p> <p><b>Post- reading questions:</b></p> <p>At the end of the lesson, Students watch a video again to discuss what they have seen.</p> <p><b>Ex.3: Listen and read aloud:</b></p> <p>T. plays recording and pause CD after each sentence for students to read aloud.</p> <p>Students listen and read the text aloud.</p> |
|--------------------------|---|

**Book 8      unit 5      period 5      SB P. 56      Date: 17 / 11 / 2013**

|   |  |
|---|--|
| <p><b>Learning objectives of the lesson:</b></p>  | <p><b>New vocabulary:</b></p>  |
| <p>To identify the rules of football games.</p> <p>To answer the questions by silent reading.</p> <p>To skim the text.</p> <p>To scan the text.</p> <p>To take notes.</p> <p>To deduce the meaning and opposites.</p> | <p>either – change - scoring- included – team.</p>   |
| <p><b>Aids included in the video.</b></p> <p>Pictures- flashes- real videos</p>   | <p><b>Words to be revised:</b></p> <p>Compete- everything- everywhere- invent- kick – part- proud- rule – somewhere.</p> |

|                       |                          |
|-----------------------|--------------------------|
| <p><b>Steps</b></p>   | <p><b>Procedures</b></p> |
| <p><b>Warm-up</b></p> | <p>⇒ Greeting</p>        |



**Evaluation**

silently and write true or false.

The students read other sentences and write true or false.

**Work in pairs. Check your answer and correct the false one.**

The students check their answers in pairs.

They correct the false sentences.

T. checks the answer orally.

**While reading questions:**

T. gives students work sheet which includes some questions to answer them.

T. clarifies these questions to students before they read the text.

Students read the text silently to answer the questions.

T. asks students to check their answers in pairs.

T. checks the questions with students orally.

**Post- reading questions:**

At the end of the lesson, students watch a video again to discuss what they have seen.

**Ex.3: Listen and read aloud:**

T. plays recording and pause CD after each sentence for students to read aloud.

Students listen and read the text aloud.

## Appendix (XI)

### Worksheet for unit (1)

#### Period (5)

#### **Question 1: (Scanning):**

1- We get bad hurricanes here in -----

- a) America                      b) British                      c ) Egypt

2- We get Palestinian TV and ----- of other satellite channels.

- a) thousand                      b ) hundreds                      c ) one hundred

3- Mum and Dad say we can watch ----- programs like documentaries.

- a) funny                      b ) serious                      c ) useless

4- Nationality from Palestine is -----, Morocco -----,  
Australia-----, United State Of America-----.

#### **Question 2: (Skimming):**

1) The best title for this text is -----

- a) Living with a modern communications.  
b) The weather forecasts are good.  
c) The cartoon programmes.

2) The main idea in paragraph "1" is -----

- a) There are a lot of TV programmes  
b) Serious programmes are good.  
c) The hurricanes in America.

3) The main idea in Paragraph "2" is -----

- a) Mobile phone is very important.  
b) fishing is very useful.  
c) Moroccan people .

**Question 3: (Antonyms and synonyms). Find from the passage:**

- 1) opposite of "bad" x ----- "cheap" x----- "worse" x ----- little x-----  
"leave" x----- "Funny" x----- "hate" x-----"Lose" x-----  
"Small" x----- "give" x-----
- 2) meaning of "new":----- "parents" : ----- "tornados" ----- "work"-----  
"ship"-----"data" ----- "huge"----- Variety-----

**Question 4: (Inferences):**

- 1) The underlined pronoun (it's) refers to -----
- 2) The correct definition of the word " **speed** " is -----
- a) size.
  - b) movement.
  - c) a college or collection of colleges which people study for a degree.
- 2) The correct definition for the word " **documentary** " is -----
- a) a film or television or radio programe that gives facts and information about a subject.
  - b) funny programme like cartoon.
  - c) programmes give information about weather.
- 3) The text mentioned the good thing for using mobile .However, you can guess the bad thing for using it.-----
- a) people are calling and texting friends more and more.
  - b) it's a cheap.
  - c) it's heavy.

**Question 5: (Taking notes):**

- 1) Complete the summary with words from the text.
- a- Modern satellites are collecting better information on their -----.
  - b-Mobile is very important in the -----
  - c- Mobile is giving my family a----- life.
- 2) Which is the correct order according to the passage?
- a. We get bad hurricanes here in America.
  - b. Moroccan people.
  - c. We get Palestinian TV and hundreds of other satellite channels.

## Period (5)

### 1.Scanning:

1. ----- of years ago, people used to sing folk songs about their simple lives.

- a) hundreds                      b) two thousands                      c) thousands

2. Rock music came from -----

- a) folk music                      b) modern music                      c) Jazz music

3.The modern guitar developed from Arab music ----- a go.

- a) three centuries                      b) one centuries                      c) two centuries

### 2.Skimming:

1.The best title for this text is -----

- a) Music in everywhere.  
b) Farid Al-Atrash is a great singer.  
c) Classical Arab music developed many centuries ago.

2.The main idea in part "2" is -----

- a) music changes feeling.  
b) music make us sad.  
c) music make us better.

### 3.Synonyms and Antonyms:

a- Meaning from **Pleased**-----, **ill**-----, **old**-----,

**necessary**----- usually,-----, **several** -----, **improve**-----

b- Opposite from **sad** x-----, **old** x----- **angry** x-----

**better** x-----, **difficult** x-----, **past** x-----

**4.Making inferences:**

1.The correct definition for the word "**instrument**" is -----

- a) an object such as piano, guitar, or drum, which is played to produce musical sounds.
- b) tools which people use them in cooking.
- c) tools which people use them in building.

2.The correct definition for the word "**musician**" is -----

- a) someone who is skilled in playing music, usually as their job.
- b) someone who is song at parties.
- c) someone who is practice writing a poem.

**5.Taking notes:-**

**1.Which is the correct order according to the passage?**

----- ( ) Music changes feelings, too.

----- ( ) Classical Arab music developed many centuries ago.

----- ( ) Music is a heart of life.



**4.Making inferences:**

1.The correct definition for the word " **waterfalls**" is -----

- a) liquid which people drink it when they feel thirsty.
- b) water, especially from a river or stream, dropping from a higher to a lower point.
- c) place people swim in it.

**5.Taking notes:-**

**a. Complete the following sentences:-**

1.Yosemite is an ----- place . It has a mountain, -----, -----and -----

2.But people have become ----- again.

**Work sheet for unit four**

**Period ( 5 )**

**1. Scanning:-**

**a. The girl has been putting on weight, and you want to lose -----**

- a) five kilos                      b) three kilos                      c) some

**b. The boy had been studying late and drinking coffee to stay awake but when he went to bed he couldn't -----**

- a) sleep                              b) wake                              c) drink

**2. Skimming:-**

**a. The best title for this text is .....**

- a. The healthy living quiz.  
b. The healthy food.  
c. Sleeping early.

**3. Synonyms and Antonyms:-**

a- Meaning of " missing "-----, "best"----- , "exam"-----  
**get up "-----, "job"-----**

**b. Opposite of " good " x ----- , "healthy" x -----, "incomplete" x-----, "worse" x -----**  
**" safe " x ----- " sleep " x -----**

1. The correct definition for the word " **instrument**" is -----

**4. Making inferences:-**

1.The correct definition for the word " **putting on** " is -----

- a. if people or animals put weight on , they become heavier.  
b. increase the people's weight.  
c. putting something in the bag.

**5. Taking notes:-**

**1. Which is the correct order according to the passage?**

----- a. you have been studying late every night for a big test , you have been drinking coffee to stay awake.

----- b. you have been putting on weight, and want to lose some.



c) something is bad.

**3) The ----- have helped to make football the world's favorite sport.**

a) teams                      b) competition                      c) rules

**5. Taking notes:-**

3) Complete the summary with words from the text.

d- People have always loved to be part of a great -----.

e- Games have changed because now there are ----- rules.

f- In 1863, players from different teams met, decided the rules -----, and -----the modern game.