

Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

Dept. of Curriculum & Teaching Methods



**A Suggested Program Based on Picture Reading Strategy to
Improve English Reading Comprehension Skills among Seventh
Graders in Palestine**

Submitted by:

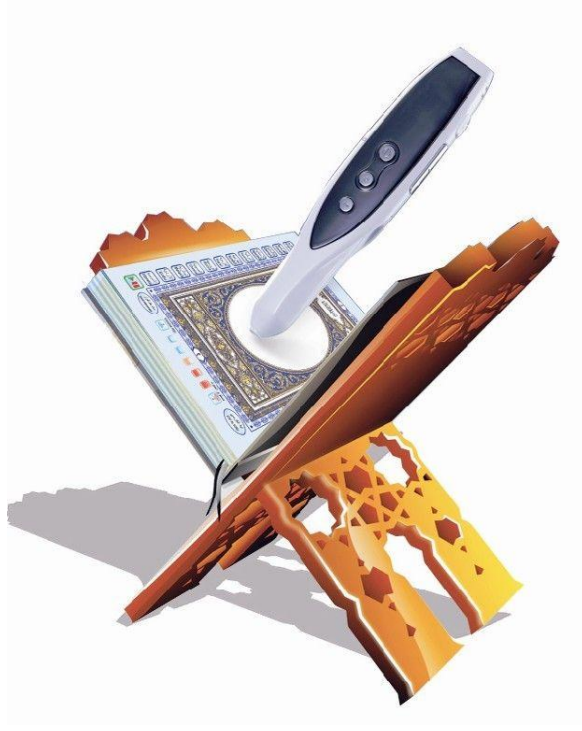
Mahmoud Abdel Rahman Ghorab

Supervised by:

Dr. Khader T. Khader

A Thesis Submitted to the Curricula & English Teaching Methods
Department, Faculty of the College of Education in Partial Fulfillment of
the Requirements for the Master Degree in Education

2013



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ

عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ

بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

صَدَقَ اللَّهُ الْعَظِيمُ

Dedication

I dedicate this work to the following:

To the soul of my mother in her eternal existence.

To my father the perpetual resort of care and sustenance.

To my beloved wife, who endured a lot and whose love, affection and supplications paved the way to me in order to achieve this thesis appropriately.

To my sons, my eye on the future, whose burden is worth endurance

To the souls of the martyrs of the last war on the Gaza Strip who watered the land of Palestine.

To all those who lightened my way towards success...

ACKNOWLEDGEMENTS

IN THE NAME OF ALLAH, THE MOST GRACIOUS THE MOST MERCIFUL

All praise, our gratitude and thankfulness are due to the Almighty Allah for enabling me to complete this work, and peace and blessings of Allah be upon His Messenger Muhammad, who says: "Whoever does not thank people (for their favors) is not thankful to Allah".

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

First, my gratitude is deeply paid to my supervisor Dr. Khader Khader for his generosity, guidance, advice, and encouragement throughout this study.

Special thanks are due to my teachers doing my MA career, Nasser Sdoudi and Alaa Al Udaini for their encouragement and solace, who devoted their time and experience to cooperate with me doing the analysis. Without their active participation, I would not have been able to conduct the analysis. I am really grateful for their willingness to help in reviewing the study to come to an end.

I am also grateful to my family, who endured lots for achieving this study. And I'd like to thank everyone contributed to the accomplishment of this study.

Abstract

A Suggested Program Based on Picture Reading Strategy to Improve English Reading Comprehension Skills among Seventh Graders in Palestine

This study aimed to investigate the effectiveness of a suggested program based on picture reading strategy to develop seventh graders' English reading comprehension skills. The researcher used four tools: a checklist to determine the criteria of good picture which is suitable for reading comprehension texts for seventh graders, a questionnaire to determine the degree of importance of the reading comprehension skills, an achievement test (Pre& post-test) and the suggested program which consists of Teacher's Guide, Student's Book, teaching aids and evaluation tools.

The researcher purposively chose Nuseirat Prep "C" Boys School for applying an experiment to prove the effectiveness of using the strategy of reading pictures. The sample of the study was 60 male students, (30) students in each group. They were equally divided into two groups, experimental and control. Both groups were pre-tested to assure that they both were equivalent. The results were statistically analyzed by SPSS to be compared with the post-test results. The suggested program was taught to the experimental group while the control one was taught by the traditional method.

The findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to picture reading strategy activation. The experiment showed the importance of activating picture reading strategy throughout reading. According to the findings the researcher recommends that the seventh graders' English Language teachers need to activate picture reading strategy throughout reading in order to develop not only seventh graders' reading comprehension and comprehension skills, but also their general achievement in English language.

ملخص الدراسة

"أثر برنامج مقترح قائم على استراتيجية قراءة الصورة لتحسين القراءة الإستيعابية لدى طلبة الصف السابع في فلسطين"

تهدف الدراسة الى التعرف على أثر برنامج مقترح قائم على استراتيجية قراءة الصورة لتحسين القراءة الإستيعابية في مبحث اللغة الإنجليزية لدى طلبة الصف السابع. ولقد استخدم الباحث اربعة ادوات للبحث،

أولاً: استبانة من أجل تحديد أهم خصائص الصورة التعليمية،

ثانياً: استبانة من أجل تحديد أهم المهارات القرائية لدى طلاب الصف السابع،

ثالثاً: نفذ الباحث اختبار تحصيلي في مهارات الفهم القرائي. واخيراً صمم الباحث برنامج مقترح حيث يحتوى البرنامج على كتاب دليل المعلم و كتاب الطالب. و قد قام الباحث بتطبيق الإختبار على طلاب الصف السابع في مدرسة ذكور النصيرات الإعدادية "ج" حيث إختار عينة الدراسة بطريقة عشوائية من طلاب الصف السابع و البالغ عددها ستون طالبا أى فصلين دراسيين حيث قسمهما إلى مجموعتين متساويتين – ضابطة و تجريبية- وخضعت كل من المجموعتين للإختبار القبلي للتأكد من أن المجموعتين متساويتين و لا توجد فروق بينهما.

ثم قام الباحث بتحليل النتائج احصائيا لمقارنة نتائج الإختبار البعدى من خلال استخدام برنامج (SPSS) .

رابعا: قام الباحث بتطبيق البرنامج المقترح على طلاب المجموعة التجريبية بينما درست المجموعة الضابطة بالطريقة التقليدية.

و لقد أظهرت النتائج أن هناك فروق ذات دلالة احصائية بين المجموعة التجريبية و المجموعة الضابطة لصالح المجموعة التجريبية و يعزى ذلك إلى إستخدام استراتيجية قراءة الصورة، حيث أكدت الدراسة على أهمية هذه الاستراتيجية و دورها في تحسين مهارات القراءة لدى الطلاب .

و فى ضوء هذه النتائج يوصى الباحث مدرسى اللغة الإنجليزية بضرورة استخدام استراتيجية قراءة الصورة كطريقة فاعلة من أجل تحسين مهارات القراءة لدى الطلاب.

No.	Subject	Page
Chapter I Problem statement and background		
1.	Introduction	1
2.	Statement of the problem	5
3.	The Need for the study	5
4.	Purpose of the study	7
5.	Significance of the study	8
6.	Research questions	8
7.	Hypotheses of the study:	9
8.	Limitations of the study:	9
9.	Definitions of operational terms	10
Chapter II Theoretical Framework		
	Introduction	12
1.	What is reading?	12
2.	Reading in Islam	14
3.	The Importance of Reading	15
4.	The importance of reading to children	16
5.	Benefits of reading books	18
6.	Health Benefits of Reading Books	19

7.	Types of reading	20
7.1.	Intensive reading	20
7.1.2.	The roles of the teacher in intensive reading:	20
7.2	Extensive reading	21
7.2.1	The Benefits of Extensive reading	21
7.3	Silent reading	22
7.4	Reading aloud	23
7.5	Model reading	23
7.6	SQ5R	24
7.7	Word by word type reading	26
7.8	Turbo Read	26
7.9	Speed-reading	26
7.10	Shared reading	27
7.11	Values of Shared Reading	28
7.11.1	Photo-Reading	28
7.11.2	Benefits of Photo Reading	29
Skills associated with the reading process		
1	Predicting	30
2	Making connections	30

3	Inferring	31
4	Visualizing and Verbalizing	31
5	Skimming	31
6	Scanning	32
7	Summarizing	32
8	Drawing conclusions	33
Reading Comprehension		
1	Definitions	34
1.1	How to strengthen your reading comprehension?	35
2	Reading Rate	37
3	Levels of reading comprehension	38
4	Reading comprehension problems	40
5	Reasons for weaknesses in reading	42
6	Reading comprehension Problems Particular for Palestinian Students.	43
6.1	Strategies Can be Used to Help the "Non-Reader"	44
7	Theoretical Background of the Palestinian English syllabus	45
7.1	Reading comprehension in the Palestinian syllabus	46
7.2	English for Palestine-Grade 7	48
7.3	Components of English for Palestine Grade seven	49

7.4	Reading Objectives in English for Palestine Grade seven	49
8	Teaching Reading Communicatively	50
-	Pre-Reading Activities	50
-	During Interactive Read Aloud	50
-	Post-Reading Activities	50
9	Re-reading advantages	51
Picture Reading Strategy		
	Introduction	51
1	Visualizing	52
2	R.I.D.E.R. Strategy	54
3	Pictures and Illustrations	56
4	Types of pictures and illustrations	58
4.1	Picture flashcards	61
4.2	Big picture flashcards	62
4.3	Word flashcards	62
4.4	Small picture flashcards	62
5	Drawing	63
6	Semantic maps	63
7	Reading words and images	65

8	What is picture book?	65
9	Criteria regarding types of books	66
10	Guidelines for educators considering text-accompanying illustrations	67
11	Commandments of picture facilitation	68
12	Referential links between text and illustrations	69
13	Pictures Versus Texts	69
14	Choosing High Quality Children's Literature/Picture Book Illustrations	71
14.1	The importance of illustrations in books	71
15	Functions of instructional pictures	73
16	Linking words with images	74
17	Using pictures effectively	74
18	Pictures in vocabulary teaching	75
19	Dual Coding Theory (DCT)	77
19.1	Cognitive Theory of Multimedia Learning (CTML)	77
20	Pictures versus proverbs and adages	77
21	Teacher's and students' responses to text pictures:	79
22	Strategies that help children interpret storybook illustrations	79
22.1.	Developing Visual Analysis Strategies	80
23	The First Palestinian English Language Curriculum	81

24	English for Palestine Textbooks for Grade 7	83
	Previous studies	84
Chapter III Methodology		
	Introduction	104
1	Methodology of the study	104
2	Population of the study	104
3	Instrumentation	105
3.1	A checklist of the criteria of appropriate text pictures	105
3.2	A questionnaire of reading comprehension skills	106
3.2.1	The aim of the questionnaire	106
3.2.2	Description of the questionnaire	106
3.2.3	Validity of the questionnaire	107
3.2.4	The application of the questionnaire	107
3.3	Achievement test	108
3.3.1	The general aims of the test	108
3.3.2	The items of the test	110
3.3.3	The pilot study	111
3.3.4	The validity of the test	111
3.3.4.1	Reliability of the test	112

3.4	The suggested picture reading strategy program	115
3.4.1	Principles of the suggested program	115
3.4.2	Aims of the picture reading strategy program:	115
3.4.3	The design of the program	116
3.4.4	Steps of building the instructional program	116
3.4.5	Preparation	117
3.4.6	Guidance of learning	117
3.4.6.1	Program evaluation	118
3.4.6.2	Formative evaluation	118
3.4.6.3	Illuminative evaluation	119
3.4.6.4	Summative evaluation	119
3.4.6.5	Follow-up activities	119
3.4.6.6	Program construction	120
3.4.6.7	Program construction	120
4	General aim of the program	120
4.1	Specific Objectives	120
4.2	Program Content	121
4.3	Program implementation	122
4.4	Program teaching methods and techniques	122

4.5	Teaching aids	123
4.6	Program validity	123
4.7	Program experimentation	123
4.8	Experimentation results	124
5	Controlling the variables	124
5.1	Reading comprehension skills variable	126
6	Study procedures	127
7	Statistical analysis	129
Chapter IV Data Analysis		
	Introduction	130
1	The first question	130
2	The second question	131
3	The third question	132
4	The fourth question	134
5	Summary	136
Chapter V		
Discussion, Conclusions, Implications and Recommendations		
	Introduction	138

1	Interpretation of the first question	138
2	Conclusion	142
3	Pedagogical Implications	143
4	Recommendations	144
5	Recommendations for further studies	145
References		146

Appendices

No.	Appendices	page
1	A checklist of good instructional text pictures	160
2	English Reading Comprehension Skills questionnaire	163
3	Results' analysis of the reading comprehension skills questionnaire	165
4	English Reading Comprehension Skills Test "Seventh Grade"	166
5	The Suggested Program	171
6	Teacher's Book	193
7	Referee Committee for study tools	214

Lists of tables

No.	Subject	page
1	The distribution of the sample according to the groups	105
2	Table of reading comprehension skills according to the Palestinian curriculum	107
3	Table of the most important skills	108
4	The table of specification	109
5	Correlation coefficient of the items for total score of the achievement test	112
6	(KR20) and Split half coefficients of the test domains	113
7	Difficulty coefficient for each items of the test	113
8	Discrimination coefficient for each items of the test	114
9	T-test results of controlling age variable	124
10	T-test results of controlling English achievement variable	125
11	T-test results of controlling general achievement variable	125
12	T. test results of controlling previous learning of the reading comprehension skills	126
13	T. test independent sample results of differences between experimental and control group for all the domains and total score of the domain	132
14	The table referee to determine the level of effect size (η^2) and (d)	134
15	"t" value, eta square " η^2 ", and "d" for each domain and the total degree	134
16	T. test paired sample results of differences between pre and post test for experimental group for all of the domain and total degree of the test	135
17	"t" value, eta square " η^2 ", and "d" for each domain and the total degree	135

List of Charts

No.	Subject	page
1	Program Content	121
2	Program Time Plan	122

Chapter I

Introduction

Introduction

Language is a powerful indicator of groups' identity. It has accurately been recognized as an essential way to maintain links with one's cultural uniqueness in the present. Therefore, understanding a foreign language means not having to translate to one's own language, but rather learning to comprehend it through living the target culture. Barber (1982) asserts that language is unquestionable prerequisite for human communication. Consequently, Language is an "indispensable and universal component of the cultural system of all societies". The researcher concludes that language is considered a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts, they develop a deeper understanding of themselves and of the world around them. Eventually, language is the basis for thinking, communicating, and learning.

Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. In the same sense, language development is central to students' intellectual, social, and emotional growth and must be seen as a key element of the curriculum. Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas (The Ontario Curriculum, 2006).

The importance of English cannot be denied or ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many fields including medicine, engineering, and education, which are considered the most important arena where English is needed. Moreover, it has realms that deal with security. Harmer (2001) argues that various

countries are placing more importance on learning English as a second language and it becomes a "lingua Franca". English is an important language, because it is spoken all over the world. Since there are so many languages in the world and on account of this, there can be communication problems. It is important to have a language that most people know.

Unsurprisingly, English language is the most dominant international language in our globalizing world and elucidating the actual attitudinal trends among nations regarding this phenomenon (Sasaki, Suzuki and Yoneda 2006).

Any language is learned for communication, so it is important to study a balance of the four basic language skills. Listening, reading, speaking and writing are the main skills that are needed for communication. Furthermore, these skills are integrated since they work together and do not work separately. Additionally, the four basic skills are related to each other by two parameters:

- the mode of communication: oral or written
- the direction of communication: receiving or producing the message

The relationships among the skills can be represented as follows:

	oral	written
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

Reading skill is indispensable for students since it enables them to acquire knowledge and develops their academic areas. Therefore, it needs special attention. Reading properly is one of the required skills which enhance the students' capacity for learning in general, because it represents the basic for all academic endeavors, (Stevens, et.al. 1991). In this sense, the English Language Curriculum committee in the Palestinian

Ministry of Education (1999) concludes that Reading comprehension is the most important skill to be taught at school and the ability to read accurately and fluently is the most important need for the Palestinian student. Therefore, reading represents the window through which other cultures can be seen and more general or specific knowledge can be gained (Kailani and Muqattash, 2008). Reading is the process of recognition, interpretation, and perception of written or printed materials. Furthermore, reading proficiency plays a great role in understanding a written statement accurately and effectively. Obviously, reading comprehension enables students to communicate effectively and appropriately with the written text, and then obtain education (Abu Shamlah, 2010:32).

Being an experienced teacher, the researcher concludes that reading comprehension is the process of constructing meaning from the text, the main goal of most reading instructions is ultimately targeted at helping a reader to comprehend a given text. Furthermore, he found that reading texts which are accompanied with illustrative pictures can increase the amount of information that adults and children can recall from a text on a particular topic. Additionally, Pictures enhance the students' motivation for reading. Furthermore, pictures in a reading text increase the reader's knowledge about the subject being read, and give better comprehension so there will be fewer errors in recalling. In addition, students learn and remember new information better when it is linked to relevant illustrative pictures. Teachers who pay more attention to pictures accompanied the reading text, increase their students' familiarity with a topic and enable them to connect the curriculum content to their own culture and experience.

In the same concern, Anglin (1986:131) states that there is now substantial evidence that pictures can be used to facilitate the recall of information presented in prose passages. Therefore, the function of a representational picture would make the information in the prose passage more concrete.

Picture reading comprehension involves at least two people: the reader (observer) and the designer who chooses the picture in order to send a message to the reader. The process of comprehending involves the writer's words and then using background knowledge to construct an approximate understanding of the writer's message (Kirby 2006). This is an important issue for school teachers when teaching reading in classrooms. Pictures in textbooks are silent texts which involve the main ideas of the reading text so pictures work as an activator for the students which can offer better understanding of the text. Students understand the text if they know something about the content area when concepts in that area mean something to them based on their background knowledge. Studies in this field reveal that when teachers link the text to students' background knowledge or prior knowledge, students become more interested and may add to the text and participate in discussion (Abu Shamlah, 2010:1).

In reality, many students may not understand the reading text but when they look at relevant pictures that accompany the text, they can interpret the main ideas of the text and the real meaning of the sentences because pictures provide knowledge about the content. Therefore pictures play an indispensable role in understanding what the text is about; this paves the way towards better understanding and learning for students with reading disabilities. Throughout the researcher's work as a teacher in The *United Nations Relief and Works Agency* (UNRWA) schools and during class visits to seventh grade teachers (peer coaching), he could identify some of the student's reading problems. After consulting experienced teachers about these problematic areas, the researcher found that some pictures of some texts are poor because they are irrelevant and not attractive enough to attract the students' attention to reading texts in a way that could help them understand the context of text.

In this study, the researcher focuses on the relationship between pictures and reading comprehension with giving close attention to the importance of activating pictures before introducing a reading comprehension text to seventh graders.

2. Statement of the Problem

The researcher has been working at UNRWA prep schools as an English language teacher for eighteen years. He found that very little attention is paid to pictures that accompany the reading texts. Therefore, the researcher wanted to shed light on the pictures of reading texts besides attracting the teachers' awareness to them, and to show that pictures in reading texts are purposeful and indispensable for understanding and for obtaining an effective teaching. Further, the researcher noticed that students perform better when being involved in pictured texts. Thus, the main reason for this research is to identify the effect of picture reading strategy on developing students' reading comprehension.

3. The Need for the Study

There are many studies which tackle the importance of using pictures as a strategy to develop reading comprehension skills, such as Al-Ja'afari, I. S. (2009) who asserts that his study concentrates on using pictures in teaching vocabulary in elementary classrooms and the views of teachers and learners. Additionally, he concludes that pictures are a common way of teaching and learning. But this study is a distinctive one because it belongs to the Palestinian students in the Gaza Strip and the west bank. Furthermore, this study is implemented on the seventh grade students. Moreover, many teachers are not aware of the importance of textbook pictures, so they do not pay more attention or draw their student's attention to them. There is no doubt that students need instructional support to enhance their ability to interpret pictured texts.

The need for this study arises from:

Firstly, the urgent need for developing reading comprehension skills,

Some Palestinian students still suffer from weakness in reading comprehension, so the Palestinian curriculum gives more attention to reading comprehension skills which represent a large portion of the content of it. In addition, reading comprehension represents about 41% of the content of each unit in the intermediate grades (7-8-9-10) and it takes 50% of the content of the (11-12) grades. Moreover, it is considered the base for the other skills specially, vocabulary and structure. This calls for more attention to this important skill (Abu Shamlah, 2010).

Additionally, the English Language Curriculum committee in the Palestinian Ministry of Education (1999) confirms that reading comprehension is the most important skill to be taught at school. And the Palestinian student is in need to develop his/her ability to read accurately and fluently.

Secondly, a real need to activate and increase using picture reading strategy

Few studies touched, briefly, the relationship between pictures and reading comprehension skills, and few of them were carried out to show the effect of using picture reading strategy on reading, but most of them were conducted in the field of medicine.

Picture reading represents an effective strategy as it attracts the students' attention, increases their motivation for learning, stimulates them for better understanding, evokes their imagination and enables them to use their own expressions. Therefore, in this study the researcher focuses on the existing pictures of English for Palestine specially book 7 which needs to be used more effectively by teachers. Moreover, the students are going to be trained for collecting data, facts, or ideas from pictures; discovering relationships, concepts, or generalizations through pictures; and using knowledge generated from text,

Thirdly, aesthetic response

Students enjoy and appreciate texts' pictures, relate pictures to each other, and respond sensitively to pictures with diverse social, historical, and cultural dimensions.

Fourthly, critical analysis and evaluation

Students will be trained to use personal and objective criteria to form opinions or to make judgments -through textbook pictures- about ideas and information in written texts. Obviously, reading picture strategy enables students to communicate effectively and appropriately with the written text, and then get effective education (Al Udaini, 2011).

The researcher suggests a well-designed program to develop students' reading comprehension skills because using pictures as a supplementary tool within reading texts supports and facilitates understanding. Students become familiar with the text and comprehend its ideas when using pictures. In addition, using pictures is one of the most efficient ways to make lessons visual, supply fluent and effective education, keep the students away from memorization, and obtain speed and permanence in perception. Moreover, pictures address more senses compared to other strategies and techniques and make abstract and complicated concepts concrete. Additionally, using pictures in reading texts can help and motivate the learner to learn. Using pictures also increases the learner's control over the material being presented, and allows the learner to take an active role in the learning process.

4. Purpose of the Study

The study aims at achieving the following purposes:

- 1- identify the reading comprehension skills appropriate for seventh graders' level.

- 2- design a suggested program based on picture reading strategy to develop seventh grader's English reading comprehension skills.
- 3- clarify the impact of the suggested program in improving the reading comprehension skills.

5. Significance of the Study

This study:

1. helps English language curriculum designers to provide more effective curriculum for seventh graders.
2. improves seventh graders teachers' performance through activating using picture reading strategy in teaching reading comprehension skills.
3. helps supervisors to perform training courses for teachers of English by raising their awareness of the important role of pictures that accompany the reading texts.
4. begets the English language teachers to benefit from the suggested program and its content when teaching reading comprehension.
5. develops the seventh graders' critical thinking through improving their ability to create new ideas and incidents through pictures.
6. comes as the first study which is conducted in the Gaza governorate according to the researcher's knowledge.
7. provides an experimental model to show the effectiveness of a suggested program based on picture reading strategy to develop seventh graders' English reading comprehension skills.
8. contributes to improving the process of teaching English in general and the reading comprehension skills in particular.

6. Research Questions

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

What is the effect of a suggested program based on picture reading strategy on seventh graders English reading comprehension skills?

From the previous major question, the following sub-questions were derived:

- 1- What is the suggested program which may develop seventh graders' reading comprehension?
- 2- What are the needed criteria for evaluating the pictures of reading texts of English for Palestine "book 7"?
- 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 in reading comprehension?
- 4- Are there statistically significant differences at ($\alpha \leq 0.05$) between the pre-test and the post-test of the experimental group in reading comprehension?

7. Hypotheses of the Study

In order to answer the questions of the study, the following hypotheses will be tested:

- 1- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the control group and the experimental group in reading comprehension in the pre-test.
- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the pre-test and the post-test of the experimental group in reading comprehension.

8. Limitations of the Study

The study has the following limitations:

- 1- The study was limited to a sample of seventh graders in the UNRWA schools in the middle area / Nuseirat - Gaza.

2- The study was limited to "Nuseirat Prep."C" Boys School" in Nuseirat.

3- The study was applied on Palestinian boys of seventh grade.

9. Definitions of Operational Terms

The suggested program

Afana (2000:75) describes the program as "a well-designed and arranged instructional unit that includes a group of experiences, activities, aids, techniques and means of evaluation for the purpose of developing defined skills." According to Al-Jamal & Al-Laqqani (1999:51), it is "a curricular program related to students' study at school, aims at attaining the objectives of the curriculum and it is designed by professors and experts in the school subject." In the light of the definitions above, the researcher defines the program as a group of well-planned techniques, procedures, and activities used to increase and activate teachers' awareness to develop reading comprehension skills.

Picture Reading Strategy

According to the researcher's experience, picture reading strategy is a technique used to shed light on pictures that accompany verbal texts and to attract the student's attention.

Reading Comprehension

Reading comprehension is defined as "the level of understanding of a written text. Proficient reading depends on the ability to recognize words quickly and effortlessly." (Adams & Jager, 1990: 27).

10. Abbreviations

SPSS = Statistical Package for Social Sciences

EFL = English as a foreign language

UNRWA = United Nations Relief and Works Agency

SB = Student's Book

ELC = English Language Curriculum

ELT = English Language Teaching

ICT = Information and Communication Technology

Puh = peace be upon him

Iqs = the Incident Qualification System

SSR = sustained silent reading

ELLS = English language learner students

TESL = teaching English as a second language

PA = phonological awareness

RAN = Rapid Automatic Naming

ASCII = the American Standard Code for Information Interchange.

ALA = the American Library Association

NRP = was a United States government body. Formed in 1997 at the request of Congress, it was a national panel with the stated aim of assessing the effectiveness of different approaches used to teach children to read.

SB = Student book (Ss' Book) of grade seven

WB = workbook of grade seven

LCD = liquid crystal display

Chapter II

Theoretical Framework

Chapter Two

Theoretical Framework

Introduction

This chapter involves a theoretical framework which is divided into three parts. The first part is directly concerned with reading as a definition, the importance of reading, types of reading, problems in reading and reasons behind the students' weaknesses in reading. The second part tackles reading comprehension. It involves definition of reading comprehension, tips for reading; types, levels and skills of reading comprehension, reading material in the classroom, and reading skill in English for Palestine curriculum and how to teach reading. The third part presents the idea of activating picture reading strategy and implementing this strategy for the Palestinian textbook of the seventh graders. It is worth mentioning that there are a great and rapidly increasing number of studies on word - and - image relations, but few efforts have been done as yet to make explicit the general problems underlying this kind of research. Relatively few significant research studies have been conducted in Palestine on the effect of illustrations and pictures and their impact on the various processes of reading and learning how to read.

Reading

1. What is reading?

Reading is complex process which is not a straightforward process of lifting the words off the page. It is a type of problem solving in which the reader tries to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences (College of the Canyons, 2012). Although at first glance reading may seem to be passive, solitary, and simple, it is in truth active, populated by rich mix of voices and views. According to

Schoenbach et al. (2008: 38) state that "reading is a multi-sensory activity, entailing perceptual, cognitive and motor interactions with whatever is being read." In the same concern, Cline, Johnstone and King (2006) state that reading is the process of deriving meaning from text. For most of readers, reading is decoding and understanding written text. Some people require adaptations such as braille or auditorization to support the decoding process. Furthermore, understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Al Udaini (2011) indicates that reading is an interactive process in which the reader interacts with the text and employs his/her experience and knowledge to get meaning. Consequently, it can be concluded that reading is a basic, purposeful skill in which the teacher has to get students encode the symbols and understand the meaning. In the same context, Haboush (2010) reports that reading is not a passive process or a mere decoding of letters and words; rather it must include: visual decoding, mental processing of what has been decoded, and relating it to one's experience. So, when students read, they should not focus on memorizing patterns and practicing fluency; this is a passive view of reading. Similarly, Alyousefi (2010:162) outlines that reading can be seen as an "interactive process between a reader and a text which leads to automaticity or (reading fluency)." In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Finally, it can be said that reading means understanding written texts. Therefore, it is a complex task that includes both perception and thinking. Moreover, reading refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension is the process of making sense of words, sentences and connected text.

2. Reading in Islam

Islam pays great attention to reading and education. In fact, the first verses of Qura'an that were recited to Prophet Muhammad Pace be Upon Him (PBUH) emphasized the real need for reading. "Read! In the Name of thy Lord, Who createth (all the exists), Has createth man from a clot (a piece of thick coagulated blood). Read! And thy Lord is the Most bounteous, Who teacheth (the writing), by the pen" (Al-Alaq/96:1, 2, 3) On another occasion, Allah (SWT) states: "We made the Quran easy to learn. Do any of you wish to learn?" (Al-Qamar, 54:17).

Reading religious books also help inculcating good values in children. These books help the children in knowing about the Almighty and how He wants them to read as in the Quranic Verse which urges the prophet Mohammad (PBUH) to read in the cave of Hira'a. So, Muslims should be proud that the word "read" was the first word resonated with the heart of our Prophet Mohamed (PBUH). This shows to what extent reading is indispensable for us as Muslims. Moreover, lots of verses of Quran exhort man to demand knowledge what and where ever it be.

The concept read "Iqraa" is derived from the Holy Quran. It appears in the Holy Quran in many different verses as follows:

"اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)"

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

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

The Bee (An-Nahl, 75) and when thou recite the Quran, seek refuge in Allah from Satan the outcast.

The Resurrection (Al-Qiyámah, 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 (qiraah, Quran, quraa) are derived from the same word (qaraah) and have the same meaning. Furthermore, the existence of the concept "read" in the Holy Quran in many verses indicates the importance of teaching and learning process in our religion Islam.

3. The Importance of Reading

Reading yields great benefits; it is an unquestionable fact that reading is always advantageous to amass vast knowledge in a world of competitiveness, and there is no better way to do so other than reading. Reading is an essential foundation on which academic skills are built. Educationalists know that fact very well, and hence 'it' is given a top priority in primary education. Therefore, many believe that reading is an apt measure of a person's success in academics. Everyone knows how important it is to be knowledgeable to succeed in any field of life and it will be less astonishing to know that the most successful people in many walks of life would be the persons who are the most well-read. Children who love reading are more creative and do better at school and college. Finally, reading is important to success in any society. Snow et al. (1998) revealed that the ability to read is highly valued and important for social and economic advancement. Similarly, Freire (1985: 5) confirms that:

Reading is not exhausted only by decoding the written word or written language, but rather anticipated by extending into knowledge of the world. Reading the world precedes reading the word, and the subsequent reading of the word can't dispense with continually reading the world.

Snow et al. (1998) argue that reading is a complex developmental challenge that is known to be intertwined with many other developmental accomplishments: attention,

memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity. Additionally, children who can read well have comparatively higher IQs. In addition, they are more creative and do better in school and college. It is recommended that parents play a vital role in inculcating the importance of reading in their children in the early years. Moreover, reading is said to significantly help in developing vocabulary, and reading aloud helps to build a strong emotional bond between parents and children. The children who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better (Sofsian, 2005).

Thus, the importance of reading is difficult to be expressed in words but it can be experienced by people in all walks of life. Reading has a variety of benefits – tangible and intangible and should in fact become a habit as common as eating or bathing. Moreover, reading is a very active state exercise for mind as opposed to watching TV or listening to music. Reading forces the reader's brain cells to engage in activity as he/she paints a vivid image in his/her mind.

4. The Importance of Reading to Children

Being an experienced teacher of English, the researcher has witnessed the struggling readers in the classroom and the impact of reading difficulties that they have in their daily lives. When a child has difficulties in reading, everything in school becomes a suffering as a result. So, the researcher thinks that a daily ten-minute bedtime story interaction between a parent and a child prevents these children from struggling throughout their school years. So parents should know how vital it is to read to their children every day. Franklin (2013) mentions the benefits of reading to children as follows:

- **Teaches basic reading skills**

Teaching reading skills can be difficult for any teacher, since the approach will be different for almost every student. Some of them will learn quickly, while others need some encouragement and more attention to ensure they understand what they are being taught. So reading to children by parents paves the way for them to be more effective and builds on them positive attitudes toward reading.

- **Teaches basic listening skills**

Some children don't have the ability to sit still long enough to listen to a story. It can be possible that some children may have trouble because of a disability, but others may simply lack the insight to what story time is all about.

- **Promotes vocabulary and language skills**

Reading to a child can introduce so many new words specially nonfiction of titles. Children's literature provides great models of language for children. In hearing the flow of the writing and the innovative words, especially in repeated readings of the same text, can nurture children's language development.

- **Builds knowledge of the world**

As in language development, reading exposes children to worlds of new information. The amount of information a child can learn from books is never-ending, which leads into the next benefit.

- **Fosters love of reading**

Enabling children to enjoy reading is one of the most important gifts a parent can do. When a parent shares an exciting story with a child, and in turn,

gets excited with the child, the parent is showing how much fun reading can be. So a parent should make sure his/her children see him/her reading for pleasure other than at read-aloud time. Share with them his/her enthusiasm for whatever he/she is reading.

- **Encourages parent-child bonding**

Parents have an initial role in supporting reading habits in their children. Reading aloud creates a special time for parents to bond with their children, cuddling together for a bedtime story.

5. Benefits of Reading Books

"Reading is a necessary skill to climb the rungs of school curriculum, or to unlock the doors of knowledge in other subjects; a means to an end rather than an end in itself" (Lockwood, 2008:3). The researcher concludes that reading books also help in inculcating good values in children. Consequently, reading books develops children's knowledge of the world they live in, and also expands their horizons.

Deo (2010) mentions some benefits of reading books:

- it is obvious that the first thing that comes to mind is getting knowledge.
- reading is best for promoting thinking ability.
- reading is a big stress reliever. Books on how to cope up with depressions and tensions or something like positive thoughts or deeds gives a sigh of relief and boosts self-confidence.
- reading also improves power of imagination since it takes readers to another world.
- reading books helps deeper and better understanding than just verbal explanations.
- reading not only increases vocabulary but also concentration and focus.

- reading makes readers more creative and increase their creativity skills.
- reading builds self-esteem within readers by making them experts in any particular topic.
- also, readers can always share whatever they have read with their friends, colleagues and families as they all know that knowledge increases by sharing.

6. Health Benefits of Reading Books

Deo also mentions some health benefits of reading books as follows:

- One might think how and why reading is important for health; it can do miracles to your body.
- A calmer mind and soul is what makes us live a healthy life, and reading does that!
- Also, brain power, smartness, and ability to think increase which makes us do wonders.
- One might just become stress-free and relaxed in his life.
- Reading makes one a positive thinker and a learner as well.
- It is also excellent for retired or aged people who can engross themselves into something good and fruitful.

Furthermore, to get benefits of reading, Krashen (2004) suggests a method to improve reading that is to provide readers with a supply of interesting and accessible books. Additionally, self-selected voluntary reading leads to the greatest gains in reading achievement and other aspects of literacy. He also suggests that libraries can alleviate some of the literacy problems created by impoverished family conditions.

7. Types of Reading

Reading with a learner can take several forms for different situations. Knowing what each of the following types of reading are and when to use them should help the learner make better choices with his time. Each type of reading you choose will depend on the purpose for reading. The main types of reading are:

7.1 Intensive Reading

It is contrasted with extensive reading, which involves reading large amounts of text, often chosen by the student. Alyousefi (2010) states that in intensive reading, students usually read short-to-medium length passages with the aim of focusing on specific text-based elements, such as comprehension, vocabulary, etc. While, Harmer (2004) argues that we use intensive reading sequences in class for a number of reasons. Students may practice specific skills as skimming for general understanding or 'gist' or scanning to extract specific information.

7.1.2 The Role of the Teacher in Intensive Reading:

According to Harmer, the roles of the teacher are listed as follows:

- Organizer:

The teacher should tell the students exactly what their reading purpose is, by giving them clear instructions on how to achieve it and explain how long they have to do this.

- Observer:

While students are reading, the teacher can observe their progress since this will give him/her valuable information about how well they are doing individually and collectively. It will also tell the teacher whether to give them some extra time or, instead move to organizing feedback more quickly than he/she had anticipated.

- Feedback organizer:

When the students complete the task, the teacher can lead a feedback session to check that they completed it successfully.

- Prompter:

When students read a text, the teacher can prompt them to notice language features within it. The teacher may also, as a controller, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they have not come across previously.

7.2 Extensive Reading

Extensive reading is very important for the development of students' word recognition – and for their improvement as readers overall. But it is not enough to tell students to 'read a lot'; it is needed to offer them a program which includes appropriate materials, guidance, tasks and facilities, such as a permanent or portable libraries of books. The most important fundamental conditions of a successful extensive reading program are that students should read materials which they can understand. If they are struggling to understand every word, they can hardly read for pleasure which is the main goal of the activity. This means that it is needed to provide books which either by chance, or because they have been specially written, are readily accessible to our students. (Harmer, 2004)

Badir El Din (2009) reports that extensive reading should be done individually to allow students to discover that reading is in essence a personal interaction with the text. Moreover, individual reading makes students responsible for their experience with the text.

7.2.1 The Benefits of Extensive Reading

Bamford and Day (2004:12) state that "extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by

many researches." Students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. They also praise the motivation aspect of extensive reading, seeing its primal benefit in developing positive attitudes toward the foreign language and increasing motivation to study this language. Likewise, Alyousefi (2010:146) argues that "extensive reading enables learners to achieve their independency by reading either in class or at home, through Sustained Silent Reading (SSR)."

It is worth mentioning that *English for Palestine 7* includes this type of reading as an essential one because it enables students to understand and comprehend the written text. It also gets students achieve the learning aims. The researcher agrees with many previous studies that the main two types of reading are extensive and intensive reading. In the same regard, it will be worthy to tackle other types of reading as follows:

7.3 Silent Reading

Silent reading enables the reader to recognize the intended meaning using eyes' movements, whispering or lips movements. Students read using their eyes to understand the meaning of the written text. Additionally, silent reading gets shy students to read freely and interact with the text (Al Udaini, 2011). Additionally, silent reading builds vocabulary and structural awareness, develops automaticity, enhances background knowledge, improves comprehension skills and promotes confidence and motivation Badr El-Deen (2009).

In the same concern, the researcher argues that silent reading is reading for understanding or for comprehension. It is described as silent because it is performed silently without moving the organs of speech. This implies that the written symbols (graphic forms) are visually perceived and then transformed into meanings and ideas without passing through the vocal stage. Additionally, silent reading is very important

skill that needs practising on the part of students and needs more guidance and assistance in the early stages of learning a language.

7.4 Reading Aloud

Martinez & Teale (2001) state that reading aloud, which was once a practice of merely reading the author's words became a setting for social interaction and discussion to reflect on and extend the text of a storybook reading. In the same concern, loud reading is a social activity that helps readers to express feelings in public and to convey meaning of printed words. It may achieve understanding, enjoyment and pleasure which are main purposes of extensive reading (Badr El-Deen, 2009).

The researcher concludes that reading aloud involves children in reading for enjoyment and provides an adult demonstration of fluent reading. Reading aloud to children expands their horizon and understanding about books and the written language. Children develop a sense of story, increase vocabulary, and learn how texts are put together. Children do not have to take responsibility for the mechanics of gaining meaning; instead, they are simply able to experience the satisfaction of obtaining meaning from reading. This will help establishing a desire to become good readers.

7.5 Model Reading

Model reading is reading performed by the teacher as an example to be imitated by students when they read aloud. It usually comes after silent reading and discussion, but before students' read aloud. Model reading has many types as follows:

- A bottom-up reading model emphasizes a single direction, part-to-whole processing of text. This model moves from sounds and the graphaphonic aspects to whole words, sentences and paragraphs. This is sometimes referred to as the meaning last model because comprehension only occurs if one can "crack the code."

- The top-down reading model suggests that processing of a text begins in the mind of the reader with meaning-driven processes of prediction or assumption ideas about the meaning of a text based on one's prior knowledge. This model is based on cues (graphaphonic, semantic, and pragmatic) readers use to make predictions of meaning.
- The interactive model combines the bottom-up and the bottom-down models as an interactive process that readers use simultaneously to gather meaning from text. Sometimes a reader will follow a top-down process versus a bottom-up process and vice versa. Both are needed to make meaning from a text.
- The transactional model represents the meaning and influences interaction between the text, the reader, and the author. Like top-down model, prior knowledge has an important role in the meaning gathering process from text (Gentry, 2008).

7.6 SQ5R

It would be worthy to tackle this method of reading not giving more attention to both SQ3R and SQ4R because SQ5R strategy is based on them and it is more comprehensive than them because of the addition of two other steps, record and reflect, that were suggested by Pauk (1997:147). The SQ5R strategy is "a proven systematic strategy for active reading and it is a good slogan to commit to memory to carry out an effective reading strategy." In addition, it improves comprehension and retention of the material. It enables students to actively study textbooks and readings. Moreover, this method helps the students to process information actively where in turn leads to higher memory and mastery of the material. The SQ 5R stands for the following seven steps:

SURVEY Before reading a chapter or a passage, read the introduction and the summary. Skim topic headings, bold-faced words, pictures, charts, and graphs to get an idea of the general structure and content before beginning reading.

QUESTION Formulate a purpose for the reading by developing questions from the topic and headings skimmed in the survey step. Ask who, what, where, when, why and how questions: the best questions are general, covering main topics and important points.

READ Break the material into sections that take about 20 minutes to read and go section by section. Look for answers to your questions, key concepts, and supporting details. Study charts, graphs, tables, and pictures, which serve to present new information and tie together concepts from the reading.

RESPOND After each section, think about the material you have just read and answer the questions you have asked. This can be done during the reading step, since response is often automatic. The purpose of this step is to think about the material and take notice of what is important.

RECORD Go back and underline key concepts and take notes. This can be done on a separate sheet of paper, on note cards, in the margins of the textbook, or any way that works well for you. (Do this after each section.)

RECITE Next, look away from the material and try to recite the key information and ideas in your own words. Re-read the material, if necessary, until you are able to recall the most important points. This may be frustrating at first, but will lead to better understanding and save review time in the long run.

REVIEW After reading the entire chapter, scan and review the information aloud or in your head. Discuss the material with a classmate if possible. Identify overall themes and relationships between concepts. Revise notes or markings so they can be easily understood later (Western Washington University, 2011).

7.7 Word by Word Type Reading

Word-by-word reading is a global description of a style of reading. It implies that the reader has particular problems with both vocabulary and comprehension. The term also overlaps with the concepts of fluency and word calling, the latter implying a lack of comprehension of individual words (Froese, 1977).

7.8 Turbo Read

Turbo Read delivers on all of the above objectives. It is long-tried and tested for eye-pacer-page training. Through a series of carefully designed exercises, the reader will train his/her eyes to move faster, more efficiently across the words. At the same time, he/she will recognize words without waiting to "listen" to them. The reader's eyes will be more relaxed in any reading medium. His/her brain will process printed information much closer to their thinking speed. This will allow their concentration to last longer. Moreover, turbo read works for every sighted person, regardless of intelligence, age or previous reading experience. Additionally, turbo reading is beneficial because it;

- reopens the reader's eye-focus on the page.
- builds word recognition to reduce sub-vocalization.
- uses the reader's *active attention* span to increase concentration levels.
- removes the need to re-read.
- teaches the reader a set of mind patterns to organize his/her excellent memory.
- can be used by anybody between the ages of 10 and 100 years.
- is permanent! (Turboread, 2011).

7.9 Speed-Reading

Reading speed occurs when learners read easy interesting materials for enjoyment not for academic purposes. Reading for enjoyment enable learners to read faster. When

readers read faster, they are capable of reading more (Badir El Din, 2009: 26). Further, speed reading is a complex art, and many people ask just how someone speed read. When he/she speeds read, he/she starts by examining the text he/she plans on reading, front to back. Paying attention to headlines or bolded words, all he/she is doing in this step is taking a moment to look at the structure of the document, and to identify what areas the author plans on covering, and giving him/her at least a vague idea of the order in which they are going to be discussed, and occasionally, he/she can even glean information about the author's particular bias or point of view. During this step, the reader can look over the whole of the book, or if given, just the table of contents, or he/she could do it just for the section he/she is planning on reading. Either option is just as valid as the other, although the more detail the one have, the better it will be, but only to a certain extent, since he/she won't want to overload his/her brain (Speeder, 2011).

7.10 Shared Reading

Schulz et al. (2011: 38-64) argue that "shared reading is an ideal teaching strategy to use with (ELLs.). It is a form of "reading along" which helps the students to move from the emergent stage of reading to more conventional reading of texts." Moreover, it is an effective classroom tool because it involves children in extensive language repetition and makes all students participate. Additionally, shared reading can be used to assist in literacy growth for (ELLs.) as teachers provide reading opportunities that foster the early stages of literacy development. In the same concern, it is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged texts while guided and supported by a teacher or another experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through shared reading that the reading process and reading strategies that readers use are demonstrated. In shared reading, children participate in reading, learn

critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers.

Shared Reading is a group reading lessons where all students have access to the text and can see the text and participate as readers, though they may be on different levels independently. The teacher models reading with fluency and invites the students to read along. In primary grades, the students read along orally and in intermediate or middle grades, the students may follow along silently or chime in chorally with the teacher on portions of the text. The texts chosen provide various instructional purposes and the teacher provides different levels of support as reading behaviors are modeled (Alpine School District, 2007).

The goal of shared reading is for students to gradually take on more responsibility while reading and develop some of the behaviors of readers such as turning pages, saying repeated lines, asking questions, and commenting. It is worthy to mention that shared reading is NOT about answering ‘wh’ questions; it is about understanding what reading is all about. Shared reading activities may occur around Big Books, predictable books, and/or books with simple, clear text and pictures (Erickson & Hanser, 2005).

7.11 Values of Shared Reading

Swartz et al. (n. d.) suggest five values for shared reading as follows:

- Providing the opportunity to model fluent and expressive reading.
- Providing students with the social support of the group.
- Providing appropriate learning experiences in content, concepts, and skills.
- Providing access to English language structure for English language learners.
- Supporting oral language development of learners with special needs.

7.11.1 Photo-Reading

Photo Reading is a technique developed by Paul Scheele where he claims to increase reading rate to 25,000 words per minute (Scheele, 2006). Photo Reading itself

involves entering a "relaxed state" and looking at, but not reading, each page of a text for a brief moment (about 1 to 2 seconds). While this technique has received attention in the popular press, there have been no objective examinations of the technique's validity. Photo-Reading is fast but it is not speed-reading, but rather claims to rely on an unconscious component of the mind. Photo-Reading is easy! Whether it is books, magazines, or even business and technical information, you can absorb information as fast as you can turn the pages. Furthermore, with Photo-Reading individuals learn to use their brains differently. After all, they say the human brain is more powerful than the most powerful computer on earth. If that is the case, then it has to be able to read faster than 212 words a minute, which is what the average American reads. Finally, with Photo-Reading learners tap into the greater abilities of their brains (McNamara, 2000).

7.11.2 Benefits of Photo Reading

Scheele (2006) suggests some of the key benefits of Photo-Reading:

- It helps the reader to read books three times at least faster.
- It expands the reader's horizons, allowing him/her to explore subjects that he/she never had time to get into before.
- It is easier than regular print books because it doesn't take as much practice to turn the pages quickly.
- It helps in extracting ideas more efficiently. It allows the reader to extract the key ideas from a book without getting sidetracked by the fluff.
- In just a few minutes, the reader will determine whether a book is worth reading -- or discarding. This is great to avoid reading lousy books.
- It improves the reader's memory, especially when the reader focuses on idea extraction instead of scanning every word; he/she will retain more of what he/she reads.

- It keeps the reader's mind fully engaged, so reading becomes much more stimulating.

Skills associated with the reading process

1. Predicting

Kasmer (2006:20) states that "prediction can be considered an attempt to describe the outcome of a specific future event as well as a foundation of generality." Moreover, Harmer (2001: 201) concludes that "both readers and listeners sometimes guess in order to try to understand what is being written or talked about, especially if they have first identified the topic." In this regard, Day & Park (2005) declare that prediction involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. McDonald (2001:67) states that "inferencing is concerned with experience which helps in developing comprehension skills to be used in reading." Moreover, inferencing allows the reader to fill in the information the author does not include in order to complete or flesh out the story. This is done by using the reader's own experiences which allows each reader to relate to the story slightly differently. In the same sense, a reader typically makes inferences when deciding that a particular character or item mentioned in the story is intended to fill a particular slot.

2. Making Connections

Abu Shamla (2010) states that children make personal connections with the text by using their background knowledge. In the same sense, he concludes that there are three main types of connections we make while reading texts. In the same regard, the researcher argues that students can make text-to-text connections through graphic organizers, making a chart, drawing and writing. These text-to-text connections could be

based upon how characters in the story relate to each other, or how story elements relate between stories.

3. Inferring

Keene and Zimmerman (1997: 153) identify inferring as "the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes a part of one's beliefs or knowledge." In the same context, Harvey & Goudvis (cited in Al Udaini, 2011:41) state that "inferring is the bedrock of understanding." It involves taking what the reader knows, his background knowledge, and merging it with clues in the text to come up with some information that is not explicitly stated.

4. Visualizing and Verbalizing

Visualizing and Verbalizing for Language Comprehension and Thinking (V/V) is a supplemental/intervention program designed to instruct and improve reading comprehension, oral language comprehension and expression, written language expression, and critical thinking skills in individuals of all ages through the development of concept imagery.(Arndt, 2006). In addition, The National Reading Panel (NRP) (2000) summarizes that students can practice the visualization strategy by writing and drawing or drawing and writing. Furthermore, visualization requires the reader to visualize settings, characters, and actions in a story and construct an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text.

5. Skimming

Harmer, (2001:203) states that "skimming is the ability to take in a stream of discourse and understand the gist of it without worrying too much about the details." It

also means running your eyes over a text to get a quick idea of the gist of a text. In addition, Alkhuli (1980) concludes that skimming is used to quickly gather the most important information, or the gist. That means to skim quickly to get up to speed on a current business situation by running your eyes over the text, noting important information. It is not essential to understand each word when skimming. Moreover, Bielby (1999:155) confirms that "skimming is the process of flipping through the pages fairly fast," trying to determine the sort of places where the reader might find what he/she is looking for", or looking at the topic sentence as it very often tells the main idea of the paragraph or text.

6. Scanning

According to Harmer (1991: 183), "scanning is the ability of students to read a text for particular bits of information they are searching for." Consequently, scanning is used to discover required information to complete a given task such as making a decision about what to watch on TV, or which museum to visit while visiting a foreign city. Ask students NOT to read the excerpt before they begin the exercise, but rather, to focus on completing the task based on what the question requires (Beare, 2009). In the same context, While Wood (2000:41) states that scanning means "looking through reading material for specific bit of information" that the reader thinks is likely to be there because he/she has checked it in the index, because someone has told him/her it is there, or because he/she thinks he/she remembers seeing it there. Scanning can help the reader locates particular bits of information very quickly. Trying to find a service and a telephone number is an example of scanning.

7. Summarizing

According to Pearson Education Incorporation (2009a:1), "summarizing refers to a reader's ability to put a written or spoken text in a shortened version using his own

words." To do this, a reader should focus on the main points of the text and some major supporting details as well. This skill also gives a clear indication that comprehension exists. Additionally, summarizing is how we take larger selections of texts and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls the summary a "general idea in brief form"; it is the distillation, condensation, or reduction of a larger work into its primary notions" (Raymond, 2009:32).

8. Drawing Conclusions

Nerenberg (2011:7) states that "drawing conclusions occurs by analyzing patterns in the data collected." In the same sense, it is depended on the resulting evidence, so the conclusions should describe what it believed happened during the program. The researcher concludes that drawing conclusions means to summarize the main ideas of the text. When readers, draw conclusions, they have to pull out important details from the article and use them to draw a conclusion for what the writer is saying about a particular subject. Additionally, writers often tell more than they say directly. They give hints or clues that help the reader "read between the lines." Drawing a conclusion is basically summing up very briefly all that have been studied. It consists of the things that have been understood from what the reader wrote or read and the actual reading. The reader draws a conclusion by combining the necessary points of both and then form a closing based upon the account. The researcher concludes that reading types are integrated and cannot work separately. Therefore, to achieve a better understanding of the reading text, reading skills should interact with each other. Finally, any reading skill cannot stand alone so they should work together and support each other for a better understanding of the reading text.

Reading Comprehension

1- Definitions

Snowling & Hulme (2011) suggest that the goal of reading is to extract meaning from a text. This is referred to as reading comprehension, and can be viewed as the product of two necessary components:

- decoding – converting printed words to spoken words;
- linguistic comprehension – understanding the meaning carried by spoken language.

Lenz (2007:7) defines reading comprehension as "the process of understanding and constructing meaning from text." Reading comprehension might look like a simple concept. For adult readers, the process has become nearly automatic. In general a good reader does not think about what he or she is doing to make sense of texts.

Kintsch & Kintsch (2005) argue that reading comprehension is often discussed in terms of being a process including the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it. In the same regard, Coiro (2003: 11) states that reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." They proposed a developmental heuristic of reading comprehension that includes three elements: "the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is embedded." These three elements occur within the sociocultural context of the reader's classroom, home and neighborhood, and they help a reader to interpret information and create something personal. According to Collins & Collins (2002) comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning.

Fielding & Pearson (1994:62) reveal that "comprehension inherently involves inferential reproduction of the author's words. Most important, it can be taught directly." Merisuo-Storm (2003) defines reading comprehension as a complex process: the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. The more background information related to the text the reader possesses, the easier it is for him or her to understand the text. When reading the text, he or she activates the previous knowledge about the topic. Perhaps the most sweeping changes in reading instruction in the last 15 years are in the area of comprehension. Once thought of as the natural result of decoding plus oral language, comprehension is now viewed as a much more complex process involving knowledge, experience, thinking, and teaching. It depends heavily on knowledge—both about the world at large and the words of language and print.

1.1 How to Strengthen Reading Comprehension?

McWhorten (1998) suggests some strategies for improving reading comprehension:

1. **Analyze time and place for reading** - If the reader has been reading or studying for several hours, mental fatigue may be the source of reading problems. If he/she is reading in a place with distractions or interruptions, he/she may not be able to understand what he/she is reading.
2. **Rephrase each paragraph** – the reader might need to approach complicated materials sentence by sentence, expressing each in his/her own words.
3. **Read aloud sentences or sections that are particularly difficult** - Reading out loud sometimes makes complicated materials easier to understand.
4. **Reread difficult or complicated sections** - At times, in fact, several readings are appropriate and necessary.

5. **Slow down reading rate** - On occasion, simply reading more slowly and carefully will provide the reader with the needed boost in comprehension.
6. **Turn headings into questions** – readers refer to these questions frequently and jot down or underline answers.
7. **Write a brief outline of major points** - This will help the reader see the overall organization and progression of ideas.
8. **Highlight key ideas** - After he/she reads a section, he/she can go back and think about and highlight what is important. Highlighting forces the reader to sort out what is important, and this sorting process builds comprehension and recall.
9. **Write notes in the margins** – reader explains or rephrases difficult or complicated ideas or sections.
10. **Determine whether the reader lacks background knowledge** - Comprehension is difficult, at times, and it is impossible, if he/she lacks essential information that the writer assumes he/she has.

Suppose he/she is reading a section of a political science text in which the author describes implications of the balance of power in the Third World. If he does not understand the concept of balance of power, his/her comprehension will break down. When the reader lacks background information, teachers take immediate steps to correct the problem such as the followings:

- Consult other sections of the text, using the glossary and index.
- Obtain more basic texts that review fundamental principles and concepts.
- Consult reference materials.
- Ask an instructor to recommend additional sources or review texts.

2. Reading Rate

Cuesta Reading Comprehension (2011) reports that "*Reading well*" does not mean reading everything at the same pace and with the same technique. In the same regard, much of readers reading will be assigned material. They get information from everything they read and yet they don't read everything for the same reason or in the same way. For example, a novel can be read quickly just to get the story, whereas a poem might be read slowly, perhaps several times to determine the meaning. Good readers are *flexible* readers. Once they *determine their purpose* for reading, they *adjust their rate* to fit the type of material they are reading.

Five Categories of Reading Rates

- **Careful** -used to master content including details, evaluate material, outline, summarize, paraphrase, analyze, solve problems, memorize, evaluate literary value or read poetry.
- **Normal** -used to answer a specific question, note details, solve problems, read material of average difficulty, understand relationship of details to main ideas, appreciate beauty or literary style, keep up with current events, or read with the intention of later retelling what you have read.
- **Rapid** -used to review familiar material, get the main idea or central thought, retrieve information for short-term use, read light material for relaxation or pleasure or comprehend the basic plot.
- **Scanning** -the method by which the one reads the newspaper - used to get an overview of the content or to preview.
- **Skimming** -done a little more quickly. It is what the reader does when he/she is searching for something particular in the text - the way he/she might read a phone book or dictionary. It is used to find a specific reference, locate new materials,

locate the answer to a specific question, get the main idea of a selection, or review. The researcher concludes that to how to use all five reading types is a great advantage to readers because it gives them a wide variety of ways to handle their reading. It also gives them choices, and the more choices they have, the more power they have to arrange their life in satisfying ways.

3. Levels of Reading Comprehension

Reading is a thinking activity; it involves getting meaning from a printed word or symbol. Teachers need to be aware that there are actually three main levels or strands of comprehension. Zintz (1978) classifies comprehension skills to Literal comprehension or the pre-interpretive skills, interpretive skills and critical reading comprehension. In the same concern, Cuesta Collage (2004) divides the levels of comprehension into three levels: the literal level, the interpretive level, and the applied level. Berry (2005) suggests three levels of comprehension. Levels mean different depths of understanding and different analysis of what is meant. In other words, the reader will be expected to read at different levels of comprehension with sophistication of thinking.

These levels are presented in the following hierarchy from the **least** to the **most** sophisticated level of reading.

- Least = surface, simple reading
- Most = in-depth, complex reading

a. Literal Comprehension Level

This level is very easy, simple and the most obvious for the readers. Berry (2005) states that this level can be called the literal level for the sake of wording. In other words, this level involves comprehension of the surface meanings within the context which readers read.

McDonald (n.d.) argues that the literal level is when the reader understands the basic facts. At this level the child needs to:

- understand word meanings.
- recognize the main idea of what is being read.
- understand about sequence and order.
- be able to recognize cause and effect when they are mentioned in the text being read.

b. Interpretive

The second level or strand is interpretive or referential comprehension. Mohamad (1999) reports that at this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they first have to understand the ideas that are stated (literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:

- Re-arrange the ideas or topics discussed in the text.
- Explain the author's purpose of writing the text.
- Summarize the main idea when this is not explicitly stated in the text.
- Select conclusions that can be deduced from the text they have read.

c. Applied Level

What is implied or meant, rather than what is actually stated.

The third level is called the applied level. At this level, the reader takes what was **said** (literal) and then what was **meant** by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. Berry (2005) confirms that at this level, readers are attempting to elevate or raise their thinking one more "notch" or level to a more critical, analyzing level. This presumes that they have already reached the previous two levels. He adds that at this level, they are — reading between the lines and then examining the message from the author and attempting to apply that message to other settings. In this level, readers are **analyzing** or **synthesizing** information and **applying** it to other information.

d. Critical Reading Level

Mohamad (1999) suggests another reading comprehension level called the critical level whereby ideas and information are evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- The ability to differentiate between facts and opinions.
- The ability to recognize persuasive statements.
- The ability to judge the accuracy of the information given in the text.

4. Reading Comprehension Problems

It is worth mentioning that developing reading skills serves as THE major foundational academic ability for all school-based learning. Accordingly, without the ability to read, the opportunities for academic and occupational success are limited. Because of reading importance, difficulty in learning to read crushes the excitement and

decreases both motivation and love for learning, which most children have when they enter school. According to Jacobs (2007) reading comprehension disabilities are classified into four areas which are sometimes difficult to define because each area involves multiple factors;

A. Phonological Awareness

Wray (1994) states that phonological awareness plays an important part in learning to read. Learning to read seemed to have led to greater phonological awareness rather than phonological awareness enabling the learning of reading. In the same concern, Allor (2002: 48) defines phonological awareness or PA, as "the ability to understand and use the sound system of our language." Unlike phonics, PA is an oral language skill and it requires the ability to orally segment syllables as well as small units of sounds known as phonemes. Phonological awareness is a precursor to understanding the relationship between sounds and symbols (the alphabetic principle).

B. Rapid Automatic Naming

RAN represents one of the main causes of reading disorder which is a disturbance of an individual's phonological processing of speech sounds. Additionally, it refers to the naming speed necessary in letter and word automaticity as well as retrieval speed. Savage & Frederickson (2006) suggest that RAN as a skill is still under the umbrella of phonological awareness. However, Bowers & Wolf (1993:5) used two separate longitudinal studies to demonstrate that "the two deficits [phonological and RAN] have independent, additive effects." Additionally, they maintain that even with great phonological awareness skills, slow naming and retrieval speed will hinder effective readers. It is worthy to mention that their study on RAN has led to another deficit area, the "double-deficit theory" which is tackled below.

C. Double-Deficit Theory

Double-deficit theory is not a theory based on a new deficit area, but instead, it is a culmination of two deficits. This theory explains that students with phonological awareness deficits and RAN deficits are poorer readers than those students with only one deficit (Wolf, 1999).

D. Visual-Orthographic Difficulties

The fourth deficit is actually one of the oldest deficits recognized in reading disabilities. Badian (2005:28) defines visual-orthographic skills as "the ability to recognize whether letters or numerals are correctly oriented." Visual-orthographic deficits were noted in early studies on dyslexia in 1895 and 1896. However, Badian (2005) maintains that after Vellutino's book on Dyslexia released in 1979, linguistic deficits became the focus cause of the reading disorder. Historically, orthographic difficulties are often one of the most recognizable signs of Dyslexia.

5. Reasons for Weaknesses in Reading

No doubt that, students in Palestine, as other students all over the world, are suffering from low achievement in learning English language in general and particularly in reading. This weakness may be because of the following reasons:

- 1- Students lack information about the reading text (subject matter, vocabulary, and structure story).
- 2- Some teachers do not vary techniques for teaching reading.
- 3- Some of reading types are ignored inside the classroom such as aloud reading.
- 4- No enough time is given to students to practice silent reading.
- 5- Lack of self-confidence among the students, where some students are afraid of making mistakes in front of their classmates.

7- Not paying attention to supplementary reading.

8- English is non-phonetic which makes it difficult. In other words, students face difficulty in spelling some vocabulary, as the phoneme (gh) in "cough" and "laugh", and sometimes it is not pronounced at all as in "plough".

10- "Teaching reading skills at the beginning stages is not handled or presented well enough" (Nofal, 2003:39-40).

In fact, all of the previous reasons may cause problems in learning reading comprehension, but according to the researcher's viewpoint, one of the main reasons for reading comprehension problems is that some teachers do not use the pictures of the textbooks properly or they may ignore them and do not pay them any attention. To solve these problems, teachers should try to activate the reading picture strategy.

6. Reading Comprehension Problems among Palestinian Students

Khader and Shaat (2011: 6) argue that "Palestinian students, as the whole Arab students, confront considerable difficulties in learning English sounds, spelling and vocabulary since English and Arabic are two highly asymmetrical languages." In the same concern, Udaini (2012) conducted a study to investigate the English reading difficulties of different grades and found that the students' reading ability was below the minimum criterion. They all came to the same conclusion and found that the students' reading ability was at a low level. Mourtaga (2008:10) states that "Palestinian students find reading English a very complicated skill, and therefore, they have many problems with it." He also concludes that Arab EFL/ESL students, including the Palestinian students, have many reading difficulties caused by teachers' misunderstanding of the reading process, students' lack of the linguistic competence, students' inability to differentiate between English and Arabic, and English spelling-pronunciation irregularities. The product of the Gaza schools, therefore, is poor readers who realize this

fact only when they encounter big reading assignments when they enter a university. He also classifies the reading problems into four categories as follows: Students have poor skills in vocabulary, syntax, grammar; and they lack the ability to guess meaning from the context. This is why they have problems in skimming for main ideas, scanning for details, making inferences, finding the reference, restating, sequencing facts from opinions, and determining the author's mood and tone.

As an experienced teacher, the researcher concludes that the problems in reading of the students were focused on the inability to grasp main idea, inability to read quickly due to limited vocabulary, inability to summarize the text, and the lack of appropriate reading strategies. These problems affect reading comprehension. They could not comprehend what they have read because they lack the ability to understand the texts.

6.1 Strategies that Can be Used to Help the "Non-Reader"

Pappas & Martin (2006) suggest some procedures for helping the "Non-Reader" as follows:

- Arrange easy books for the student to read.
- Prepare group or individual pre-reading activities.
- Try a shared reading strategy with a partner to share responsibility for active reading.
- Work in cooperative groups for focused and specific purposes related to inferential comprehension.
- Give opportunities to work with peers to "fill the gaps" in comprehension.
- Use computer programs and technology resources to support word analysis and comprehension.
- Work with combinations of texts and audio-tape or texts and video tape. Use "Telling Boards," where they can draw simple "stick figures sketches" based on

their ideas or information they find in texts. Consequently, they are used as visual organizer instead of trying to record using words.

- Choral reading
- Use a Readers Theater to create interest and build skills in reading.

Combs (2000:8) suggests some other strategies teachers can use for improving reading as follows:

- Spend a large percentage of the time reading and writing.
- Stress silent reading or teacher read-aloud.
- Teach skills in the context of reading, not in isolated drill and practice.
- Provide organizers or guides that help students focus on important information while they read.
- Model your own comprehension strategies.
- Teach students to read and re-read.
- Plan questions that promote higher order thinking (compare/contrast, explanations, applications to unique situations, evaluations, synthesis).
- Explicitly teach and require students to use note-taking, summarizing, and other study skills.

The researcher concludes that the "Non Reader" needs more attention by giving him/her a chance to "publish his/her" work and "tell" what he/she knows about a subject that interests him/her. Additionally, the "Non Reader" will be more motivated when he/she is given the chance to express himself/herself by his/her own words and he/she can successfully express his/her ideas down on paper.

7. Theoretical Background of the Palestinian English Syllabus

The educational system in Palestine is totally unique. The Palestinians assumed control of their educational system only in 1994, following hundreds of years of outside rule (Dajani & McLaughlin, 2009).

This educational system "emerged against a backdrop of chronic crisis." (Nicolai 2007:20) A new Palestinian curriculum has been developed and introduced progressively since (2000). For the first time English language became a core subject starting from the first grade (age 6 years) in an educational system which traditionally introduced English as a curriculum subject only in grade five (age 11 years).

English language education in Palestine today faces serious challenges. With unmanageably large class sizes, virtually no resources, unreliable Internet access and unreasonably low salaries, "there are few incentives for teachers to be motivated, energetic and creative in the classroom" (Dajani & McLaughlin, 2009: 27).

It is worthy to mention that the Palestinian educational setting includes three types of schools: Governmental, UNRWA, and private schools. Prior to the year (2000) all public and UNRWA schools used to teach the English language starting from the fifth grade. Only private schools used to introduce the English language from the first grade (An-Najah Univ. J. of Res. "Humanities", 2010). The English curriculum used at governmental and UNRWA schools was the PETRA series in the West Bank and Hello series in Gaza Governorates which were earlier developed and implemented by the Palestinian Ministry of Education. Private schools enjoyed more freedom in syllabus choice and did not follow uniform guidelines as governmental and UNRWA schools. In the year 2000, the Palestinian Ministry of Education initiated an Early Start English program which introduces English from the first grade at all governmental, UNRWA and private schools in the West Bank and Gaza Strip.

7.1. Reading Comprehension in the Palestinian Syllabus

English Language Curriculum (ELC) in Palestine (1999) identifies that reading comprehension is the most important skill to be taught in school and the ability to read accurately and fluently is the most important need for the Palestinian student. Abu Shamlah (2009) argues that reading skills take the priority over the other three skills

listening, speaking, and writing in the English for Palestine curriculum, especially in the secondary stage. As a teacher of English for preparatory stage, the researcher concludes that reading comprehension has the priority among the other language skills. Concerning grade 7 which is in the core of this study, the researcher finds that reading comprehension texts in grade 7 introduce the unit topic and focus on practical reading skills where reading skill occupies the first lesson of each unit. The texts also provide a meaningful context for new vocabulary. Each lesson consists of four stages that focus on:

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

The main focus of reading lessons is on comprehension and vocabulary where students are required to read a text then answer various comprehension questions below the reading text. English Language Curriculum (ELC) in Palestine (1999:16) tackles some strategies students will be trained for:

1. Information and understanding: collect data, facts, or ideas; discover relationships concepts, or generalizations; and use knowledge generated from text.
2. Aesthetic Response: enjoy and appreciate texts, relate texts to self, and respond sensitively to texts with diverse social, historical, and cultural dimensions.
3. Critical Analysis and Evaluation: Use personal and objective criteria to form opinions or to make judgments about ideas and information in written texts. The students will read a variety of text types for the following purposes:
 - to comprehend basic facts in the text.
 - to obtain information from a text and to use this information for summary study, and other purposes.

- to discover relationships, concepts, or generalizations in written texts.
- to use knowledge generated from text in relevant real-life situations.
- to access background information necessary for proper text comprehension by using the appropriate strategies and skills.
- to read critically, that means to form opinions and make judgments about text.
- to identify the organizational pattern of text.
- to recognize the rhetorical devices used in the text.
- to enjoy and appreciate target language literature.
- to recognize special linguistic features of texts.
- to identify intention, attitude, and bias in texts.
- to respond sensitively to texts with diverse social, historical and cultural dimensions.
- to project the reader's personal experiences and knowledge of the world onto the text.

7.2. English for Palestine-Grade 7

English for Palestine-Grade Seven complements and extends the work in grade six.

As such, Grade seven maintains the continuity of the course and offers many new features to stimulate and challenge teachers and students: for example, there is a strong emphasis on developing reading skills, and using reading to expand vocabulary. As in the previous levels, the course has a double strand of communicative activities and work skills. The skill of reading, writing, listening and speaking are integrated throughout the course. There is more emphasis on combining the skills in sequences of activities. New vocabulary and grammatical structures are carefully controlled and are introduced in the context of the language skills. Writing is presented in graded activities to encourage them to write independently. The writing element of the syllabus in grade seven focuses on

using notes to write clearly and accurately about the topic and on writing summaries.

Macmillan, (2007)

7.3. Components of *English for Palestine Grade seven*

- Student's Book - presents the new language and provides classroom activities for practice and recycling.
- Workbook - provides exercises and activities that help students to practice and consolidate what they have learned from the students' book.
- Teacher's Book - offers detailed, step-by step lesson notes and model tests.
- Teacher's audio cassette- provides all the listening activities and useful pronunciation model.

7.4. Reading Objectives in *English for Palestine Grade seven*

1. Answer factual, inferential, judgment or evaluation questions.
2. Read familiar material with correct pronunciation and intonation.
3. Recognize preform referents.
4. Generate questions about reading text.
5. Retell or summarize reading text.
6. Make predictions about reading texts.
7. Make references about reading text.
8. Develop awareness about synonyms and antonyms.
9. Develop awareness of semantic fields (word mapping).
10. Distinguish main ideas from supporting details.
11. Recognize rhetorical markers and their functions.
12. Comprehend visual survival material.
13. Deducing meaning from unfamiliar words from context.
14. Distinguish fact from opinion.
15. Infer mood and attitude from a text.

16. Identify components and format of personal letters.
17. Skim for gist or general impression of text or graphics.
18. Scan for specific information from authentic texts and realia (schedule, calendar, ads, menus, etc.).
19. Interpret information presented in diagrammatic display.
20. Extract and synthesize information from different sources (Curriculum (ELC), 1999:33).

8. Teaching Reading Communicatively:

Reid (2002: 27) confirms three strategies for teaching reading:

1. Pre-Reading Activities

- Generate prediction based on the cover picture and title.
- Encourage students to bring their own experiences.
- Read author and illustrator names.
- Read the inside flap and author info for adolescent students.
- Introduce some key vocabulary needed for comprehension. Encourage students to figure out the meaning through illustrations and context.

2. During Interactive Read Aloud

"Children do not learn from demonstration by passively absorbing information, but they learn, when they become engaged with the demonstration." (Barrentine, 1996: 38).

3. Post-Reading Activities

Maintaining the self-confidence of each reader should be a top priority at this point for continued learning.

- List some post-reading activities
- Re-reading
- Read the book again or have stronger readers read it to the group. Start the next class with a non-stop reading.

9. Re-Reading Advantages:

Re-Reading strategy reinforces vocabulary, consolidates language structures and builds listening skills. Moreover, it enhances comprehension and bolsters ability to do follow-up activities. It is worthy to reveal that teaching communicative reading will make reading class interesting in which the students not only practice reading but also practice the other language skills.

Picture Reading Strategy

Introduction

Children are sensitive to pictures even before they can speak. This is not surprising if we consider that a baby can easily distinguish between its mother's face and other familiar faces. The child's mother, father, sister, brother or any other stranger can all be regarded as living and moving images. Pictures are literature in their own, whether they are used by themselves or integrated with written texts. Reading pictures and discussing them to the children sharpen their perception, stimulate their imagination and increase their sense of observation. Moreover, the overall development of children can be aided by good pictures.

Pictures can grant children a strong sense of identity and an awareness of their cultural heritage. In addition, most events of long ago are made alive by vivid pictures which can also help to eliminate stereotypes and correct wrong cultural notions. Furthermore, pictures relieve children by granting them a sense of relaxation and enjoyment.

Roethler (1998) states that children, especially young children, are sensitive to pictures. Pictures attract the children's attention while another person reads to them, and they are subject to the impressions illustrations create. The images these children soak up remain with them for the rest of their lives.

Kenny (2010) states that children are taken to a world of imagination where they feel like their favorite characters which are given new faces and emotions. Children have a better perception of a story when they go through the illustrations and will get to know the emotions and moods of the characters by the very glance itself. Thus, illustrations save the time for reading and the effort for understanding things better. They can develop their sense of imagination and observation quickly which aid the overall mental development of the children. In addition, book illustrations offer a wonderful way for pre-school children to develop their communicative and cognitive functions. Accurate and perfectly illustrated pictures can thus have good effect on the development stage of a child. Good illustrations find their best application in children's books. Young ones are always amused by pictures and cartoons and therefore the books that are meant for them are always filled with cartoon illustrations. If someone is fond of drawing cartoon characters, then he/she can convert his/her talent to become a professional cartoon illustrator and earn by working for a firm publishing children's books. Since colorful pictures attract children more than the contents of the story, cartoons make them easier to understand and read without the help of their parents. With the help of clear cartoon illustrations, anyone can illustrate things more accurately so that it can be understood by anyone with an instant glance. He/she can give face to the favorite cartoon characters of the children and can add emotions and moods to them so that they are easily absorbed by the young ones.

1. Visualizing

Abu Shamla (2009) argues that visualizing creates pictures in our minds. When students visualize, they create their own images in their minds. Therefore, teachers can use picture books that do not have words to help the students make their mental movies. The researcher concludes that visualizing is creating a picture or image in one's mind after reading a sentence or a group of sentences. After he/she has created a picture in his/her mind, he/she needs to tell someone about what it looks like. In addition,

visualizing strategy required the student to read a passage and to create visual images or to form mental pictures or images of the text and to assist understanding or comprehension.

Munro (2006) states that visualization assists readers to monitor the ideas, to read and to recognize clashes between the present and earlier ideas, and to predict and guess the meanings of unfamiliar words. Additionally, visualization improves reading comprehension for underachieving readers.

Jahangard (cited in Ali, 2010:42) confirms that using visual materials in teaching support the learning process. Accordingly, the researcher defines visual materials as the facilities that can enhance language learning in classrooms. They can range from simple hand-made realia, charts and pictures to electronic and digital materials. In this regard, the researcher concludes that pictures and other visual materials play a good role in activating students' visual ability. In addition, students usually pay more attention and react more favorably to bright, colorful, interesting and well-illustrated materials which help in fostering better understanding. The researcher also believes that the text's pictures, diagrams, tables and figures are of great importance. They can illustrate meaning and help students to predict what the text will be about or to express a reaction (positive or negative) to the text. They support good understanding and make texts and tasks better. They attract students' attention by referring them to real life situations. Additionally, they can be used as stimuli for the learners to reconstruct the basic information of a text in their own words. Teachers can assist their students with gaining insights out of the photos and illustrations in text by giving them the opportunity to discuss the pictures in order to predict what the text will be about. Accordingly, teachers may want to use other related pictures and illustrations more than those found in the textbook in order to make the text more readable and understandable.

One effective strategy for slower readers is to generate visual images of what is being read. Carnine & Kinder (1985) suggest for the reader to generate images, but he/she must first be able to recognize the word. Assuming the reader knows how to recognize words, he or she needs concepts to visualize the flow of action represented on the page. The same kind of concept building techniques that work for average readers also work for slower readers. The slower reader, however, gains more from concrete experiences and images than from abstract discussions. It is not enough for the parent to simply tell the slower reader to pay attention to pictures in the text, but he/she has to describe the images that occur in his/her own mind as he or she reads a particular passage, thus giving the child a concrete sense of what visual imagery means. Pictures, physical action, demonstrations, practice using words in interviews or in an exchange of views among peers are only a few of the ways that parents, tutors, or teachers can make the key vocabulary take root in the reader's mind. The researcher concludes that picture reading strategy enables students to make pictures or movies in their minds as they read each sentence of a passage.

2. R.I.D.E.R. Strategy

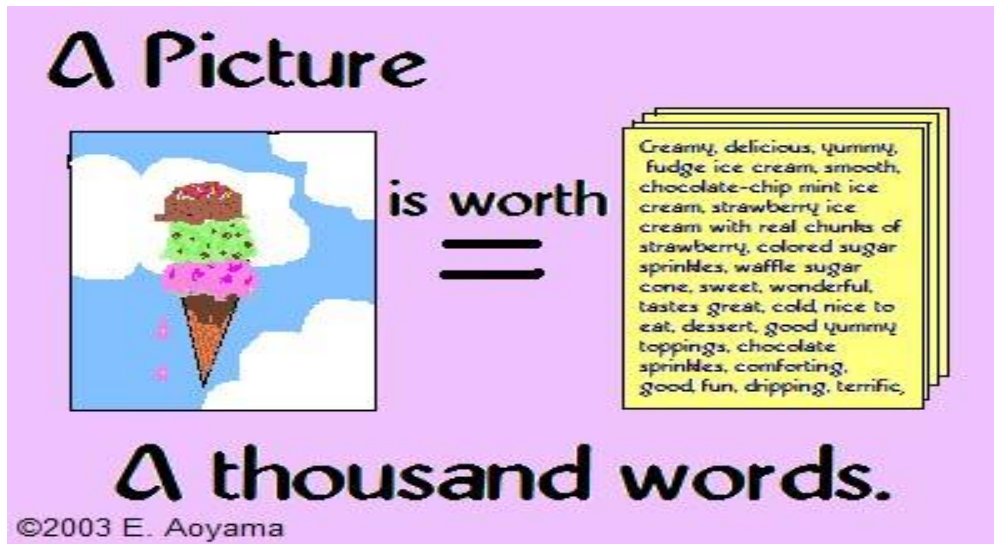
The RIDER Strategy outlined in Whitehead (1986) incorporates the use of imaging or creating pictures to assist in reading comprehension. Furthermore, it can just as easily be applied to the area of listening comprehension. Moreover, teachers should encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.

McCusker and Oliver (2006) identify the steps involved in R.I.D.E.R. strategy as follows:

- **Read** (or listen) first sentence, paragraph, episode, complete text, etc.
- **Image** makes a picture in your mind, think about what you already know and add this to your picture.

- Describe your image or 'picture'.
- Evaluate your image for its completeness by checking against the text.
- Repeat the process while you are reading (or listening).

Similarly, R.I.D.E.R. strategy is best suited to use with a small group or whole class as discussion of the images appear to support and enhance text comprehension. When the teacher introduces the strategy, he/she should use shorter texts and provide a range of questions which will assist students to develop the image. In the same regard, Munro (2006) asserts that many teachers reported that teaching students in the oral comprehension intervention to apply the RIDER strategy on a sentence by sentence basis rather than either to sub-sentence units or to multiple sentence units was more successful. This seemed to help these readers use each sentence as a unit of meaning. As well, when encouraging students to draw as a component of RIDER, many students preferred to draw more than one picture, showing in sequence the development of ideas in the text. R.I.D.E.R. strategy requires students to form mental pictures about the text when reading. The building of mental pictures is similar to taking a picture or making a movie in the student's memory. The images formed are more readily recalled from the short term memory. The R.I.D.E.R. visual imagery strategy is designed to improve the student's acquisition, storage and recall of prose material. It requires the student to image parts of written language, recall and relate these images, then reorganize and verbalize the concepts imaged. This develops both comprehension and critical thinking skills.



"A picture is worth a thousand words"

3. Pictures and Illustrations

The adage "A picture is worth a thousand words" refers to the notion that a complex idea can be conveyed with just a single still image. It also aptly characterizes one of the main goals of visualization, namely making it possible to absorb large amounts of data quickly (Wikipedia, 2012). In the same concern, Kosslyn (2010) in Schnotz & Horz (2010) emphasizes that "pictures allow reading of large amounts of information in situations when drawing inferences from texts is difficult." Additionally, Sriyulianti (2011) states that pictures are kinds of 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. In the same regard, Wright (2010:29) states that "the picture is not just an aspect of method but through its representation of place, object, and people, it is an essential part of the overall experiences."

Mckenkchnie (1980: 1357) defines the picture as "an image, or likeness of an object, person, or scene produced on a flat surface, especially by painting, drawing or photography." Accordingly, the use of pictures in teaching process as visual material is worthy because using pictures in teaching is more efficient, and more worthy than words and they are easier to recall and to remember than words. Moreover, they expose real life

situations although they happen a long time ago. Within pictures, learner can be exposed to a variety of environments and climates, and they can show people, places and things, from areas far outside their own experiences. Additionally, pictures can represent images from ancient times or portray the future. Finally, Carney & Levin, (2002) declare that pictures in general have strong effects on children; they capture children's curiosity and entice them to open the pages of a book. It is worth mentioning that the potential power of illustrations cannot be argued. However, the potential for illustrations to facilitate the construction of meaning from narrative prose is still undetermined. Additionally, the use of illustrations is pervasive, both in narrative prose, informational texts, and multimedia. Consequently, the carefully constructed text illustrations generally enhance learners' performance and it has often been documented that the combination of a text with illustrations has a positive effect: illustrations are known to draw the reader's attention and to ameliorate motivation, comprehension, and retention. The researcher concludes that lots of studies still strongly support that assertion.

Holmqvist et al. (2009) state that picture captions fulfill a labeling function, repeat the information given in the text, give additional information that is not known from the text, enlighten the reader about the picture or the artist, instruct the reader, or create a certain emotional mood. Fang (1996) mentions six benefits that pictures provide when they accompany a written text; they motivate the reader, promote creativity, provide a mental scaffold, foster aesthetic appreciation, and promote language and literacy. In the same concern, Willett (2006:19) concludes that "pictures are used in texts for specific purposes." Illustrations can convey the story setting. Characters can be defined and developed through pictures. An illustration may extend the author's plot. Illustrations may also provide the reader with a viewpoint different from the one presented in the text. Pictures may aid the text by contributing to its coherence or reinforcing what was stated in the text.

Marsh & White (2003: 647-672) state that an "illustration is defined as an image which has a functional relationship to a relevant text string." It is a conceptual variable that refers directly to the way that ideas expressed within text are conveyed through a relevant illustration and is not related to physical characteristics, style, or file format. Similarly, the researcher concludes that pictures can be defined as any representation meant to look like the thing they represent in the external world. Also, they have special power to bring stories to life.

4. Types of Pictures and Illustrations

Within picture presentation, people can launch their minds and be able to reach outside their minds. Consequently, repetition of pictures that learners can see always leads to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures.

1- Szyke (cited in Leny, 2006) suggests that there are two types of pictures that he finds especially useful as teaching aids:

a. Pictures of individual persons or things that used mainly at the elementary level to introduce or test vocabulary items such as: a man, and a car. Portraits or pictures showing people in close details that are useful for intermediate and advanced learners. The students can be asked questions about the age and profession of the model.

b. Pictures of situations in which a person and an object are in action, between objects and people can be perfect teaching aids for introducing or reviewing grammar or structures.

2- Wright (1989) classifies pictures as follows:

a. Pictures of single objects.

b. Pictures of persons: pictures of famous persons, pictures of several people and pictures of people in action.

c. Pictures of places.

- d. Pictures from history.
- e. Pictures with a lot of information.
- f. Pictures of fantasies.
- g. Pictures of the news.
- h. Pictures of maps and symbols.

3- Bowen (1982) classifies pictures according to their shapes:

- a. Wall charts
- b. Wall pictures: is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence picture is a series of pictures of a single subject; its function is to tell a story or a sequence of events.
- d. Flash cards

* Word Flash cards: they are cards with printed words that help in teaching new vocabularies. The cards can be used to demonstrate exactly what the teacher wishes to teach.

* Picture Flash cards: they are useful for the representation of a single concept, such as an object or an action.

- e. Work cards

Include visual as well as text magazine; pictures, drawing maps and diagrams can be important part for work cards at all levels used for variety of purposes.

4- Meanwhile, Yunus (cited in Leny 2006) classifies the picture into four groups:

- a. Composite pictures

These are large single pictures which show a scene (Hospital, beach, canteen, railway station, street) in which a number of people can be seen doing things.

- b. Picture series

A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.

c. Individual pictures

These are single pictures of objects, person or activities; such pictures are from newspaper and they are very small in size and can be mounted singly.

d. Specialized pictures

They include posters, charts, advertisements, brochures, etc., and are not designed specifically for teaching, but rather for advertising or propaganda purposes.

5- Carney & Levin (2002:7) classify pictures according to their functions into five types:

1. Decorational pictures simply decorate the page, bearing little or no relationship to the text content.
2. Representational pictures mirror part or all of the text content and are by far the most commonly used type of illustration.
3. Organizational pictures provide a useful structural framework for the text content.
4. Interpretational pictures help to clarify difficult text (e.g., representing blood pressure in terms of a pump system).
5. Transformational pictures include systematic mnemonic (memory enhancing) components that are designed to improve a reader's recall of text information.

6- Light (1999) classifies pictures into several degrees of illustrations: essential, helpful, and useless (window-dressing), and worse-than-useless.

Essential illustrations may include simple diagrams that must be included to understand the text, and these might even be possible to include in an ASCII edition as an ASCII drawing, though it would be nicer to include a graphics file as well. Essential

illustrations will also include books whose primary purpose is illustration, with the text as mere commentary.

Helpful illustrations increase the value of the text, where the text itself can stand on its own. If the text makes reference to an illustration, it is probably best to include it (if possible).

Useless illustrations don't hurt the text but don't help it either. This is the most common type of illustration for fiction, excluding children's fiction. Worse-than-useless illustrations actually hinder understanding the text, by presenting an incorrect diagram for example, or artwork that does not match the description of the item in the text.

7- Mayer (2001) classifies pictures as decorative, representational, organizational and explanative pictures with respect to their purpose of use. Among these, decorative pictures and representational pictures are reported not to serve the instructional purpose, while organizational pictures and explanative pictures are claimed to support the transfer of instructional messages.

4.1. Picture Flashcards

1- Hill (1990: 5) classifies pictures according to their size into three 'key' categories:

- "Large (20x30 cm): useful for whole-class work"
- "Medium (10x15 cm): useful for group-work"
- "Small (5x5 cm): useful for games and other group-work activities"

2- Joklová (2009:17) classifies Hill's classification into two groups; The first group covers "Big flash cards" (about 15x20cm or larger), typically used by the teacher for whole-class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group then covers "small picture flash cards" (smaller than about 15x20cm), usually used by students for working individually or for games and activities in pairs or groups.

4.2 Big Picture Flashcards

Big picture flashcards are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language – to catch their learners' full attention, to raise their interest in the presented subject and hence also their motivation. At the same time, flashcards (as well as other forms of pictures and visual aids in general) enable students to link the meaning of the words with real-world images immediately. When using flashcards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of vocabulary with flashcards can be done in lots of various ways, for example in telling a story or just simply based on a set of vocabulary for a particular topic.

4.3 Word Flashcards

Word flashcards are perhaps worth mentioning at this point, even though they are not actually pictures. However, being used in a similar way as picture flashcards, they can often enrich the lesson. On top of that, those two can be indeed combined and applied together, e.g. in a matching or labeling activity. As Wright (2010) points out that word flashcards are most typically used in teaching reading and writing. Nevertheless, they will find their use in teaching vocabulary too. Offering valuable help mainly in teaching the spelling of newly learnt words, which definitely should not be neglected as it often is.

4.4 Small Picture Flashcards

As a teacher of English, the researcher emphasizes that plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms

or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning.

Being flexible in their way of use, these cards offer teachers and their students a large amount of possibilities in applying them in a number of activities and games such as ‘domino’ or various forms of word matching activities. Moreover, they are fit for a range of sorting or ordering activities, e.g. creating a story. These cards can also be used for games based on asking each other questions and exchanging them while searching for a set. On top of that, they might be helpful in individual practice of vocabulary, e.g. looking at a picture and guessing the meaning written on the other side.

5. Drawing

Drawing finds huge potential in teaching languages. Wright (1990) confirms that simple drawings can possibly substitute other forms of pictures. Although some teachers may not be exactly proficient in drawing, they are eventually bound to find a way of drawing simple pictures for classroom use. Wright adds that drawings “provide an immediately available source of pictorial material for the activities. Students and teachers drawings also have a special quality, which lies in their immediacy and their individuality.” The element of individuality might have a significant impact on remembering, whether it is a unique expression of the teacher or even better, the expression of students when creating the pictures themselves. The activity of drawing within the classroom could be perhaps divided into two categories: Drawing on the board carried out by the teacher for example to illustrate the meaning of new language in presentation and drawing as an activity of students in various, usually listening or reading, exercises.

6. Semantic Maps

Semantic maps, also known as word diagrams, are not exactly what people usually imagine under the heading ‘Pictures’. Nonetheless, they are visuals and they are

very closely related to pictures. When looking into this matter, it is even possible to claim that they actually are pictures - pictures of sense relations of words. In any case, the researcher as an English teacher confirms that semantic maps are very valuable and highly beneficial not only in learning vocabulary but also, as Gairns and Redman (1992) point out, as a tool for storing lexis already learned. Sense relations “are extremely valuable, and can provide a useful framework for the learner to understand semantic boundaries.” Semantic relations are useful not only to establish the meaning of vocabulary items but might be also very helpful to reinforce their retention and the retrieval of a word from the mental lexicon when it is needed. Semantic maps, or “diagrams and trees” as these authors refer to, make these relationships between words “explicit”.

Additionally, semantic maps will find various functions in classes. They can be used in presentations of vocabulary for a particular topic, making this vocabulary organized, withdrawing their relations. Moreover, they can be used in brainstorming activities as a tool for vocabulary organization again. Furthermore, McCarthy (1992: 97) lists other uses such as gap-filling activities, speaking activities for group-work, or "as reference device" as well as "recording device in the vocabulary notebook"

From the researcher's experiences, they are very beneficial as when students break up the vocabulary into several subcategories within the diagram in their vocabulary notebooks; they are capable of remembering vaster amount rather easily. A technique described by Carnine & Kinder (1985) could easily be adapted for use with younger pupils in science. It involves the association of words with pictures to develop mental links to be made between physical objects and the novel vocabulary that describes them. Science teachers could use pictures when compiling lists of apparatus for writing up an investigation. This could help the dyslexic pupil to learn the names and spellings of the pieces of apparatus (without which knowledge or many tasks in investigative science would be difficult) and assist with their comprehension of the task to be completed.

7. Reading Words and Images

Can images be read? How does reading occur when images are part of the text? McDonald (2001) states that by picturing a story in the mind of a reader, he/she activates schema that activates feelings, and sensory impressions of experiences he/she has had. Knowing how to activate, monitor and question or change schema is what makes a good reader.

Walsh (2003) declares that in interpreting meanings from images, readers don't need to 'decode the words' as with print but we do need to be able to 'break the visual codes' in a different way. This involves a different type of interpreting of a different coding system. We need to be able to identify where the image-maker is using color, position, angle, shape and so on to construct a meaning. Moreover, there are other effects of images that are different from words, particularly at the affective, aesthetic and imaginative levels.

8. What is Picture Book?

Mourão (2009) suggests that picture books use both words and pictures to create meaning. Picture books can be either fiction or non-fiction, so in the case of picture *storybooks*, words and pictures together produce the narrative. As readers of picture books, readers read both the pictures and the words - they could think of them both as texts, one is a visual text the other is a verbal text. In some cases, a picture book conveys the meaning entirely through the visual text as a wordless book.

In the same context, Sipe (2007) asserts that picture books represent a unique visual and literary art form that engages young readers and older readers in many levels of learning and pleasure. It is worth mentioning that, the language of the picture book is an essential ingredient of the read aloud. Moreover, it should be imaginative and rich. The text should provide a sophisticated vocabulary that will foster discussion and enable the children to increase their oral vocabulary. Furthermore, a picture book is a book in

which both illustrations and printed texts are essential to the story where children should be able to read pictures that accompany texts to understand the story in its fullest sense. Illustrations are not an extension of the text that simply reinforce the meaning of the words, but are necessary for comprehension (Beck & McKeown, 2001).

Golden & Gerber (1990:203-205) define the picture book as "a potential text in terms of verbal, visual, and performance cues and as a realized text in terms of students' interpretations." Additionally, it is composed by an author, illustrator and functions as a symbol which grows in the minds of the respondents in different contexts.

Stewig (cited in Carney & Levin 2002) states that picture storybooks are sometimes called "twice-told tales" because both mediums, verbal and pictorial, may tell the story. Such pictures are representational in nature, illustrating what is described in the text. Further, the pictures in storybooks may go beyond this role by adding additional details Ghiso & McGuire (2007) state that in all picture storybooks, the words and pictures work together to convey the narrative and leave gaps for the reader to fill, but in picture storybooks with such concise verbal text, there are more extensive gaps that the teacher and children must negotiate in order to articulate a coherent story. The researcher concludes that both picture books and picture story books help to provide particular types of information, so when the verbal text is limited the active reader should compensate for its brevity by drawing on all semiotic resources available.

9. Criteria Regarding Types of Books

The American Library Association (ALA) annually awards the Randolph Caldecott Medal "to the artist of the most distinguished American picture book for children published in the United States during the preceding year" (Caldecott, 1987, sec. 1, para. 1). The evaluation criterion for this award, which was developed by the Association for Library Service to Children division of the ALA, includes a number of relevant aspects. The work should be:

- a book that provides a child with the opportunity to receive visual experience.
- one that has a collective unity seen in the story line, theme, or concept that is developed through the series of pictures in the book.
- a work that shows respect for children's understandings, abilities, and appreciations.
- it should display excellence of execution in the artistic technique used.
- it should display excellence of pictorial explanation of story, theme, or concept.
- it should show an appropriateness of style of illustration in relation to the story theme, or concept.
- it should display a delineation of plot, theme, characters, setting, mood, and information presented through the accompanying pictures.

Picture books offer a unique opportunity for children to develop visual literacy because they are able to return to visual images in books to explore, reflect, and critique those images. Children will attain deeper understanding of the text when they develop their ability in exploring illustrations.

10. Guidelines for Educators Considering Text-Accompanying Illustrations

Carney & Levin (2002) suggest ten tenets of pictorial facilitation of text information for teachers:

1. Select pictures that related to the context.
2. Interesting narrative passages texts that are highly concrete are easy-to-follow, and elicit visual imagery in students.
3. Students who lack basic reading skills can improve their *listening* comprehension and recall with well-selected pictorial accompaniments.
4. Choose pictures which are relevant to the students' desires in order to achieve the desired learning outcomes.

5. Pictures that accompany complex texts are helpful and facilitate the ideas for the students.
6. Prompt the students to label the features of the illustration in order to yield the maximum benefits from pictures as text adjuncts.
7. Use integrated or pop-up displays better than using split displays in which the picture and text appear in separated locations.
8. The students' individual learning styles should be in the focus that means to attract the students' attention.
9. Pictures and illustrations that are professionally designed in textbooks are neither simple nor easy for students to comprehend or remember.
10. Use pictures as pictorial sometimes adjunct aids to text.

11. Commandments of Picture Facilitation

Levin et al. (cited in Carney & Levin 2002) classify Ten Commandments of picture facilitation. The Commandments are as follows:

1. Pictures should be relevant to text, to be easy to remember.
2. Pictures should support the text, so purely decorative pictures have negative impact in students' learning of text content.
3. Conflicting pictures are most likely not helpful and may even hinder learning.
4. In the presence of "heavenly" bodies of prose, pictures are not needed.
5. "Pictures should not be used with text carving' for images." That means, if the text content include beneficial mental images. Using pictures in this case is often superfluous.
6. Pictures should be purposeful and intended as text supplements rather than as text substitutes.
7. "Pictures should be faithfully created from generation to generation." That means pictures help learners to create beneficial internal images of the text.

8. "Pictures should not be adulterated." This assures the need to design good-quality pictures which suit the students' age and morals.

9. "Pictures should be appreciated for the art they art." Authentic pictures should be distinguished from "figural" ones, such as graphs or flow charts.

10. Pictures should be designed to achieve their appropriate functions.

12. Referential Links Between Text and Illustrations

Hannus & Hyönä (1999:21) state that "the integration of text and pictures, however, is not an easy matter and can cause problems for certain group of readers." Just like the relationship between clauses in a clause complex, images and texts are considered to be unequal in status when one of them modifies the other. The modifying element is considered to be dependent on the modified one. Equal status between images and text is further divided into independent and complementary. An image and a text are considered independent and their status is equal when they are joined on an equal footing and there are no signs of one modifying the other. When an image and a text are joined equally and modify one another, their status is considered complementary. When the relative image–text status is equal, a whole image is related to a whole text. Duffy (2001: 219) affirms that "most skilled readers are adept at alternating between text and pictures to produce a mental model of the complete message". It is worthy to mention that reading is built on physiological factors and cognitive resource that should be under control.

13. Pictures Versus Texts

Schnotz & Horz (2010: 19:19:41) declare that pictures and texts differ from each other in various ways. First, pictures cannot contain contradictions. Furthermore, they are internally consistent. If a location of two elements in a picture is changed or modified, all relations to the other elements are automatically changed or modified accordingly. Therefore, a text can include contradictory propositions. If it does not, that is, if it is consistent, any change in the relation between two elements requires changing other

relations in order to maintain consistency. In addition, pictures differ from texts with regard to their information access structure. In a picture, data is arranged in a two-dimensional space. Accordingly, different elements can be relatively easily related to each other and an observer can use his/her visual schemata to extract topological and spatial information with low cognitive load. In a text, on the contrary, the data is presented in a linear order. Interrelating elements from different parts of the linear structure usually requires higher effort.

Picture and text are beneficial for different purposes in specific instructional situations whereby the advantages of pictures correspond to the disadvantages of text, and vice versa. Despite their numerous advantages, pictures cannot generally compete with text because text is a more efficient medium than pictures.

It is worth mentioning that there is no “general rule” that texts or pictures are useful for all instructional aims of a particular kind. Accordingly, visual communication through pictures will never be possible to fully replace verbal communication through text and vice versa. Furthermore, pictures can make information processing simpler and clearer if they are adequately designed according to the target of communication. More specifically, the following functions of instructional pictures that can be distinguished are illustrated here by a few examples:

- Pictures organize the information that is related to each other which makes searching process easier and reduces the searching efforts when thematically related information has to be interconnected.
- Pictures also organize information according to its importance. For instance, it is possible to express the centrality of an element with regard to all other elements.
- Pictures offer the opportunity to get spatial information because humans possess automated perception routines that can be applied without the cognitive load.

Joklová (2009: 48) argues that " pictures do have an impact on students' motivation and interest." They are effective tools that explain the meaning, especially regarding particular things. They work better if they are used accurately and meaningfully. Additionally, they help a beginning teacher preparing for some lessons. Finally, with pictures the lesson would be more memorable and more interesting.

Mayer (2001) states that for children who are learning to read and for second language learners, seeing pictures together with text may enhance learning. In the same context, Anglin (1986) confirms that static visual illustrations can facilitate the acquisition of knowledge when they are presented with text materials. Golden (cited in Pantaleo 2005) describes five different types of visual-verbal relationships in picture storybooks:

- text and picture are symmetrical.
- text depends on picture for clarification.
- illustration enhances and elaborates text.

14. Choosing High Quality Children's Literature/Picture Book Illustrations

14.1 The Importance of Illustrations in Books:

Schnotz and Horz (2010) present that pictures have indeed numerous advantages as tools of communication. Additionally, a common expression declares that a picture is worth 10,000 words. In a similar study Xiaojin et al. (2007) conclude that a picture is worth a thousand words. However, very few systems convert general text to pictorial representations that can be used in many circumstances to replace or augment the text. Similarly, Mayer (2001: 47) states that "people learn more deeply from words and pictures than from words alone." In the same context, Kenny (2010) states that pictures do not have their presence alone but they are existed to complement any piece of writing in order to provide a better understanding and clear idea of what is delivered through the contents, whether they come in the form of bedtime stories or funny children's movies. He adds that pictures offer a wonderful way for pre-school children to develop and

improve their communicative and cognitive skills. Consequently, accurate and perfectly illustrated images can thus have good effect on the development stage of a child. Mabel (1988) confirms that pictures in textbooks represent a very important resource from which reading can be taught. Furthermore, authentic situations that are commonly found throughout the world, can be provided to children, which also illustrate how vocabulary, grammar, reading, speaking are found in their immediate environment.

Fang (cited in Carney & Levin 2002) confirms that pictures are indispensable in storybooks because they may serve to help:

- (a) establish the setting.
- (b) define/develop the characters.
- (c) extend/develop the plot.
- (d) provide a different viewpoint.
- (e) contribute to the text's coherence.
- (f) reinforce the text.

Moreover, Fang lists several benefits that pictures provide, including such things as motivating the reader, promoting creativity, and serving as mental scaffolds, fostering aesthetic appreciation, and promoting children's language and literacy. In the same concern, Goodman et al. (1994: 20) clarify the way in which illustrations have been altered in order to force them into a basal format. Describing picture storybooks as both "an art form and a genre of literature" they argue against such alteration and advocate the use of storybooks in their original format as part of the reading curriculum.

The researcher concludes that illustrations are literature in their own; they sharpen the perception of children, stimulate their imagination and increase their sense of observation. In addition, they can contribute to the overall development of the child by

encouraging him/her developing his/her creative thinking, stimulating his/her imagination, arousing his/her perception and developing his/her potential.

The researcher suggested that, through illustration pictures, it is possible to convey to children very vividly events and situations in the past such as the sort of clothes that children who lived long ago wore, the kinds of houses they used to live in, the kind of sports they used to play and the occupations of people in ancient times. In a similar manner, folktales may evoke vague images in the mind of children without illustration.

15. Functions of Instructional Pictures

Most school textbooks contain instructional pictures such as flow charts, diagrams, and graphs.

Instructional strategies for developing comprehension of texts with instructional Pictures

Many teachers are not aware of the importance of textbook pictures so they do not pay attention or draw their student's attention to them. It is no doubt that students need instructional support to enhance their ability to interpret text-pictures. It is worth mentioning that text-pictures in texts are not like written texts because they can't be processed very rapidly to gain a rough impression of the information conveyed. Students often have the metacognitive illusion of understanding instructional pictures fully and focus solely on textual information, with negative consequences for learning. So in order to enhance the student's awareness of understanding text- pictures, students should be taught clear strategies how to deal with text with instructional pictures and teachers should pay attention to pictures telling the students what to look for in a particular picture, and instructing them to do something with the picture such as comparing, labeling, completing graphs, etc. with or without controllable product.

16. Linking Words with Images

Schnotz & Horz (2010) report that lots of studies have revealed that students learn better from text accompanied with pictures than from text alone. Consequently, students learn better from words accompanied with pictures than from words alone under the condition that verbal and the pictorial information are simultaneously available in working memory.

Hill (cited in Joklova, 2009: 15) states that pictures represent one of the most valuable aids, which not only bring “images of reality into the unnatural world of the language classroom, but can also function as a fun element in the class“. Pictures have their own values because they meet with a wide range of use in the field of teaching, not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Moreover, pictures refer to the fact that they provide a sense of the context of the language and give a specific reference point or stimulus. Additionally, they can be used in lots of various ways. They are also suitable for any group of learners independently of age or level.

17. Using Pictures Effectively

Being an experienced English teacher, the researcher confirms that it is important to include a variety of stimuli in teaching. It is important to find a balance and not to use pictures or visuals only but to combine them with other techniques and different types of stimuli. (movement, verbal stimuli, sound) Moreover, pictures used for demonstration of the meaning should be repeatedly connected with the spoken and subsequently also written form of the word or chunk of language. In addition, the researcher confirms that learning process will be beneficial and more effective when it involves making connections between pieces of information and understanding their relationship, so presenting pictures and words together will create a better learning. Moreover, lots of

studies show that learning can be affected positively when text and illustrations are presented together.

Berardo (2006:62-63) argues that "the "authentic" presentation, through the use of pictures, diagrams, photographs, grants better understanding." Additionally, it helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. Thus, a more "*attractive*" text will appeal to students and motivate them into reading. It may seem to be a very superficial aspect but the appearance of any article is the first thing that the student notices. In the same concern he confirms that an "*attractive*" looking article is more likely to grab the reader's attention rather than a page full of type.

18. Pictures in Vocabulary Teaching

Carpenter & Olson (2011:1) declare that "new words in a foreign language are learned better from pictures than from native language translations." Additionally, they state that "a sense of overconfidence in the mnemonic power of pictures could lead to suboptimal processing of the association between the picture and the new word, leading to a deflated estimate of the benefits of pictures for learning new words."

Wright (2010) confirms what Carpenter & Olson mention on an example where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four skills. Furthermore, he pointed out that "potential of pictures is so great that only a taste of their full potential can be given" in his book.

Pictures represent an indispensable tool for vocabulary teaching, especially (but not by far only) when teaching children.

There are several types of pictures to be used for language learning, practicing and organizing. They differ regarding their size, form and origin, which make them fit for a number of activities depending on their type. For many reasons, they help students

remember the words better and they help the teacher to make the lesson more interesting and beneficial. Samuel (1970) states that reading will be more effective if teachers use pictures in primers to build background for a story, to introduce the meaning of new words to be learned, and as prompts when children cannot recognize printed words. Haleem et al. (cited in Joklova 2009) list several possibilities how to present the meaning of a new word or a piece of language through pictures. A single picture might often serve this purpose well enough; yet, employing several pictures might be in some cases preferable and acceptable if not necessary to make sure that students get the correct idea about what aspect of the picture the teacher had in mind. Displaying several different pictures with one identical feature should suffice for this purpose, e.g. to teach the phrase 'to be horrified', the teacher could show three pictures of people horrified by different things. Consequently, contrasting meanings could be another possibility: The teacher works with two antonymous pictures, or similarly, compares two pictures with things very alike in their meaning, such as 'hill' and 'mountain'. Yet another possibility is to employ the sense of a collective idea or to present the word as a part of a larger thing. As for the first case, the verb 'to work' can be accompanied by pictures of different people working in various jobs; in the second case, the word 'leaf' can be put into context as a part of 'a tree'

In this sense, the picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication. As an English teacher, the researcher concludes that using pictures in teaching new words makes the process enjoyable and memorable. Moreover, pictures attract pupils' attention and deepen their understanding of vocabulary. Additionally, pictures can also help learners to learn

abstract words, as associating the words with a concrete object make these words easier to remember.

19. Dual Coding Theory (DCT)

Dual coding theory has its roots in the practical use of imagery as a memory aid 2500 years ago. Nicholas (2007:46) states that "The Dual Coding Theory (DCT) assumes that there is a difference between verbal and nonverbal representation in a person's literary processes of reading and writing." This theory suggests that mental images retain some of their original properties derived from awareness in our sensory modalities, even when these images are associative parts of a larger mental structure that may include verbal representations. The strength of the connection between verbal, or linguistic system, and nonverbal, or imagery system, representation units is important in the cognitive process, but just as important are the differences, in the qualities of the verbal and nonverbal representational units, that get connected. In the same regard, Yates (cited in Paivio 2006: 1) states that, "The Dual coding theory (DCT) and its educational implications parallel the historical emphasis on concretization of knowledge through imagery and pictures." According to this theory, the human cognitive system entails two separate, but related subsystems: a verbal and an imagery system. Both systems can interact and can also be activated independently, both have a limited capacity and allow a dual coding of information. Normally verbal information is processed only in the verbal subsystem, but pictorial information is processed in both systems, in the pictorial and in the verbal subsystem of the human cognitive system.

19.1 Cognitive Theory of Multimedia Learning (CTML)

Mayer (1997, 2001) has developed a Cognitive Theory of Multimedia Learning (CTML). The theory assumes that the human cognitive system includes a verbal and pictorial (image) subsystems. Accordingly, individuals can use different representational formats to internally encode and store knowledge.

20. Pictures Versus Proverbs and Adages

Some popular verbal phrases such as proverbs and adages can be illustrated through drawings or pictures. This can help in recalling them easily to one's mind. In teaching proverbs, the teacher shows the students pictures or drawings and asks them to

match the proverbs with the appropriate ones. Contrarily, the opposite technique is also very effective: students draw a picture or set of pictures (there is no problem if they are not good at drawing) which represents a proverb and the rest of the group has to guess it.

He who runs after two hares will catch neither.



A person who wants two things at the same time can get neither in the end

Even if it rains or spears fall



No matter what happens

21. Teacher's and Students' Responses to Text Pictures

Pictures have been promoted as a rich resource for strengthening literacy development in young children and have become a common practice in the primary grades. This study aims; first to help teachers understand the basic sources of confusion that contribute to the young child's tendency to misinterpret textbook illustrations. The young child may miss details in these complex visual displays or fail to understand what specific details mean. Sometimes, they do not yet have relevant background knowledge or they misapply it. They also miss important details because they underuse text information that could help guide their looking. Second to familiarize teachers with feedback strategies that can assist children in learning more about how to interpret these illustrations. Thus, the teacher shares, scaffolds, and validates in interaction with students so he plays a critical role in constructing the texts to which the community responds and in drawing attention to the potentials of each text. In addition, both teacher and reader in their responses must attend even more closely to the print that *is* there as well as to the illustrations and other visual features of the textbook.

22. Strategies That Help Children Interpret Storybook Illustrations

Schickedanz & Collins (2012: 539-548) suggest four strategies for good interpretation for story book illustrations as follows:

1. Provide information about illustrations

Teachers can point out important details and explain their meaning. Teachers can also explain, through both gestures and words, any actions that still pictures cannot show.

2. Help children use relevant background knowledge or acquire it

A teacher must judge the kind of background knowledge involved in each situation. Sometimes, a teacher judges that story time is not the context in which to provide a specific kind of background knowledge. Moreover, some textbooks accompanied with detailed diagrams and good explanations, rarely lead to adequate understanding of difficult physical concepts, if they are used alone. Relatively, young children need concrete experiences to develop many concepts.

3. Reread or refer to relevant text

Rereading the text helps children attend more closely to the relevant text in the specific situation and also helps children learn more information which leads to accurate illustration interpretation.

4. Model reasoning and support children's attempts to reason

The teachers can offer simple corrections, because simple corrections do not provide information or model the thinking involved in its use, children are not helped to reconsider their initial interpretations.

22.1 Developing Visual Analysis Strategies

The teacher can increase his student's interest in pictures as a means for developing interpretations by pointing out certain details or probing for particularities which requires students to look longer to make narrative meaning.

According to Ghiso and McGuire (2007:347-348) they suggest four steps to develop the visual analysis strategies as follows:

1. Labeling and describing illustration elements

Noting details in the illustrations becomes a visual strategy for identifying narrative elements so the teacher should draw the students' attention to note some details in the illustrations.

2. Attending to body positioning and facial expressions

The teacher directs students' attentions to available physical cues such as character's emotional state, body positions, facial expressions and reactions to the events of the story and to express information that is not conveyed by the verbal text.

3. Tracking differences across illustrations

The teacher expands on the strategy of tracking illustration details by suggesting that comparing illustration elements across openings can serve as a means of constructing narrative understanding and gives him the opportunity to teach a viable strategy for determining whether aspects of illustrations are significant for making sense of the story.

4. Using illustrations to test interpretations

The teacher helps students move from noticing and following illustration details to using elements of illustrations to test narrative interpretations by relating the illustration elements to the verbal text, modeling the use of illustrations as evidence for or against ideas, and questions students as a means of gathering proof for interpretive hypotheses by supplying a visual detail as evidence in support of the student's interpretation.

23. The First Palestinian English Language Curriculum:

Background

The Palestinian English language curriculum is realized in the *English for Palestine* series of textbooks, which marks the first time the Palestinian people have had control over their educational destiny. From 1948, when Israel became a state and the West Bank fell under Jordanian control and the Gaza Strip fell under Egyptian control, Palestinian students studied the English language through the lens of Jordanian and Egyptian textbooks and cultural values, and those residing from now on in Israel fell under the Israeli educational system.

The year 2000 saw the introduction of the first Palestinian-designed textbooks for grades one (age 6 years) and five (age 11 years), and two new texts have been introduced

each year since then. *English for Palestine* was warmly welcomed by school administrators and teachers, despite the challenge it posed to an educational system which traditionally introduced English as a curriculum subject only in grade five. The pupil's book and workbook for grades one to three are accompanied by a teacher's guide, a cassette, a set of flashcards (alphabet, numbers, etc.) and a set of large posters which serve as useful and colorful visual aids. The grades one to three textbook are designed around 24 one-week units, with three 45 minute lessons per unit. There are four unit types, each focusing on a particular topic or function and rotated on a weekly basis so that skills are developed over time. The teacher's book provides guidelines for the teacher, showing that: The pictures and images used in the book were chosen carefully to suit the cultural strategies of the curriculum textbooks. The cover page of the two textbooks carried a picture for Al-Aqsa Mosque. There are pictures also for Palestinians; one is for late President Arafat p.92 and the other for Abdalameed Shoman. Other pictures for Jerusalem including Palestinian tapestry are on p. 101. Therefore, teachers would be able to:

- introduce vocabulary items using pictures, mime, gesture, realia, personalization, etc. which ensure students' comprehension and storage in the long-term memory,
- utilize pair and group work activities which help to manage large classes and promote communication,
- make the classroom more fun and more alive. In addition, a suitable teacher training program would train teachers to foster pupils' critical thinking skills and to provide plenty of opportunities to personalize the language. For example, teachers would learn to encourage the pupils to talk about themselves.

24. English for Palestine Textbooks for Grade 7

A. Pictures in the textbooks help to make the book reflect Palestinian cultural dimensions and to make it reflect, to some extent, the student's cultural identity and at the same time make the students see themselves as part of the world community.

B. The textbooks introduced new global useful information which included a lot of intercultural aspects that would orient the students in these aspects and create intercultural communication and understanding.

According to previous studies, the researcher emphasizes that pictures are of a great importance in comprehending the accompanied texts. The researcher applied the study on grade 7 syllabus which includes 24 units each unit includes 4 lessons one of them includes a reading comprehension text accompanied with a picture or more to illustrate the text. The researcher chose the first 6 units from the syllabus of book 7.

Chapter III

Methodology

Previous Studies

Introduction

This chapter includes previous studies which deal with studies related to pictures and their relation to reading comprehension. Additionally, it investigates studies which confirmed the effectiveness of picture reading strategy on developing reading comprehension. The studies are classified chronologically.

Fukuyama (2012)

This research compares student comprehension and retention of information in a foreign language reading passage in four advanced organizer conditions. The sample of the study consisted of 120 Japanese-speaking adults studying English at an elementary level. The following four pictorial contexts were used as advanced organizers: (1) no visual context; (2) pre-thematic context; (3) thematic context; and (4) post-thematic context. All participants read the same passage under one of the four conditions. The participants of the experimental groups were shown an illustration, related in context to the content of the reading passage prior to reading, while the control group was instructed to read the passage with no picture. Immediately after reading the passage, the participants answered a 20-item discrete point test for comprehension. Results of the study showed that reading comprehension for the new material by second language learners was facilitated by the presentation of visuals before the reading task, and that the visual organizer in the pre-thematic condition significantly improved comprehension of the story.

Kuhen (2012)

This study revealed the extent to which pictures affect reading comprehension, specifically in academic textbooks. Although lots of researches have examined the use of illustrations in text, this project focused on this topic by comparing text passages with

different types of illustrations, which were relevant to the text. (i.e., explanatory and nonexplanatory). The sample of the study consists 36 Marietta College students (19 males, and 17 females) enrolled in Psychology 101, an introductory psychology course. Depending on evidence that illustrations facilitate comprehension only when they elaborate on the text and might be distracting when they are not explanatory, it was predicted that the text which has no explanatory illustration condition would get the lowest comprehension, on the other hand, the text which has an explanatory illustration condition would gain the highest, and the text-only condition would fall somewhere in the middle. The central hypothesis for this study was not supported. Results showed that the text-only condition showed the highest comprehension levels, suggesting that neither type of illustration benefited comprehension.

Carpenter & Olson (2011)

This study investigated whether new words in a foreign language are learned better from pictures than from native language translations. One of the more common findings in memory research is that pictures are remembered better than words. For example, when shown a list of easily named pictures versus their corresponding verbal labels, participants often have an easier time recalling the names of the pictures compared with the verbal labels. In both between-subjects and within-subject designs, Swahili words were not learned better from pictures than from English translations (Experiments 1–3). Judgments of learning showed that participants exhibited greater overconfidence in their ability to recall a Swahili word from a picture than from a translation (Experiments 2–3), and Swahili words were also considered easier to process when paired with pictures rather than translations (Experiment 4). When this overconfidence bias was eliminated through retrieval practice (Experiment 2) and instructions warning participants to not be overconfident (Experiment 3), Swahili words were learned better from pictures than from translations. It is clear, therefore, that pictures can facilitate learning of foreign language

vocabulary—as long as participants are not too overconfident in the power of a picture to help them learn a new word.

Leeming, Praver, & Atkins (2010).

This research was built to investigate the influence of pictures and text on student interactions in communicative tasks. The participants were Japanese students, 1 male and 3 female, enrolled in an advanced intensive English language program at a leading university in western Japan. Students had 7 to 9 years of formal English study with paper-based TOEFL scores over 500. The students were given four different tasks involving varying amounts of pictures and text, and the subsequent interactions were recorded. Both as input and output, pictures were found to be more useful in promoting meaningful interactions, which provided opportunities for learning. Purely text-based tasks were found to require little understanding of the language involved, and the resultant dialogue often involved little more than negotiation of spelling. The number of instances of negotiation for each task was compared, and it was found that negotiation of meaning was not an effective measure of the usefulness of tasks. In contrast, negotiation of content, a concept relatively unexplored in the literature, was a stronger indicator of the quality of student interaction as determined by qualitative analysis of the interactions.

Pike, Barnes & Barron (2010)

The purpose of the study was to reveal the effect of illustrations on bridging inferences, an important aspect of meaning making in comprehension models. The sample of the study consisted of 73, 7- to 11-year-olds. The researchers presented identical short stories under different illustration conditions with pictures that represented different parts of the story. Illustrations both facilitated and interfered with inferencing based on the type of information depicted; however, this effect was reduced as grade

increased. Additional findings showed that the overall ability to make inferences increased with age and working memory was a significant predictor of this skill.

Moshiri (2010)

This study investigates when pictures and other visual pieces are used in a way to make courses more effective and as a result to enhance the learning process for the learners. For this reason, it is important to this study also sheds the lights on the theories and research done on the subject of comparing the way pictures are stored in memory versus words. In addition, this study focuses on *Picture Superiority Effect* so it tries to search for evidences which prove that in general, the memory for pictures is better than the memory for words. It also tries to find ways to use pictures and illustrations in order to reduce the load on the working memory, thus help enhance the learning process. At the end of the study the researcher concludes that instructional designers must always look for ways to make the instructions easier to understand. Thus, by understanding the effects of using pictures and illustrations on learning.

Al-Ja'afari (2009)

The current study aimed to reveal the views of teachers and learners about the use of pictures throughout proposing a model that explains the utility of illustrations in promoting text comprehension comprising two effects, increasing motivation and deepening elaboration. The participants were two classes at El Sharqia schools, one of them was 5th grade (27 students) and the second was 6th grade (30 students). The researcher conducted two experiments using an existing evacuation manual to test the model. The first experiment confirmed that illustrations did significantly increase the participants' motivation to read the manual text. The second revealed that the more the participants gazed at the illustrations, the better they recognized the ones they actually had seen, and that the better the participants recognized the illustrations, the higher they

recalled the text associated with the illustrations, possibly due to deeper elaboration of the text with the illustrations.

Holmqvistb and Holsanovaa (2009)

This study investigates the role of newspapers and net papers as complex multimodal documents consisting of texts, pictures and graphics. Although lots of documents are encountered in our everyday life, there is still little empirical evidence about how these formats are processed. The main point here is, the coherence which is created when readers interact with these formats, combine information from all of the available sources. In a naturalistic newspaper reading study, eye movements are measured during newspaper reading in order to draw the integration of text and illustration in information graphics. The researchers designed pairs of information graphics to study the effects of a) the spatial contiguity principle and b) the dual scripting principle by means of eye tracking measurements. Our data clearly show that different spatial layouts have a significant effect on readers' eye movement behavior. An integrated format with spatial contiguity between text and illustrations facilitates integration and prolongs reading. Reading of information graphics is significantly enhanced by a serial format, resulting from dual attentional guidance. The dual scripting principle is associated with a bottom-up guidance through the spatial layout of the presentation, suggesting a specific reading path, and with a top-down guidance through the conceptual pre-processing of the contents, facilitating information processing and semantic integration of the material. The integrated and serial formats not only attract readers' initial attention, but also sustain the readers' interest, thereby promoting a longer and deeper processing of the complex material. The results are an important contribution to the study of the cognitive processes involved in text-picture integration and offer relevant insights about attentional guidance in printed media, instructional materials and textbook design.

Joklova (2009)

The research aimed to show how pictures can be employed in lessons as well as to reach conclusions on why they work and in what way exactly they help retaining the memorized words. The participants were primary school pupils (8-11 years old). The researcher used focused techniques of using pictures in vocabulary. The results concluded that pictures do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things. They work better (understand have a greater effect on words retaining) if used meaningfully (for example along with an information gap activity). This effect is further amplified if they are combined with other tools such as songs or sense relations. This is especially true for competitions and puzzles. The distinctiveness of pictures also makes them more memorable, e.g. when the pictures are personified (drawn by students themselves or by the teacher).

Pan & Pan (2009)

This study aimed to show the extent to which the presence of pictures in text benefits low proficiency Taiwanese English foreign language (EFL) college students. The sample for this study was drawn from four classes (Computer Science Class Business Administration Class, Information Management Class, and Accountancy Class) of first-year college students especially those who scored lower than 80 out of 120 in a reading proficiency test (only 95 - 49 male and 46 females-were eligible for participation). They were instructed by the researcher in southern Taiwan. The 35 test questions evaluated the vocabulary, grammar, and reading abilities of the students. The findings showed that the low proficiency participants had significantly higher scores on their translation tasks when the text was presented together with the pictures, and that the accompanying pictures facilitated those low-level participants in comprehending not only the simpler but also the more difficult text. Student responses to the effects of visuals on their reading

comprehension also revealed that the pictures enhanced their understanding of the text itself. Implications are suggested for EFL college teachers, textbook designers, and materials developers.

Blumenfeld (2008)

This study opposes the idea of using visual materials such as pictures and images in teaching reading and shows that there is much puzzlement these days over why so many children can't seem to become proficient in reading. The researcher read an article in the New York Times written by Lee W. Anderson on Oct. 8, 2007 who summed up the general public frustration. He wrote: "The goal of universal math and reading proficiency by 2014 may be harder to reach than the moon, which simply means that we have to get more serious about providing schools, teachers and students with the tools they need." Curiously enough, the needed tools were available well before the Progressives took control of public education in the 1930s. These educational reformers decided to change the way reading is taught in the schools. They got rid of the traditional phonetic method and adopted a new picture method known as look-say. The switch from sound to image meant that children would be taught to read by looking at each printed word as a little picture, sometimes alongside of an actual picture, instead of a group of letters standing for speech sounds. The result has been massive reading failure among American children. Indeed, by 1955 the situation was so bad that Rudolf Flesch was compelled to write his famous best-seller, *Why Johnny Can't Read* (1986). In that book, Flesch wrote: "The teaching of reading--all over the United States, in all the schools, in all the textbooks – is totally wrong and flies in the face of all logic and common sense." He then explained how imposing an image methodology on a phonetic writing system would lead to reading failure, generally known today as dyslexia or functional illiteracy.

Croll et al. (2007)

The researchers aimed to prove the idea that pictures can be used as teaching devices to improve reading comprehension, especially for very poor readers. The selection of the participating students was made on the basis of low scores on standardized reading comprehension and vocabulary tests, adequate decoding skills, and assignment to special education services. A colored picture that illustrated a complex view of the topic of each passage was selected for each lesson unit. All pictures were taken from magazines, calendars, and the like; they were at least five inches in width and length and were mounted on 8-1/2 by 11 inch manila tag board. The results of this study have supported the hypothesis that building and activating schemata through intensive study of topic-related pictures can have a strong positive effect upon reading comprehension of poor comprehenders.

Ghazanfari (2007)

In this study, in line with Wittrock's 'generative learning theory, two fairly homogeneous groups of EFL undergraduates (N=50) were randomly assigned to attend a short-story course in two different sections—one serving as the experimental and the other as the control group, both studying the same short stories, and both being taught by the researcher as their instructor of the course. The experimental group was instructed how to form pictures in the mind—i.e., how to visualize—before reading, while reading, and after reading a short story, for example, by being requested to draw pictures of the characters, scenes, or settings in the story as they perceived them. The control group, however, did not receive any training with respect to imagery production and was not told to practice visualization before, while, or after reading the same texts as the experimental group did. The results of a reading comprehension test on the short stories that had been discussed in both classes, and also a recall test, administered two weeks later, indicated

that the “visualizers” significantly outperformed the “non-visualizers”, i.e., the control group, on both tests.

Skillings (2007)

The researcher aimed to look beyond visual illustrations as engaging readers with the story, develop decoding skills and deeper levels of comprehension, and prove the implications of using illustrations in picture books to enhance reading, writing. When young children are exposed to picture books, they are building important bridges to literacy. Picture books are sometimes defined as a storybook with a dual narrative. That is, the illustrations and text work interdependently, the integration of the visual and the verbal tell the story. The illustrations add a new dimension that extends beyond the words on the page; together, the text and pictures make the story stronger. So, a well-crafted picture book is a feast for the eyes of a young child. The illustrations awaken and develop the child’s visual, mental, and verbal imagination.

Nicholas (2007)

The researcher in this study centered on observing emergent readers as they demonstrated comprehension and retelling skills both with and without the aid of illustrations that would normally accompany a story. The setting for this study was the library at each of two elementary schools, in a parish in the northwest part of Louisiana. Students from first grade classes came to the library in order to listen to stories read by the school library media specialist. Observations and informal, descriptive assessment of indirect vocabulary development in relation to the books used in the study were conducted. These observations and assessments were directly linked to whether the student-participant was shown or not shown the illustrations of a story that was read to him or her. The study also described the personal impact that picture book illustrations had on students in relationship to the processes of learning how to read. This study showed that students who visually experienced the illustrations accompanying a picture

book demonstrated moderate improvement in overall story comprehension and retelling ability than those who did not see the pictures of the story. Of more significance was the fact that students, in two different study settings, who saw the pictures as a story was read, exhibited greater indirect vocabulary development than did those students who did not see the illustrations as the story was read aloud to them.

Leny (2006)

This study supports the strategy of using pictures for teaching new vocabulary. The writer conducted this study to show how well the pictures encourage students' vocabulary mastery. The statement of this study was formulated into the general research question: How effective is the use of pictures in teaching vocabulary to kindergarten students? Therefore, the study overviews the teaching of English vocabulary through pictures to young learners. This research was taken in Madinah Kid.s school at Jl. Bukit Serpong Mas Block D5 No. 10/11 Serpong Tangerang, on September 4th- 30th 2006. This study is conducted in the form of a survey. Additionally, it is qualitative in nature. Observation guide and checklists are used in this research as instruments of the study. The result of this research will be useful to both teachers and young learners. It helps teachers to improve their performance in teaching and attracts the students' motivation in learning activities. Moreover, the atmosphere in teaching and learning processes is getting more active by using picture media so this study confirms that using pictures is one of the important factors in all language teaching learning and teachers must continually teach new words as they learn reading comprehension texts because the use of pictures makes the vocabulary easy to be memorized, more enjoyable and interesting. Moreover, the use of pictures could attract the students' curiosity in learning new vocabulary and makes the class more active and alive and they help the students to understand the difficult words easily by looking at the pictures.

Shimada & Kitajima (2006)

The study aimed to investigate the motivation effect of illustrations and the processes that cause the motivation effect of illustrations by analyzing eye-tracking data. Shimada and Kitajima proposed an experimental method to evaluate motivation effect of illustrations in manuals and demonstrated that illustrations in the manual used in the experiment had a motivation effect. Nineteen adults (10 females and 9 males; age 19 to 29) participated in the experiment. The results demonstrated the motivation effect of illustrations and suggested that the more people gaze at illustrations, the more motivation is enhanced. Also, large illustrations enhance motivation, and the route is distinguished from that of the number of gazes on illustrations. The effect may be caused by improvement of the overall impression of pages, which includes large illustrations.

Willett (2006)

The study investigated effectiveness of illustrations for increasing students' vocabulary knowledge and construction of meaning during storybook read aloud had been studied extensively. The subjects drawn for this study were from seven first grade classrooms at a public elementary school in Southeastern Alabama. The students selected for the study were chosen based on parental permission to participate in the study. Two groups of students were then selected for each of the treatment groups. The method of temporarily withholding pictures provided a scaffold and encouraged student talk before, during, and after the story to support student's ability to construct meaning from decontextualized language. This study investigated two hypotheses for how the delayed presentation of illustrations influenced students learning during read aloud. One hypothesis explored the theory that the removal of pictures enabled the student to focus on the linguistic content of the text. The second theory examined how the removal of pictures until each portion of the text was discussed acted as a scaffold for younger students. Sixty-four first grade students participated in a read aloud of Jan Brett's *The*

Mitten. Students in the picture-withheld treatment group did not view the illustrations until the corresponding portion of the text was discussed; whereas, the text and treatment group had pictures presented as the story was read aloud. A statistical analysis of means indicated there was not a significant difference in vocabulary and comprehension performance when pictures were withheld. However, students identified as less proficient readers from the pre-test performed better when the presentation of pictures was delayed until the text had been discussed, which suggested that the practice of withholding pictures may have served as a scaffold for building meaning while requiring the student to focus on the linguistic content of the text.

Catalano (2005)

This study aimed to reveal the effectiveness of using picturebooks as a potential of the visual properties of the literary and artistic genre. In addition, the means in which we come to understand the visual in picturebooks is challenged, particularly in regards to written text and in context within the conventions of the larger picturebooks community. The researcher investigated four case studies through primarily a poststructural semiotic analysis of three major post-1960s, but this study demonstrate the deeper potentials of meaning in the visual elements of illustration and design qualities beyond current discourse. Finally, this deeper potential meaning is qualified as to its impact on the picturebook field itself, as to the making, interpretation, and criticism of picturebooks, and to the utilization in education, especially the practice of visual art education.

Houts et al. (2005)

The study was held to assess the effects of pictures on health communications. The researchers peer reviewed studies in health education, psychology, education, and marketing journals. There was no limit placed on the time periods searched. The results showed that pictures closely linked to written or spoken text can, when compared to text alone, markedly increase attention to and recall of health education information. Pictures

can also improve comprehension when they show relationships among ideas or when they show spatial relationships. Pictures can change adherence to health instructions, but emotional response to pictures affects whether they increase or decrease target behaviors. All patients can benefit, but patients with low literacy skills are especially likely to benefit. Patients with very low literacy skills can be helped by spoken directions plus pictures to take home as reminders or by pictures plus very simply worded captions. The researchers recommended the educators to: (1) ask “how can I use pictures to support key points?”, (2) minimize distracting details in pictures,(3) use simple language in conjunction with pictures, (4) closely link pictures to text and/or captions, (5) include people from the intended audience in designing pictures, (6) have health professionals plan the pictures, not artists, and (7) evaluate pictures’ effects by comparing response to materials with and without pictures.

Pantaleo (2005)

This purpose of this was to examine first-grade students' responses to interpretations of eight picture books with metafictional devices. The study concentrates on children's visual and written responses to the picture books and describes the relationship between the students' visual and verbal texts with respect to storytelling. The study adapted two main categories in a categorization scheme that describes text-image relationships in picture books—parallel storytelling and interdependent storytelling—to analyze the students' visual and written responses. The participants of the study were 9 boys and 11 girls from grade 7 elementary school located in a predominantly commercial area of a city in western British Columbia, Canada. Analysis of data showed that for seven of the eight picture books, at least one-half of the children's visual and verbal texts were categorized as interdependent storytelling. Thus, to a certain extent, the children's images and text imitated the interdependent storytelling nature of the picture books used in the study. The study concludes with discussions about the value of viewing children's

work as miniature ecosystems and the importance of developing children's visual literacy skills.

Szechter & Liben (2004)

This study focused on parents' role in the development of children's ability to interpret images. Parents are typically the ones who introduce pictures to their young children through picture books, providing an important context for studying the development of children's picture comprehension. The researchers observed 30 parents as they "read" a picture book with their 3- or 5-year-old child, later measuring the children's understanding of images. The results suggested that parents use a wide variety of techniques to explain images to their children. These include pointing to and labeling elements of pictures, asking children to label objects in pictures, using gestures to convey the distance shown in pictures, and relating pictures on a particular page of a book to those on a prior or forthcoming page. The findings also showed some links between parents' explanations and children's understanding. For instance, parents of 5-year-old children who made more comments about spatial depictions while reading (i.e., explaining "We're moving further back") had children who performed better on tasks designed to test their understanding of graphic images. The researchers suggested that it may be important to design public education programs to help parents foster their children's early graphic literacy, much as they have been designed to help parents foster their children's early verbal literacy.

Marsh & White (2003)

This study establishes a taxonomy of image-text relationships that reflects the ways that images and text interact. It is applicable to all subject areas and document types. The taxonomy was developed to answer the research question: how does an illustration relate to the text with which it is associated, or, what are the functions of illustration? It was also developed in a two-stage process – first, analysis of relevant

research in children's literature, dictionary development, education, journalism, and library and information design and, second, subsequent application of the first version of the taxonomy to 954 image-text pairs in 45 Web pages (pages with educational content for children, online newspapers, and retail business pages) – the taxonomy identifies 49 relationships and groups them in three categories according to the closeness of the conceptual relationship between image and text. The paper uses qualitative content analysis to illustrate use of the taxonomy to analyze four image-text pairs in government publications and discusses the implications of the research for information retrieval and document design. Additionally, the study creates taxonomy of relationships between images and text that can be used for analyzing the way that images and text interact. Furthermore, It is applicable to all subject areas and all types of documents. Writers and illustrators can use it as a tool as they create documents, and researchers can analyze the relationships between image and prose to identify and predict the effects of combinations once documents have been published.

Coch et al. (2002)

This study investigated the relation between the early stages of learning to read and the lower level processes, such as analysis of visual word features (orthography) and an evolving understanding of grapheme-to-phoneme correspondences. The full sample included twenty 10- and 11-year-old children, 10 girls and 10 boys. All participants were right-handed, native monolingual English speakers, with normal or corrected-to-normal vision. The results showed that the ERP waveforms elicited by word stimuli in children were characterized by an N400 maximal at anterior locations but widely distributed (antN400), which was elicited by all types of word stimuli. Across all three epochs, words were statistically indistinguishable from pseudowords. Pseudowords were tentatively more negative overall than letter strings during the middle epoch and clearly more negative during the late epoch. Letter strings differed from false fonts during the

first epoch such that false fonts were more positive than letter strings at occipital sites and more negative than letter strings at anterior sites.

On the other hand, the ERP waveforms elicited by picture stimuli were characterized by two overlapping negative going peaks at anterior sites: N350 and N430. Pictures were distinguished from pseudopictures only at Fz and occipital sites in analyses by electrode site during the 300- to 500-msec time window. Pseudopictures were distinguished from picture parts by hemisphere during all three epochs due to pseudopictures being more negative over the right hemisphere and less negative over the left hemisphere. All in all, as expected, real pictures, pseudopictures, real words, and pseudowords all elicited anterior negativities, whereas picture parts, letter strings, and false fonts also—unexpectedly—elicited robust anterior negativities in children. That legal as well as illegal word stimuli elicited an anterior N400 suggests that the word-processing system in 10- and 11-year-old children is more sensitive to linguistic context, more open to linguistic possibility, and less accurate at initial or early selection of potentially meaningful strings as candidates for word processing.

Comments on the previous studies:

The above-mentioned studies handle studies related to picture reading strategy and its relation with reading comprehension. Some of them applied the experimental approach where two groups - experimental and a control group - of students participated in the study as in the study of Shimada & Kitajima (2006). Some other studies tackled a certain level of education as in the study of Pan & Pan (2009) which drawn from four classes (Computer Science Class Business Administration Class, Information Management Class, and Accountancy Class) of first-year college students. In addition, different instruments were used in many of the previous studies such as observation guide, questionnaires and checklists as instruments of the study.

The researcher deduced that most of the studies focused on the positive effect of picture reading strategy on reading comprehension.

From the previous studies the researcher concluded the following:

- 1- All the previous studies indicate that there is a strong relationship between picture reading strategy and reading comprehension.
- 2- Results of many previous studies revealed the existence of a general weakness in reading comprehension in all levels which supports the need for this study such as the study of Al-Udaini, A. (2011).
- 3- According to the previous studies, reading comprehension could be improved by applying programs using techniques and procedures based on picture reading strategy.
- 4- Most of the previous studies concentrate on the role of the teacher in improving teaching reading comprehension as in Leny (2006).
- 5- The previous studies state that understanding the relationship between reading comprehension and pictures is helpful for both teachers and students.
- 6- The recommendations of the previous studies highlighted the importance of considering such techniques and procedures in improving the students' reading comprehension.

Analysis for the previous studies:

There are similarities and differences between this study and the previous ones in many things:

- The subject of the studies and their purposes:

Most of the previous studies concentrate on the strong correlation between pictures and reading comprehension. In addition, some studies as: Leeming, Praver, & Atkins (2010) investigated the influence of pictures and text on student interactions in communicative tasks. Pike, Barnes & Barron (2010) who tried to determine the effect of illustrations on bridging inferences, an important aspect of meaning making in

comprehension models. Joklova (2009) aimed to show how pictures can be employed in lessons as well as to reach conclusions on why they work and in what way exactly they help retaining the memorized words. Yi-Ching Pan (2009) in his study investigated the extent to which the presence of pictures in text benefits low proficiency Taiwanese English foreign language (EFL) college students. Nicholas (2007) in his study focused on observing emergent readers as they demonstrated comprehension and retelling skills both with and without the aid of illustrations that would normally accompany a story. Croll et al. (2007) aimed to prove the idea that pictures can be used as teaching devices to improve reading comprehension, especially for very poor readers. Willett (2006), Kuhen (2012) investigated the effectiveness of illustrations for increasing students' vocabulary knowledge and construction of meaning during storybook read aloud had been studied extensively. Shimada & Kitajima (2006) aimed to investigate the motivation effect of illustrations and the processes that cause the motivation effect of illustrations by analyzing eye-tracking data. Loscalzo et al. (2005) in their study focused on the effects of pictures on health communications. They peer reviewed studies in health education, psychology, education, and marketing journals. There was no limit placed on the time periods searched. In addition, some of the previous studies focused on the role of parents in the development of children's ability to interpret images. Fukuyama (2012) compared student comprehension and retention of information in a foreign language reading passage in four advance organizer conditions.

The benefits gained from the previous studies

- 1- The previous studies identified and classified the reading comprehension skills which benefited the researcher to design a checklist of reading comprehension skills.
- 2- Some of the previous studies showed that there is an effective correlation between pictures and reading comprehension. This benefited the study in consolidating the concepts of pictures and how they contributed to develop the reading comprehension.

3- It is worth admitting that the previous studies were very helpful to the researcher in conducting this study as they enriched the educational background of the researcher concerning reading comprehension, pictures and terms of the study.

4- These previous studies are considered a guide for the researcher because they helped him to design the procedures and steps of the study, and they especially helped in preparing the suggested program and identifying its components.

5- Results of many previous studies revealed the effectiveness of some techniques and procedures in teaching reading. This benefited the researcher to choose some of them to be used in teaching the program.

6- The previous studies were helpful for the researcher to determine the tools of the study such as: the reading comprehension checklist, the reading comprehension questionnaire the achievement test (pre and post-test). In addition, they helped the researcher to decide the statistical treatments of the results.

This study is characterized by the following:

1- This study concentrates not only on the correlation between pictures and reading comprehension, but also on suggesting a program based on picture reading strategy to develop reading comprehension.

2- As far as the researcher knows, it is the first study to be conducted in Gaza's schools, which deals with pictures and reading comprehension.

3- Unlike the previous studies, this study suggested a program based on picture reading strategy to develop reading.

4- This study focuses on the effective role of pictures in both textbooks and picture books.

5- This study identified some reading comprehension skills which might suite the Palestinian students in the light of their levels and the degree of importance for them.

This was achieved by a group of field specialists including supervisors of English language in addition to highly qualified and long experienced seventh grade teachers.

Summary:

This study is a distinctive one because it tackled an indispensable subject which directly touches the learning process in the core. It supports the strategy of using pictures in teaching the English language for seventh graders. Moreover, the study was implemented in Palestine for the first time the middle area in the Gaza Governorate in Nuseirat Prep. "C" Boys School for Refugees in Nuseirat Camp in the Gaza Governorates which is run by UNRWA where the researcher works as a teacher of English Language.

The researcher's background has been enriched after having reviewed the previous studies, especially on revealing the effective role of pictures on developing students' educational and reading comprehension and improving their motivation to learn in general and to read in particular. Apparently, all the studies indicated that pictures enhance students' reading competency, literacy and other reading difficulties. Moreover, the results indicated that pictures which accompany reading text enhance the response of readers and describe the ways in which a teacher can facilitate those responses across contexts.

III

Methodology

Introduction

The purpose of the current study is to examine the effect of a suggested program based on picture reading strategy to improve English reading comprehension among seventh graders in Palestine. This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study and description of language. In addition, it presents the study and the research design; moreover, it introduces the statistical treatment for the study findings.

1. Methodology of the Study

The researcher applied the experimental approach where two groups of students participated in the study. The study sample consisted of an experimental group and a control one. Both groups were pre-tested, and then the experimental group was taught reading comprehension according to the techniques of the suggested program while the control group was taught reading comprehension by the traditional method. In addition, he uses the experimental approach to design the suggested program.

2. Population of the Study:

The sample of the study consists of (60) students distributed into two groups; one experimental group consists of (30) students and one control group includes (30) students. The groups were purposive samples from Nuseirat Prep. "C" Boys School for Refugees in Nuseirat Camp in the Gaza Governorates which is run by UNRWA where the researcher works as a teacher of English Language. Table (1) shows the distribution of the sample.

Table (1)

The distribution of the sample according to the groups

Group	Experimental	Control
count	30	30

The students in both groups were equivalent in the economic, cultural and social level. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term of the school year (2010-2011). 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 in accordance with the statistical treatment of their results in the final-first term exam of the school year (2010-2011). Age variable of the sample was also controlled before the experimental application. They were 13 years old. In addition, the previous learning in the reading comprehension was controlled too.

3. Instrumentation

To achieve the aims of the study, the researcher used four tools: He created a checklist of the criteria of good pictures. Then, he constructed a questionnaire of the reading comprehension skills in order to choose the most important skills for seventh graders. After that, the researcher prepared a pre-post achievement test depending on the most important skills. Finally, he designed a suggested program based on using pictures to facilitate reading texts and help students understand the texts and interact with them.

3.1 A checklist of the criteria of appropriate text pictures:

The researcher created a criteria list of good pictures according to the international standard criteria of good pictures. He held a workshop for teachers to decide the most appropriate criteria of good pictures that suits seventh graders' syllabus. In addition, the researcher reviewed the previous studies for the suitable criteria of good

pictures. The purpose of this checklist was to design a suitable program for seventh graders. Appendix no. (1)

The researcher has worked a hard searching for the criteria of qualified pictures which suit reading texts for grade 7 students. In Addition, the researcher has read the previous studies carefully in order to find some of the criteria of qualified instructional pictures. The researcher could register more than thirty criterions of qualified text pictures then he held a workshop to long experienced English teachers in order to choose the most appropriate qualified text pictures which suit seventh graders.

3.2 A questionnaire of reading comprehension skills:

The researcher included the general aims of the reading comprehension skills for the seventh graders which were prepared by the English Language Curriculum (1999) as a questionnaire for teachers to choose the most important reading skills for seventh graders.

The items of the questionnaire are twenty reading comprehension skills. Appendix (2)

3.2.1 The aim of the questionnaire

This questionnaire aimed at measuring the degree of importance of the reading comprehension skills for the seventh graders to be developed in the suggested program and to be used in building the achievement test.

3.2.2 Description of the questionnaire

A questionnaire of 20 items was used in this study in order to rate the degree of importance of the reading comprehension skills. Respondents were asked to rate each item of the reading comprehension skills as follows: (3) = very important, (2) = important, (1) = slightly important.

3.2.3 Validity of the questionnaire

- The Referee Validity

To test the validity of the questionnaire, the researcher conducted this tool to a group of specialists to be refereed including professors of teaching methodology, supervisors of English language and highly qualified and long experienced seventh grade teachers taking their valuable notes into consideration. Appendix (7)

3.2.4 The application of the questionnaire

The questionnaire was applied to UNRWA English Language supervisors and the expert teachers to rate the degree of importance of the reading comprehension skills for the seventh graders. After that, relative weight was calculated and the most important skills were chosen which got more than (90%). (Appendix 2) The result of this questionnaire showed that there were (6) important skills out of the (20) reading comprehension skills. Table (2) shows the most important skills.

Table (2)
Table of reading comprehension skills according to the Palestinian curriculum

No.	Items	1	2	3
1	Answer factual, inferential, judgment or evaluation questions.			
2	Read familiar material with correct pronunciation and intonation.			
3	Recognize pro-form referents.			
4	Generate questions about reading text.			
5	Summarize reading text.			
6	Make predictions about reading text.			
7	Make inferences about reading text.			
8	Develop awareness about synonyms and antonyms.			
9	Develop awareness of semantic fields (word mapping)			
10	Distinguish main idea from supporting details.			
11	Recognize rhetorical markers and their functions.			
12	Comprehend visual survival material.			
13	Deduce meaning of unfamiliar words from context.			
14	Distinguish fact from opinion.			
15	Infer mood and author's attitude or tone.			
16	Identify components and format of personal letters.			

17	Skim for gist or general impression of text or graphics.			
18	Scan for specific information from texts and realia (schedule, calendar ads , menu, travel information and tickets .			
19	Interpret information presented in diagrammatic display.			
20	Extract and synthesize information from different sources.			

(English language curriculum for public schools, 1999)

Table (3)

Table of the most important skills

No.	Skills	Relative weight %
1	Answer factual, inferential, judgment or evaluation questions.	90%
2	Make predictions about reading text.	92%
3	Deduce meaning of unfamiliar words from context.	91%
4	Skim for gist or general impression of text or graphics.	93%
5	Scan for specific information from texts and realia (ads, menus, schedule, calendar, travel information and tickets.	95%
6	Develop awareness about synonyms and antonyms.	90%

3.3 Achievement test

The researcher depended on some resources to construct the test such as: his own experience as a teacher of English for more than eighteen 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 results of the questionnaire applied to the teachers and supervisors.

(Appendix 4)

3.3.1 -The general aims of the test:

The test aimed at measuring the effect of pictures on the students' reading comprehension in English language. It was built according to the criteria of the test specification. The aims are:

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

2. Comprehend visual survival material.
3. Deduce meaning of unfamiliar words from context.
4. Skim for gist or general impression of text or graphics.
5. Scan for specific information from texts and realia (ads, menus, schedule, calendar, travel information and tickets).
6. Interpret information presented in diagrammatic display.

The total number of the test items was twenty items. The items were equal in weight.

They are listed in the table of specification. Table (4)

Table (4)

1-The table of specification:

Skills	No. of items	marks	%
Answer factual, inferential, judgment or evaluation questions.	2	3	16.66
Make predictions about reading text.	3	3	16.66
Deduce meaning of unfamiliar words from context.	3	3	16.66
Skim for gist or general impression of text or graphics.	2	3	16.66
Scan for specific information from texts and realia (ads, menus, schedule, calendar, travel information and tickets).	3	3	16.66
Develop awareness about synonyms and antonyms.	3	3	16.66
Total	16	18	100

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

English for Palestine grade seven, consists of (24) units and no revision units. Each unit consists of (4) lessons; the first lesson is reading, the second lesson is speaking, the third lesson is listening and the fourth lesson is writing. The test items for each skill accord with the general objectives of the skill and its nature. According to the syllabus, reading is taught in the form of comprehension; and structures are taught in the form of

application so there is a consistency between the items of the test and the cognitive levels.

Appendix (4)

3.3.2. The items of the test:

One reading comprehension passage was used in the test. The passage was selected from grade seven Students' Book 1996 (*Hello! 3*), which is taught in the Palestinian schools in the Gaza Strip. The passage tackles a story called "the boy who cried "Wolf!". It was selected from the reading text in Unit 18 exercise "C" pages 21 & 22. The text has 216 words. Students didn't study this text and they didn't have prior knowledge or feedback about it. 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 and the relative weight of the skills in the degree of the importance of the questionnaire.

The concentration was on the skills which took more than 90% in the relative weight. Three marks were distributed equally for each question. The same test was carried out after the (8) week intervention. Results of the pre and post-test were recorded, statistically analyzed and compared. The items of the test are distributed as follows:

Question 1 is a multiple-choice exercise where students choose the correct answer from (a – b – c). It consists of two items. (Prediction)

Question 2 is a completion where students complete the gaps from the text. This activity includes three items. (Skimming)

Question 3 is a multiple-choice exercise in which students choose the right answer from (a – b – c). The question has three items. (Scanning)

Question 4 is to extract the right synonym or antonym from the text. It consists of three synonyms and three antonyms. (Developing awareness of synonyms and antonyms)

Question 5 is a matching exercise in which students match the right meaning for each word from (1 – 2 – 3). The question includes three items. (deduce meaning of unfamiliar words from context)

Question 6 is answering the following questions: The question has three items.

(Answer factual, inferential, judgment or evaluation questions.)

3.3.3 The pilot study

A pilot study was conducted to examine whether the use of picture reading strategy participates in reducing the deficiencies of reading. The test was applied to a random sample of (30) students from Nuseirat Prep. "C" Boys School. The results were recorded and statistically analyzed to measure its validity and reliability. The items of the text were modified in the light of the statistic results.

3.3.4 The validity of the test:

The test was applied to a random sample of (30) students from Nuseirat Prep. "C" Boys 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 statistic results.

(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 and teachers in UNRWA and the governmental schools. The items of the test were modified according to their recommendations Appendix (7)

(B) The internal consistency validity

Al Agha (1996: 121) says that "The internal consistency validity indicates the correlation of the degree of each item with the total average of the test". He adds that "It also indicates the correlation of the average of each scope with the total average." This validity was calculated by using Pearson Formula.

Table (5)
Correlation coefficient of the items for total score of the achievement test

No .	Pearson Correlation	Sig. level
1	0.377	sig. at 0.05
2	0.518	sig. at 0.01
3	0.757	sig. at 0.01
4	0.474	sig. at 0.05
5	0.375	sig. at 0.05
6	0.496	sig. at 0.01
7	0.509	sig. at 0.01
8	0.699	sig. at 0.01
9	0.635	sig. at 0.01
10	0.403	sig. at 0.05
11	0.746	sig. at 0.01
12	0.591	sig. at 0.01
13	0.378	sig. at 0.05
14	0.368	sig. at 0.05
15	0.738	sig. at 0.01
16	0.837	sig. at 0.01
17	0.731	sig. at 0.01
18	0.707	sig. at 0.01
19	0.813	sig. at 0.01
20	0.610	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.444

r table value at df (28) and sig. level (0.01) = 0.537

According to table (5) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05). According to the following tables, it can be concluded that the test is highly consistent and valid as a tool for the study.

3.3.4.1. Reliability of the test

Mackey & Gass (2006) state that reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test. In other words, the test is reliable when it gives the same results if it is reapplied in the same conditions. It is worthy to say that the reliability of the test was measured by the Split-half and Kud-Richardson (KR20) Techniques. (Mackey & Gass, 2005: 364) as table (6) shows.

Table (6)
(KR20) and Split half coefficients of the test domains

Test Domains	KR20	Split half coefficients of the test domains
Reading Comprehension skills test	0.901	0.885

Difficulty Coefficient

It is usually measured by finding out the percentage score of the wrong answers of each item made by the student. The test is more reliable when the items are moderately difficult. Accordingly, very difficult and very easy items should be excluded. To calculate the coefficient of the difficulty of each item, the following formula was used:

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who got wrong answers}}{\text{the total student who answered the test}} \times 100$$

Table (7) demonstrates the difficulty coefficient for each items of the test:

Table (7)
Difficulty coefficient for each items of the test

No.	Difficulty coefficient
1	0.63
2	0.50
3	0.44
4	0.63
5	0.44
6	0.38
7	0.50
8	0.38
9	0.31
10	0.38
11	0.31
12	0.38
13	0.38
14	0.31
15	0.38
16	0.56
17	0.69
18	0.50
19	0.44
20	0.63
Total difficulty coefficient	0.46

Table (7) reveals that the difficulty coefficient wobble between (0.31 – 0.63) with total average (0.46). According to view of point of assessment and evaluation specialists, each item of the test is acceptable and in the normal limit of difficulty.

Discrimination coefficient

That means the test is effective where it differentiates between the high achievers and the low achievers.

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

Table (8) shows the discrimination coefficient for each items of the test:

Table (8)
Discrimination coefficient for each items of the test

No.	Discrimination coefficient
1	0.50
2	0.25
3	0.63
4	0.50
5	0.38
6	0.50
7	0.50
8	0.50
9	0.63
10	0.50
11	0.63
12	0.25
13	0.50
14	0.63
15	0.50
16	0.38
17	0.38
18	0.50
19	0.38
20	0.50
Total Discrimination coefficient	0.48

Table (8) shows that the discrimination coefficient wobble between (0.25 – 0.63) with total average (0.48). That means each item is acceptable or in the normal limit of discrimination according to the view point of assessment and evaluation specialists.

3.4 The suggested picture reading strategy program

3.4.1 Principles of the suggested program

The researcher puts in his consideration the following principles as he plans this program:

- 1- Illustrative pictures are efficient in the absence of interesting texts.
- 2- Much focus should be given to reading comprehension.
- 4- The suggested program is designed to meet the students' needs. Additionally, it activates and increases students' motivation".
- 5- The individual differences among students are considered.
- 6- The four reading comprehension skills are considered in the suggested program.
- 7- The suggested program follows the curriculum distribution plan.
- 8- The suggested program takes in consideration the time management of class period (45) minutes.
- 9- Formative, illuminative and summative evaluations are adopted through feedback questions and tests to evaluate the extent of students' progress in attaining the objectives of the program. The evaluation of one lesson may become the diagnoses, preparation and guiding learning to the next lessons.
- 10- The suggested program considers using a variety of teaching aids.

3.4.2 Aims of the picture reading strategy program

The general aim of the program is to improve the students reading comprehension by following the picture reading strategy.

1. Develops awareness of semantic fields (word mapping).
2. Comprehends visual survival material.
3. Deduces meaning of unfamiliar words from context.
4. skims for gist or general impression of text or graphics.
5. scans for specific information from texts and realia (ads , menus , schedule, calendar , travel information and tickets).

6. interprets information presented in diagrammatic display.

3.4.3. The design of the program

The researcher used nearly the same design of both the student's book and the workbook of seventh grade. The design depends on a variety of techniques and activities which are used to activate and increase students' visual ability -ability to implement picture reading strategy- before reading the text. It includes (6) units of (6) reading lessons planned, implemented and evaluated with consideration to reading comprehension. The contents of the suggested program were chosen, organized and modified according to the opinions and suggestions of a group of specialists; including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced English teachers.

Two criteria were considered when designing the program: (1) the suitability to the abilities and level of the students and (2) the efficiency of the program to increase and activate students' visual ability. Some of the aspects related to building the suggested program are: definition of the program's principles, its elements and methods used to implement and evaluate it. More illustrative pictures are used in the suggested program in order to activate the students' interest, attitudes, attention and understanding of the text. In addition, the researcher adds related activities to each lesson so as to improve the reading comprehension skills. Appendix (5)

3.4.4 Steps of building the instructional program

The researcher suggested a five-step plan that would make up a model of a good teaching program. Here is a description of these steps and explanation of how each step was taken into consideration in building up the suggested program of the present study:

Diagnosis:

It refers to the initial evaluation or assessment of the textbooks' illustrative pictures which sometimes are not clear and vague which perplexes both the teacher and

students. According to the researcher's experience as an English language teacher the textbooks' pictures are not applicable to the appropriate criterion of good illustrative and instructional pictures and don't motivate and not suitable to the abilities and needs of the students and don't increase and activate their visual ability. This step is essential to determine the level of the students and their needs. It also helps in defining the objectives of the program.

3.4.5 Preparation

In this step, the researcher will prepare for the instructions as follows:

- Teacher defines the aims of the lesson.
- Motivates students to gather visual materials such as topic-related pictures and arrange the setting for the instructions. This step was reflected in this study when the researcher drew the objectives of the program taking into consideration the results of the diagnostic step.
- Selects and organizes the content and assign the techniques and the activities which may activate and increases students' visual ability.
- Prepares and follows new techniques and use suitable teaching aids.

3.4.6 Guidance of learning

This important step includes actual instruction, presents information or skills, shows students how to respond, encourages them to interact with the learning situations and monitors their involvement in the activities. The researcher in this study adopted a variety of activities, techniques and procedures which can help activate and increase students' visual and imaginative ability such as: giving direct and indirect instruction, pre-teaching vocabulary, brainstorming, picture books, reflection and recording, interactive discussion; answering questions, The K-W-L strategy, CONTACT-2, topic-related pictures, use analogy, review previous learning and graphic organizers.

3.4.6.1 Program evaluation

Suvedi & Morford (2003) identify evaluation as a management tool that involves measuring and reporting on the results of programs and projects. In the same concern, evaluation usually examines the effects of a program or project at significant end points of an educational cycle and is usually conducted for the benefit of an external audience or decision maker. Development-oriented evaluation, by contrast, is designed to improve the quality of a program as it is being implemented. (Weir and Roberts 1994) Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils (Nunan 1995). In this study, the researcher concludes that evaluation is an activity designed to judge the merits of the program. It is an integral part of any educational program. It is used to assess the effectiveness of the program in terms of the benefits to the students. Moreover, it is the process of collecting outcomes to determine if the program was effective. In order to evaluate the suggested program, **the researcher used three types of evaluation:**

3.4.6.2 Formative evaluation:

Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening. Suvedi & Morford (2003) argue that formative evaluation focuses on the process of the program itself. This type of evaluation may be carried out as a part of the process of program development in order to find out what is working well, and what is not, and what problems need to be addressed. Additionally, this type of evaluation focuses on ongoing development and improvement of the program. It helps the researcher to find out if the objectives were achieved in the formative stages of the experiment. It also helps the researcher to collect data to assess how to make the program better. The researcher conducted some activities after every lesson in order to assess students' development in the reading comprehension through the experiment.

3.4.6.3 Illuminative evaluation:

This type of evaluation refers to evaluation that seeks to find out how different aspects of the program work or being implemented. It seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result. This type of evaluation shows the teacher the extent the students carry out group-work tasks and if they participate equally.

3.4.6.4 Summative evaluation:

This third type of evaluation with which most teachers and program administrators are familiar seeks to make decisions about the worth or value of different aspects of the curriculum. Additionally, summative evaluation is connected with determining the effectiveness of a program. It aims at examining the effectiveness of the suggested program based on picture reading strategy to develop the students' reading comprehension. The post-test was used for this purpose.

3.4.6.5 Follow-up activities

The types of activities that are used in the suggested program help students to apply the learnt experiences to new varied situations, and help in long lasting learning. Additionally, they help in re-organizing the learning experiences with the purpose of production. Follow-up activities have their effects not only inside the classroom, but may be continued at home too. The lesson plan, the teacher's guide, student's book and the teaching aids in this suggested program provide several activities for this purpose. Taking into consideration the previous ideas and referring to the literature review and previous studies which dealt with suggested programs; the researcher came to a conclusion of basic principles for planning such a program:

- 1- Determining the overall goals and the principles supporting the objectives.

- 2- Selecting suitable illustrative pictures in the light of the objectives. This step includes choosing suitable pictures for units (1-6).
- 3- Scheduling the time of the program.
- 4- Deciding the approaches, strategies and activities in the light of the goals and the content of the program.
- 5- Finding new procedures for assessing the students' attainment of the program objectives.

3.4.6.6 Program construction

According to the previous principles that have already been mentioned, components of the program were considered as follows:

Aims of the program

4. General Aim of the Program

The program aimed at motivating students' learning through using picture reading strategy to develop seventh graders' English reading comprehension skills.

4.1 Specific Objectives:

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

- 1- identify direct ideas from the text through pictures.
- 2- identify places, numbers, names, or times included in the text through pictures.
- 3- give facts or details directly from the text through pictures.
- 4- describe characters, objects or places inside the text through pictures.
- 5- interpret the meaning of words and concepts through pictures.
- 6- make a guided summary for the reading text through pictures.
- 7- find synonyms and antonyms through pictures.
- 8- create new ideas and narrate a story through pictures.
- 9- explain the causes and the effects through pictures.
- 10- guess the meanings of unfamiliar words and phrases in the text through pictures.
- 11- construct an image of what could be seen through pictures.

12- clarify the similarities and differences in places and among people.

13- describe things or objects, as they are in the pictures.

14- predict what may happen in the future.

15- compare predictions to the outcome in the actual text.

16- record ideas and evidence from the pictures.

4.2 Program Content

The program consisted of (6) units of (24) planned lessons with consideration to a group of activities and techniques to improve reading comprehension skills. The content was organized as it was shown in the students' textbook and as follows in the table below.

(Chart 1)

Program Content

No	Unit	Reading comprehension	Activities and techniques	Teaching aids
1.	Unit (1) lesson 1 SB p. 6 WB p. 2	World languages	- pre-teaching the new vocabulary. - -Interactive discussion. - -Pictures.	Ss' Book -WB - sheets- cards
2.	Unit (2) lesson 1 SB p. 10 WB p. 6	Say it with a smile	-Brain storming -pre-teaching vocabulary - Interactive discussion.	Ss' Book -WB - a handout from magazine. - sheets- cards
3.	Unit (3) lesson 1 SB p. 14 WB p.10	Animal language	Interactive discussion -pre-teaching vocabulary - graphic organizer	SB -WB -Word cards -pictures Cassette sheets- video, internet

4.	Unit (4) lesson 1 SB p. 18 WB p. 14	Email from America	-brainstorming activity - pre-teaching the new vocabulary - using the internet.	SB –WB –Word cards –pictures –Cassette sheets – handouts. – LCD
5.	Unit (5) lesson 1 SB p. 22 WB p. 18	Birds of Palestine	-Answering questions - pre-teaching the new vocabulary - Review Previous Learning.	SB –WB –LCD sheets- B.B. Video film.
6.	Unit (6) lesson 1 SB p. 26 WB p. 22	The amazing ostrich	-direct instructions - brainstorming -pre-teaching vocabulary.	SB –WB Word cards - pictures –Cassette sheets- B.B. Video film.

4.3 Program implementation

The researcher assigned two periods as an implementation plan for the program as seen in the chart below. The implementation of the program started at the beginning of the first semester of the scholastic year (2011-2012) as from the 15th September to 15th of November. The researcher then put the time plan for the experiment.

Chart (2)

Program Time Plan

Week	Day	Lesson	Period	time
1	1-2	World languages	2 nd	45 Min.
2	1-2	Say it with a smile	2nd	45 Min.
3	1-2	Animal language	2nd	45 Min.
4	1-2	Email from America	2nd	45 Min.
5	1-2	Birds of Palestine	2nd	45 Min.
6	1-2	The amazing ostrich	2nd	45 Min.

4.4 Program teaching methods and techniques:

A variety of methods and techniques were used to introduce the (6) lessons. The researcher used the contextual, the situational and the communicative approaches to

introduce the lessons. Moreover, the researcher assigned activities and tasks based on picture reading strategy to activate and increase the students' interests.

4.5 Teaching aids

The researcher used different types of teaching aids in teaching the lessons of the suggested program such as:

- 1- Pictures
- 2- Video films
- 3- Cards
- 4- LCD projector
- 5- Authentic materials such as magazines and newspapers.
- 6- The board
- 7- Real objects
- 8- The internet

4.6 Program validity

The suggested program was exposed to a group of specialists of teaching methodology and supervisors. Besides, it was exposed to long experienced teachers. Consequently, the program was referred to modification according to their guidance and comments. Moreover, a reading text was applied to the pilot study which includes (30) students. This step is taken to test any unclear instructions or hindrances which may affect the experiment. Appendix (7)

4.7 Program experimentation

With this important step, the researcher shows very important points in order to finalize the suggested program. This step shows the suitability of the program for the students' level, the students' interaction, the difficulties that may face the program, and putting a time plan for implementing the suggested program. The experiment was applied

to a group of students (30) who were not included in the sample of the study but had the same characteristics. Six units were chosen for the experiment.

4.8 Experimentation results

The results of the experiment were satisfying as the suggested program achieved most of the instructional objectives and this may be attributed to many factors:

- The suitability of the suggested program for the students' level where they showed a real interaction within the program.
- A good time plan for the program tasks.
- Attracting the researchers' attention to unexpected problems or hindrances which may affect the experiment.
- The experiment includes interesting activities that were preferable to students which encouraged them to participate.

5. Controlling the variables

To avoid any sudden interference of some factors which may affect the results of the suggested program, the researcher tried to control some variables before the experiment such as age, general achievement and general achievement in English language.

1. Age variable

The researcher recorded the students' ages from their school files at the beginning of the school year (2011-2012). The mean and the standard deviation were calculated for each group, and then T-test was used to measure the statistical differences. Table (9) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

Table (9)
T-test results of controlling age variable

criteria	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Age	experimental	30	12.190	0.323	0.31	0.755	not sig.
	control	30	12.217	0.344	3		

“t” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

Results of the comparison indicate that both the experimental and the control groups are equivalent in the age variable and there are no statistically significant differences at (0.05) level between the experimental and the control groups.

2. General achievement variable

To ensure the equivalence of both groups the experimental and the control in the general achievement in English language, T-test was used to measure the statistical differences between the groups due to their English and general achievement. The study depended on the total average of the sample member's achievement in the second term exam at the end of the previous year (6th grade) that was recorded from the school's files. Table (10) shows the results. The subjects' results in the first term test of the school year (2011-2012) were recorded and analyzed.

Table (10)

T-test results of controlling English achievement variable

criteria	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Total degree of the attitude	experimental	30	68.567	19.627	0.099	0.922	not sig.
	control	30	69.033	16.831			

Table (10) shows that there were no statistically differences at (0.05) between the experimental and the control groups due to the English achievement variable.

3. General achievement in English language variable

Table (11)

T-test results of controlling general achievement variable

criteria	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Total degree of the attitude	experimental	30	702.333	149.498	0.866	0.390	not sig.
	control	30	735.000	142.581			

T-test was used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the second term test of the school year of grade six were recorded and analyzed.

5.1 Reading comprehension skills variable

Previous learning variable

To make sure that the sample students are 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 (12) shows the mean and the standard deviation of each group in English previous learning in the reading comprehension skills.

Table (12)

T. test results of controlling previous learning of the reading comprehension skills

Questions	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Answer factual ... questions.	experimental	30	1.033	0.809	0.968	0.337	not sig.
	control	30	0.833	0.791			
Prediction	experimental	30	1.333	0.802	0.466	0.643	not sig.
	control	30	1.433	0.858			
deduce meaning from context	experimental	30	1.467	0.860	0.968	0.203	not sig.
	control	30	1.733	0.740			
Skimming	experimental	30	1.367	0.890	0.618	0.539	not sig.
	control	30	1.500	0.777			
scanning	experimental	30	1.300	0.877	1.356	0.180	not sig.
	control	30	1.567	0.626			
synonyms and antonyms	experimental	30	2.567	1.006	1.469	0.147	not sig.
	control	30	2.200	0.925			
Total test score	experimental	30	9.067	2.449	0.321	0.749	not sig.
	control	30	9.267	2.377			

“t” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

Table (12) shows that the (t) computed value is less than the (t) table value in the total degree of the test. This indicates that there are no statistically significant differences at

(0.01) and (0.05) level between the experimental and the control groups concerning the previous learning in the reading comprehension skills.

6. Study procedures

The study is progressing according to the following steps:

1- Reviewing literature and previous studies related to pictures, reading comprehension skills and programs used to improve reading comprehension skills.

2- Deciding on unfamiliar reading texts to seventh graders by consulting specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience in teaching seventh graders.

3- Deciding on the instruments of the study: A questionnaire to decide the most important criteria of the most appropriate instructional pictures, checklist of reading comprehension skills to decide the degree of suitability to seventh graders, achievement test (Pre& post-test) and a suggested program.

4- Identifying the reading comprehension skills appropriate for the seventh graders.

5- Designing a checklist of reading comprehension skills and introducing it to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience in teaching seventh graders to decide the suitability of these skills to seventh graders.

6- Applying the checklist and record results to be used in designing the questionnaire.

7- Designing a questionnaire of reading comprehension skills and introducing it to specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience in teaching seventh graders to decide the degree of importance of these skills for them.

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

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

10- Designing the suggested program which is based on picture reading strategy to develop reading comprehension skills through:

- a. Identifying the objectives of the suggested program
- b. Preparing lessons based on activating using pictures properly.
- c. Deciding strategies and activities of teaching.
- d. Managing time "lessons, activities, tests and so".
- e. Evaluating the program.
- f. Preparing the Teachers' Guide.
- g. Consulting the specialists about the suggested program.

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

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

- a. Consulting the specialists.
- b. Apply the test to a pilot sample which has the same characteristics of the study sample and the results are recorded.
- c. Finding out the internal consistency coefficient.
- d. Estimating the reliability.
- e. Identifying the difficulties and the discriminations of the test.

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

14- Applying the pre-test to the sample of the study and computing the results.

15- Implement the experiment using the suggested program according to the plan and the teacher' guide on the experimental group while the control one was taught by the traditional one.

16- Applying the post-test to the sample of the study.

17- Analyzing and interpreting the results.

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

7. Statistical analysis

The questionnaire responses and the pre and post treatment essay tests were collected and analyzed by using Statistical Package for Social Sciences (SPSS). The significance level used was 0.05. The following statistical styles were used:

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 items.
3. Split-half technique and Kud-Richardson (K-R20): to test the reliability of the test items.
5. T. Test independent samples: to control the interferential variables and to measure the statistically differences in means between the two groups due to the study variables (Afana, 2000).
6. Effect size level by using T value, Eta square, and Cohen's d: to check the effect volume (extent) of the evident significant differences between the two groups and within the experimental group (Afana, 2000).

Chapter IV

Results Data Analysis

Chapter IV

Data Analysis and Results

Introduction

The previous chapter presented the methodology and design of this study. In this chapter the researcher introduces the results of the study tool as statistically treated and the discussion of the results in the light of the questions of the study. The study aimed at examining the effect of a suggested program based on picture reading strategy for seventh graders' English reading comprehension skills. The researcher used four tools in order to collect data: a checklist of picture's quality, a reading comprehension skills questionnaire, an achievement test and a suggested program. This chapter tackles the procedures, findings and results of the study regarding the research questions and hypotheses. The researcher used different statistic forms including the statistical program (SPSS) in order to analyze and interpret the results of the study. Tables were also used to clarify and present these data with analysis and interpretation.

The Results of the Study:

1. The first question is stated as follows:

What is the suggested program which may develop seventh graders' reading comprehension?

To answer this question, the researcher prepared a suggested program in order to develop students' reading comprehension. The program includes:

1- Teacher's Guide:

The teacher's guide provides information of the procedures that teachers can use when applying this suggested program. This guide contains detailed unit plan notes of how to use the program effectively. The objectives of each lesson are clearly identified and the answers of the program's activities are provided.

Appendix (6)

2- Students' Book

The program includes some of the reading comprehension lessons in English for Palestine 7, First Term from Unit 1 to Unit 6. The researcher adds some related pictures from the internet when designing the program. Moreover, it also includes teaching materials for classroom use. In addition to the activities of the original textbook, extra activities were added to activate the students' motivation and develop their reading comprehension.

3-Teaching Aids:

Several teaching aids were used in the program design as pictures in order to stimulate the students' interest, attitudes, attention and interaction with the text. In addition, the researcher added related pictures to each paragraph in some reading texts so as to attract the students' interests for reading texts.

Evaluation tools

The researcher used two tools to evaluate the program: the pre and post achievement test. Table (13) shows that there are statistically significant differences between the pre and post application of the achievement test of the experimental group in favor of the post application. Appendix (4)

2. The second question is stated as follows:

What are the needed criteria for evaluating the pictures of reading texts of English for Palestine "book 7"?

The researcher prepared a checklist for needed criteria – Appendix 1 – from the previous studies and the referee committee which includes a group of specialists of teaching methodology, supervisors of English language and highly qualified and long experienced English teachers. The checklist includes criteria of the most appropriate pictures which accompany reading texts for more illustration and for better understanding. The checklist consisted of 35 criteria. The checklist was exposed to

specialists, supervisors and long experienced teachers who have chosen 24 out of 35 as the most appropriate criteria of a good picture. Appendix (7)

3. The third question is stated as follows:

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?

To examine this hypothesis, means and standard deviations of the experimental and the control groups' results on the post-test of reading comprehension skills were computed. The researcher used Independent Samples T-test to measure the significant differences. To interpret this question, the researcher used T- test independent sample results of differences between experimental and control group in the post test.

Table (13)
T. test independent sample results of differences between experimental and control group for all the domains and total score of the domain

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Answer factual ... questions.	experimental	30	1.900	1.062	2.935	0.005	Sig. At 0.01
	control	30	1.200	0.761			
Prediction	experimental	30	2.167	0.874	3.531	0.001	Sig. At 0.01
	control	30	1.433	0.728			
Deduce meaning from context	experimental	30	2.600	0.621	4.065	0.000	Sig. At 0.01
	control	30	1.767	0.935			
Skimming	experimental	30	2.300	0.988	4.143	0.000	Sig. At 0.01
	control	30	1.233	1.006			
Scanning	experimental	30	2.933	0.907	5.740	0.000	Sig. At 0.01
	control	30	1.700	0.750			
Synonyms and antonyms	experimental	30	3.600	0.770	3.096	0.003	Sig. At 0.01
	control	30	2.833	1.117			
Total test score	experimental	30	15.500	3.776	6.446	0.000	Sig. At 0.01
	control	30	10.167	2.506			

“t” table value at (58) d f. at (0.05) sig. level equal 2.00

“t” table value at (58) d f. at (0.01) sig. level equal 2.66

Table (13) shows that there are statistically significant differences between control and experimental group in all domains and the total score of each domain, in favor of the experimental group, which means the supplementary approach is effective. Whereas the mean of the control group was (10.167) in relation to the total score of the test, the mean of the experimental group was (15.500). This result that was limited to the conditions of the study application indicates the effectiveness of the suggested program based on picture reading strategy to develop reading comprehension skills. To show the extent of the program effect size on the experimental group achievement in the reading comprehension skills, the study applied the "Effect Size" technique (See - page - table 14) as a complement dimension of the statistical significance, depending on the following criterion (Afana, 2000:38). To calculate the effect size, the researcher used " η^2 " effect

size. To calculate the effect size, the researcher used Eta square " η^2 " of the method by using the following equation:

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

There are no statistically significant differences at (< 0.05) in average score on the reading comprehension pre and post-test among the experimental group.

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

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

Table (14)

The table referee to determine the level of effect size (η^2) and (d)

Test	Effect size		
	Small	Medium	Large
η^2	0.01	0.6	0.14
d	0.2	0.5	0.8

Table (15)

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

Table (15) shows that there is a large effect size on each domain and the total score of each domain, that means the suggested supplementary approach has a large effect and improved the skills of the experimental group.

4. The fourth question is stated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the pre-test and the post-test of the experimental group in reading comprehension?

To examine this question, means and standard deviation of the experimental group's results on the pre and post-tests of reading comprehension skills were computed. The researcher used Independent Samples T-test to measure the significant differences. To interpret this question, the researcher used T. test independent sample results of differences between experimental and control group in the post test.

Domain	t value	η^2	d	Effect size
Answer factual ... questions.	2.935	0.129	0.771	large
Prediction	3.531	0.177	0.927	large
deduce meaning from context	4.065	0.222	1.068	large
Skimming	4.143	0.228	1.088	large
Scanning	5.740	0.362	1.507	large
synonyms and antonyms	3.096	0.142	0.813	large
Total test score	6.446	0.417	1.693	large

Table (16)**T. test paired sample results of differences between pre and post test for experimental group for all of the domain and total degree of the test**

domain	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Answer factual ... questions.	pre	30	1.033	0.809	4.878	0.000	sig. at 0.01
	post	30	1.900	1.062			
Prediction	pre	30	1.333	0.802	5.000	0.000	sig. at 0.01
	post	30	2.167	0.874			
deduce meaning from context	pre	30	1.467	0.860	7.215	0.000	sig. at 0.01
	post	30	2.600	0.621			
Skimming	pre	30	1.367	0.890	4.474	0.000	sig. at 0.01
	post	30	2.300	0.988			
scanning	pre	30	1.300	0.877	8.147	0.000	sig. at 0.01
	post	30	2.933	0.907			
synonyms and antonyms	pre	30	2.567	1.006	5.308	0.000	sig. at 0.01
	post	30	3.600	0.770			
Total test score	pre	30	9.067	2.449	20.073	0.000	sig. at 0.01
	post	30	15.500	3.776			

"t" table value at (29) d.f. at (0.05) sig. level equal 2.05

"t" table value at (29) d.f. at (0.01) sig. level equal 2.76

Table (16) indicates that the computed T. value is greater than the table T. value in the total score of the post test at level ($\alpha \leq 0.01$). This means that there are statistically significant differences between the pre and post application of the achievement test of the experimental group in favor of the post application. The mean of the experimental group of the post-test reached (15.500), while it was (9.067) in the pre-test.

To calculate the effect size the researcher used Eta square " η^2 " and "d" effect size:

Table (17)

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

Skill	t value	η^2	d	Effect size
Answer factual ... questions.	4.878	0.451	1.812	large
Prediction	5.000	0.463	1.857	large
deduce meaning from context	7.215	0.642	2.680	large
Skimming	4.474	0.408	1.661	large
Scanning	8.147	0.696	3.026	large
synonyms and antonyms	5.308	0.493	1.971	large
Total test score	20.073	0.933	7.455	large

According to η^2 value shown in table (17), it is observed that the effect size of the suggested program is large on students' achievement. This means that the effect of the program was significant. The effect of the program on the reading comprehension skills test of the experimental group may be due to the types of techniques and activities included in the program which was used to activate students' interest and motivation to develop reading comprehension skills.

5. Summary:

Using pictures is one of the teaching aids that teachers depend on in teaching to facilitate learning and make it more enjoyable and memorable moreover, pictures attract pupils' attention and deepen their understanding of vocabulary and ideas in reading texts. After analyzing data, it is obvious that there are significant differences in improving reading comprehension skills between students in the experimental group and their counterparts in the control one in favor of the experimental group. The results also indicate that students in the experimental group were more aware of the reading comprehension skills. Moreover, the class that learned reading comprehension by the program became more student centered than the class that learned by the traditional way because there were a lot of activities which increase students' interests, motivation and interaction with pictures.

Concerning the picture reading strategy and its effect on developing reading, the results of the current study agree with the results of several related studies as: Joklova's (2009) which concluded that pictures do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things. Yi-Chun & Yi-Ching (2009) who confirmed that students response to the effects of visuals on their reading comprehension. Additionally, he confirmed that pictures enhance their understanding of the text itself. Croll et al (2007) indicate that picture reading strategy has a strong positive effect upon reading

comprehension of poor comprehenders. Shimada & Kitajima (2006) who suggested that the more people gaze at illustrations, the more motivation is enhanced. Al-Ja'afari (2009) revealed that the more the participants gazed at the illustrations, the better they recognized the ones they actually had seen, and that the better the participants recognized the illustrations, the higher they recalled the text associated with the illustrations, possibly due to deeper elaboration of the text with the illustrations. According to the findings of the study, activating using picture reading strategy before reading comprehension skills increases and improves students' understanding of reading texts.

Chapter V

**Findings, Discussion, Conclusions,
Implication and Recommendations**

Chapter V

Discussion, Conclusions, Implications and Recommendations

Introduction

This chapter discusses the results of the study. It sums up the conclusions that were documented in the light of this study results. It includes some pedagogical implications that have been reached throughout the research. In addition, the researcher suggests some recommendations which can be beneficial for syllabus designers, supervisors, teachers and researchers. They could help improve the learning process in general and teaching reading comprehension in particular.

Interpretation of the results

First: Interpretation of the results related to question number one.

1- What is the suggested program which may develop seventh graders' reading comprehension?

In the current study, the researcher investigated the first research question which is about the suggested program based on picture reading strategy to develop the reading comprehension of seventh graders in Palestine. He designed the program depending on the most important reading skills specified by long experienced English teachers of the seventh grade. The program includes Teacher's Guide, Student's Book (the suggested program), teaching aids and evaluation tools.

The contents of the suggested program were chosen, organized and modified according to the opinions and suggestions of a group of specialists in this field. The time plan and the procedures were identified and can be followed easily when the program is implemented. The researcher implemented the program in the first semester 2011-2012. The researcher used a pre and post-test in order to find out the internal validity of the program. In addition, the program was reviewed by a jury of specialists in methodology, supervisors of English language and long qualified experienced English teachers. The

extraneous variables that may affect the results were avoided by implementing a pilot study. In the same consequence, the suggested program was taught to the experimental group while the control one was taught using the traditional method (textbooks) then the post-test was implemented on the two groups and the results were statistically analyzed.

The researcher found that pictures are of a great importance in comprehending the accompanied texts. The study was implemented on grade 7 syllabus which includes 24 units each unit includes 4 lessons. The first lesson includes a reading comprehension text accompanied with a picture or more to illustrate the text. The study included the first 6 units from the syllabus of book 7 in order to apply the suggested program.

The first unit, lesson one includes a reading text that is abstract and consists of five paragraphs accompanied with one picture for two presidents shaking hands. The researcher's viewpoint is that the writer of the text was successful in choosing this picture as an illustration to show that English is the language of communication in the political field. The text is about the importance of languages so the teacher's role is very important in this type of pictures. It is worth mentioning that the teacher has the power to make the picture more relevant to the text by discussing and asking about its objects.

The second unit, lesson one includes a pre-reading activity accompanied with six small pictures (icons) about facial expressions which are not clear enough to be interpreted by the students, so the researcher replaced them by another six authentic photographs which are more relevant and more expressive in the suggested program.

The third unit, lesson one consists of a reading text about animal language. The text is accompanied with colorless small picture. The elements of picture are vague and not clear enough for the student's interpretation, so it lacks the criterion of good illustration. The texts has many paragraphs; each one involves an animal or a bird. The researcher replaced the main illustration with an illustration which is more attractive and more

relevant to the reading text. Additionally, it follows the criterion of good pictures. Moreover, the researcher enriched each paragraph with a relevant illustration for an animal or an insect.

The fourth unit, lesson one contains an ineffectual illustration for an email on a computer screen. This email is not clear whether it is a written letter on a paper or an email, so the researcher replaced the textbook illustration by an authentic illustration for a real email that has the basic elements of a real email shown on a computer screen.

The fifth unit, lesson one contains a crowded reading text about birds of Palestine. The reading text includes two photographs for two famous birds that inhabit Palestine. The researcher does not deny that the two photos are relevant to the reading text but the researcher thinks that this relevancy is incomplete and there is a need for a map for Palestine to show the geographical places where birds inhabit. In the suggested program the researcher replaced the pictures of the two birds with a semantic map for Palestine which shows the areas where birds are combined in Palestine.

The sixth unit, lesson one consists of a reading text with sparse paragraphs about the amazing ostrich. The illustration for the ostriches copes with the reading text, but the researcher thinks that the picture of the two ostriches and their eggs is insufficient for the reading text that involves many different ideas about the ostrich life. In order to overcome this problem, the researcher enriched each paragraph with an illustrative picture which copes with it. Finally, the results of the study indicated that the suggested program based on picture reading strategy was effective in developing students' reading comprehension and improved their interaction and activate their visual ability.

Second: Interpretation of results related to question number two

2. What are the needed criteria for evaluating the pictures of reading texts of English for Palestine "book 7"?

The researcher prepared a checklist includes 35 criteria of the most appropriate instructional pictures. It is worthy to mention that the criteria of the most appropriate pictures were taken from the previous studies in addition to the outcomes of a workshop which included specialists of methodology, supervisors of English language and highly qualified, long experienced English language teachers who chose 24 out of 35 as the most appropriate criteria of good pictures.

This question results agree with many studies like: Joclava's (2009) which states that pictures do have an impact on students' motivation and interest. They are excellent tools for the demonstration of the meaning, especially regarding particular things. They work better (understand have a greater effect on words retaining) if used meaningfully (for example along with an information gap activity). Similarly, *Moreno & Espinosa de Dios* (1998) confirms that it is very common to hear people say that pictures are all right for beginners and for young people but not for advanced students or exam classes. This generalization is unhelpful and untrue. Any activity done in the classroom must be efficient in achieving its purpose. Pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not. The five criteria below provide a way of deciding whether to use an activity or not, whether the activity is a conventional drill or a game making use of pictures. In the same sense, it is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. And the resources must include pictures. Moreover, pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences we must help our students to cope with.

Conclusion

This study consists of five chapters. The first chapter tackles an introduction in order to state the problem, the research questions and hypotheses. Furthermore, it tackles the purpose of the study, limitation of the study, significance of the study and finally the definition of terms.

The second chapter includes a review of relevant literature concerned with three sections: First, reading definition, reading in the Holy Qur'an, reading process, importance of reading, types of reading. Second, definitions of reading comprehension, levels of comprehension, reading comprehension skills, students' reading problems, the reasons of the student's weaknesses in reading, ways to improve reading comprehension and reading skill in the English for Palestine curriculum. Third, definitions, activating picture reading strategy, and the conclusion. In addition, chapter two intended to present the previous studies related to the current study. In chapter three, the researcher introduces the procedures followed throughout the study. It includes a description of the methodology of the study, the population, the sample, the tools and control of the variables. It also presents research design in addition to the statistical treatment for the study findings.

Chapter four presents the results of the study that have been reached with use of the statistical program (SPSS) for data processing. The finding of each hypothesis was presented as followed:

- 3- The results of the first hypothesis proved that there are no statistically significant differences at ($\alpha \leq 0.05$) between the control group and the experimental group in reading comprehension in the pre-test.

- 4- The results of the second hypothesis proved that there are no statistically significant differences at ($\alpha \leq 0.05$) between the pre-test and the post-test of the experimental group in reading comprehension.

The researcher also used the Effect Size Techniques to measure the effect of the suggested program on students' achievement in English reading comprehension skills. The statistical results indicate that the program had a clear effect. According to the statistical results, it is concluded that there is a positive effect by activating picture reading strategy on the seventh graders' achievement in reading comprehension skills.

3- Pedagogical Implications

The pedagogical implication of the results of the present study suggests that:

1. Teachers pay attention to the importance of pictures that accompany reading texts.
2. The current study proves that picture reading strategy is effective so it should be strongly recommended and implemented in our schools to enhance better learning.
3. Using picture reading strategy in the class encourages student-centered classes to avoid teacher-centered ones.
4. Teachers need to be cognizant of the levels of reading comprehension skills and techniques of picture reading strategy.
5. Using picture reading strategy shortage individual gap.
6. Students need to know that pictures accompanying reading texts are not chosen haphazardly. However, they facilitate reading texts.
7. Teachers and students need to be convinced of the importance of pictures to develop reading comprehension skills.

8. School and classroom environment includes motivating equipment to enhance students' enthusiasm and increase interest.

Recommendations

In the light of the results of this study the researcher states the following recommendations for teachers and course designers:

1. Teachers are recommended to

1. pay attention to pictures that accompanies any reading text,
2. enrich the syllabus with pictures in order to facilitate reading texts,
3. encourage their students to collect more pictures that help them for better understanding,
4. follow picture reading strategy to improve students' comprehension and critical thinking,
5. attend training courses that enable them to implement the picture reading strategy in reading texts,
6. choose the technique and materials that are appropriate with the students' needs and experiences so the class atmosphere becomes enjoyable and interesting.

Course designers are recommended to

1. choose the most appropriate pictures that facilitate the reading texts,
2. prepare activities that encourage the students to collect pictures that are topic related to facilitate understanding from different resources.

Recommendations for further studies

1. The current study focuses on still pictures only; therefore, new studies can tackle animated pictures.
2. This study focuses on pictures that accompany reading texts, while future studies may use the picture reading strategy in different disciplines such as medicine, Mathematics and Geography.
3. The researcher suggests conducting studies based on other strategies as critical reading, metacognitive strategy or thinking aloud strategy to develop reading comprehension skills. He also suggests conducting a study entitled "A suggested program for training teachers on how to activate a picture reading strategy to develop reading comprehension skills."

References

- Abu Shamla, K. (2010) *The Effectiveness of a Suggested Program Based on Prior Knowledge to Develop Eighth Graders' English Reading Comprehension Skills*. unpublished MA thesis. IUG - Gaza
- Adams, J. (1990). *Beginning to read: Thinking and Learning about Print*. Cambridge: MIT Press.
- Afana, I. (2000). The Effective Size, and its use in discovering the validity of educational and psychological studies ; *Palestinian Educational Researches and Studies Journal*, 1(3), 38-42.
- Ali, N. (2010) *An Evaluation of the Reading Texts & Exercises in SB & WB of English for Palestine - Grade 9*. Unpublished MA thesis. IUG –Gaza..
- Al-Udaini, A. (2011) *The Effect of a Computerized Program on Developing Ninth Grader's Reading Comprehension Skills and Their Attitudes towards Reading in Palestine*. Unpublished MA thesis. IUG – Gaza.
- Al-Ja'afari, I. S. (2009) *Using Pictures in Teaching Vocabulary in Grades 5 and 6 Classrooms*. Sharqiya: Sharqiya South Region.
- Al-Jamal, A. & Al-Laqqani I. (1999). *Dictionary for Educational Terms in Curriculum and Teaching Methodology*. (2nd Edition) Cairo: International Books.
- Alkhuli, A. (1980) *English as a Foreign Language, Linguistic Background and Teaching Methods*. Published thesis. Riyad University.
- Alpine School District (2007). A Comprehensive Framework for Balanced Literacy. Retrieved December 6, 2012, from <http://www.literacytcs.wikispaces.com>

- Allor, H. (2002). The relationships of phonemic awareness and rapid naming to reading development. *Learning Disability Quarterly*, 25 (1), 47-57.
- Alyousefi, M. (2010) Metadiscourse: Definitions, Issues and Its Implications for English Teachers. *English Language Teaching*, 3 (4), 162-165
- Anglin, G. (1986) *Visual Representations and Learning: The Role of Static and Animated Graphics*. Published thesis. University of Kentucky
- Arndt, E. (2006) Florida Center for Reading Research. *Australian Government department of education, Science and Training*. Retrieved December 6, 2012, from <http://EzineArticles.com>
- Badian, N. (2005) Does a visual-orthographic deficit contribute to reading disability? *Annals of Dyslexia*, 55 (28), 52.
- Badr El-Deen, Z. (2009). *The Effectiveness of Assisted Extensive Reading on Developing Reading Comprehension Strategies for Ninth Graders in Gaza Governorate*. Unpublished MA Thesis. The Islamic University-Gaza.
- Bamford, J. and Richard, D. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press.
- Barrentine, S. (1996). Engaging with reading through reading through interactive read-alouds, *Reading Teacher*, 50 (1), 36-43.
- Beare, K. (2009). Improve Reading Skills. English as a 2nd language . Retrieved December 6, 2012, from [http:// www.heinemann.com](http://www.heinemann.com)
- Beck, I. & McKeown, M. (2001). Text talk: Capturing the benefits of read aloud experiences for young children. *The Reading Teacher*, 55 (10) 20-25

- Berardo S. (2006) The Use Of Authentic Materials In The Teaching Of Reading. *The Reading Matrix*. 6 (2).
- Berry, J. (2005). Levels of Reading Comprehension. Retrieved December 5, 2012, from <http://www.Sc4.edu/documents/studyskills/h7levelsreadingcomp>
- Bielby, N. (1999) *Teaching Reading at Key Stage 2*. Stanley: Stanley Thornes Publisher.
- Blumenfeld, S. (2008) Why pictures in reading instruction are harmful. Retrieved June 4, 2012 from <http://www.eua.eu>.
- Bowen, B. (1982) *Look Here!, Visual Aids in Language Teaching: Essential Language-Teach Series*. Cambridge: Cambridge University press.
- Bowers, P.G. & Wolf, M. (1993). Theoretical links among naming speed, precise timing mechanisms and orthographic skill in dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 5 (1), 69-85.
- Carney, R. & Levin, J.R. (2002). Pictorial Illustrations still improve students. Learning from text. *Educational Psychology Review*, 14 (1), 5-25.
- Carnine, D. & Kinder, B. (1985). Teaching low-performing students to apply generative and schema strategies to narrative and expository material. *Remedial and Special Education*, 6 (1), 20-30.
- Carpenter, S. and Olson, K. (2011). *Are Pictures Good for Learning New Vocabulary in a Foreign Language?* Unpublished paper presented in the 2011 Annual Meeting of the Midwestern Psychological Association, Chicago, Illinois, May 5–7.
- Catalano, D. (2005) The roles of the visual in picturebooks: Beyond the conventions of current discourse. Retrieved November 5, 2012 from <http://webpac.lib.tku.edu>.

- Cline, F. Johnstone, C., & King, T. (2006). *Focus Group Reactions to Three Definitions of Reading (as originally developed in support of NARAP goal 1)*, MN: National Accessible Reading Assessment Projects.
- Coch, D. et al. (2002). Word and Picture Processing in Children: An Event-Related Potential Study. *Developmental Neuropsychology*. 22 (1), 373-406.
- Coiro, J. (2003). Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass New literacies. *The Reading Teacher*. 56 (5) 91-95
- College of the Canyons (2012). Skills 4 Success: Supplemental Learning Workbook. Retrieved October 7, 2012, from <http://www.canyons.edu>
- Combs, D. (2000) *Help! These Middle Scholars Can't Read Their Textbooks!* Unpublished paper presented at Eastern Kentucky University, USA.
- Croll, V. et al. (2007). *Bridging the Comprehension Gap with Pictures*. (Tech Rep. No. 399). Urbana: Center for the Study of Reading, University of Illinois.
- Cuesta Collage, (2004). Levels of Comprehension. Retrieved October 5, 2012, from [http://www http://academic.cuesta.edu/acasupp/AS/303.HTM](http://www.academic.cuesta.edu/acasupp/AS/303.HTM)
- Dajani, A. & Mclaughlin, S. (2009). Implementing the Roles of The Visual in Picturebooks: Beyond the Conventions of Current Discourse First Palestinian English Language Curriculum: A Need For Teacher Empowerment. *Mediterranean Journal of Educational Studies*, 14 (2) 210-212.
- Day, R. & Park, J. (2005). Developing Reading Comprehension Questions. *Reading in a Foreign language Journal*. 17 (1) 18-25.

- Deo, M. (2010). Intelligent life on the web. Retrieved August 1, 2012, from <http://www.buzzle.com/articles/benefits-of-reading-books.html>
- Duffy, A. (2001). Integrating text and pictorial information. *Journal of Experimental Psychology*, 7, 219-226.
- Fang, Z. (1996). Illustrations, text, and the child reader. What are pictures in children's storybooks for? Read. *Horizons* 37, 130–142.
- Fielding, M. & Pearson, R. (1994). *Reading Comprehension: What Works Educational Leadership* California: Synthesis of Research. 2002
- Franklin, M. (2013). The Importance Of Reading To Children. Retrieved January 22, 2013 from <http://www.Ezine Articles>.
- Freire, P. (1985). *The Importance of the Act of Reading. In Paulo Freire and Donalado Masedo (EDS) literacy: Reading the word and the world*. New York: Bergtine Grave.
- Frose, V. (1977). How to Cause Word-by-Word Reading. *The Reading Teacher*. 30 (6), 611-615.
- Fukuyama, Y. (2012). Effects of Contextual Visuals as Advance Organizers on L2 Reading Comprehension. Retrieved December 12, 2012 from www.nips.ac.jp/eng
- Gairns, R. Redman, S. (1992) *Working with Words: A guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University Press.
- Ghiso, M. & McGuire, R. (2007). Mediation of Picturebooks with Sparse Verbal Text. *Reading research and Instructions*, 46 (4), 341-348
- Golden, J. and Gerber, M. (1990). A Semiotic Perspective Of Text The Picture Story Book Event. *University of Delaware Journal*, 11 (5), 21-23.

Goodman, K., Maras, L., and Birdseye, D. (1994). Look! Look! Who stole the pictures from the picture books? The basalization of picture books. *New Advocate* 7(1), 1–24

Haboush, Z. (2010). *The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills*. MA thesis, Islamic University of Gaza.

Hannus, M. & Hyönä, J. (1999). Utilization of illustrations during learning of science textbook passages among low- and high-ability children. *Contemporary Educational Psychology*, 24, 95-123.

Harmer, J. (2004). *The Practice of English Language Teaching. Identifying the Topic*. third edition, Cambridge: Longman Group Limited.

Harmer, J. (2001). *The Practice of English Language Teaching. Identifying the Topic*. third edition, Cambridge: Longman Group Limited.

Harmer, J (1991). *The Practice of English Language Teaching*. Cambridge: Longman Group Limited.

Hill, D. (1990). *Visual Impact: Creative Language Learning Through Pictures*. Essex: Longman Group Limited.

Holmqvist, A. and Holsanova, S. (2009). *Tracing Integration of Text and Pictures in Newspaper Reading*. Lund University Cognitive Science Kunshuset: Lundagård

Houts, P. et al. (2005). *The Role of Pictures in Improving Health Communication: A review of Research on Attention, Comprehension, Recall, and Adherence*. Georgia: Patient Education and Counseling.

Jacobs, K. (2007). *Defining Reading Disabilities: Multiple Deficits Behind One Problem*. Retrieved October 3, 2012, from <http://www.lynchburg.edu>

- Joklová, K. (2009). *Using Pictures in Teaching Vocabulary*. Bachelor's Thesis, Masaryk University, Faculty of Education, Department Of English Language And Literature.
- Kailani T. and Muqattash L. (2008). *English Language Teaching (ELT2)*. Al Quds Open University. Amman, Jordan.
- Keene, S. and Zimmerman, E. (1997). When Should Prior Knowledge be Taught? Activating Prior Knowledge. Retrieved October 3, 2012, from <http://www.teachervision.com>
- Kenny, J. (2010). Illustrations Have Great Importance in Children's Books. Retrieved December 8, 2012, from <http://EzineArticles.com/5269598>
- Kintsch, W., and Kintsch, E. (2005). *Comprehension.*, NJ: Lawrence Erlbaum Associates.
- Kirby, J. R. (2006). *Reading Comprehension, What have we learned about reading comprehension?* London: Queen's University.
- Krashen, S. (2004) *The Power of Reading: Insights from the Research*. 2nd edition. NH: Heinemann .
- Kuhen, D. (2012). *The Effect of Explanatory and Non-Explanatory Illustrations on Text Comprehension*. Marietta: Marietta College.
- Leeming, P.; Praver, M. and Atkins, A. (2010). The influence of pictures and text on task performance. Unpublished paper presented in JALT Conference: Tokyo.
- Leny M. (2006). *Teaching Vocabulary Through Pictures To the Kindergarten Students*. Unpublished Thesis, Syarif hidayatullah state, Islamic university, Jakarta.
- Lenz, K. (2007). An Introduction to Reading Comprehension. Retrieved October 3, 2012, from <http://www.specialconnection.com>

- Light, A. (1999). *Importance of Illustrations in Children's Books* in *Illustrating for Children*. Ibadan: CLAN.
- Lockwood, M. (2008). *Prompting Reading for Pleasure in the Primary School*. London: Cambridge University Press.
- Mabel, S. (1988). The Importance Of Illustrations In Children's Books. Retrieved October 3, 2012 from <http://www.mabelsegun.com>
- Macmillan, P. (2007). *English for Palestine Curriculum*. Ministry of Education, Palestine. Students' Book, 7th Grade .
- Macmillan, P. (2007). *English for Palestine Curriculum*. Ministry of Education. Palestine. Teacher's Book, 7th Grade .
- Marsh, E. & White, M. (2003). A taxonomy of relationships between images and text. *Journal of Documentation*, 59 (6), 25-29
- Martinez, M., & Teale, W. (2001). Classroom storybook reading: The creation of texts and learning opportunities. *Theory Into Practice*, 28, 126-135 .
- Mayer, R. E. (1997). Multimedia learning: Are we asking the right (CTML) questions? *Educational Psychologist*, 32, 1-19.
- Mayer, R. (2001). *Multimedia Learning*. New York: Cambridge University Press.
- McCarthy, M. (1992). *Vocabulary*. Oxford: Oxford University Press.
- McCusker, H. and Oliver, L. (2006). RIDER strategy. Retrieved October 3, 2012, from <http://www.LewisLewis.com>
- Mcdonald, S. (2001). *Experiences and Pictures: Using Visual Imagery and Background Knowledge to Improve Reading Comprehension*. B.Ed., University of Alberta.

- Mckenkchnie, J. (1980). *Webster New Twentieth Century Dictionary*. Cambridge: Collins Publisher.
- McNamara, D. (2000). *Preliminary Analysis Of Photo-reading*. A paper presented in September 30, 1999 at NASA Ames Research Center. System Safety Research Branch, 262-4. Moffett Field .
- McWhorten, K. (1998). *College Reading & Study Skills*. 7th Edition. California: Davies
- Mohammad, G. (2008). *The Role of Visualization in EFL Learners' Reading Comprehension and Recall of Short Stories*. Unpublished M. Ed thesis. Iran: Sabzevar University of Teacher Education.
- Moshiri, L. (2011). The roles of the visual in picturebooks. Retrieved December 4, 2012, from <http://www.gradworks.umi.com/31/79/3179680>
- Mourão, S. (2009). Picture books - Objects of discovery. *Autumn APPI Journal*, 4 (3), 22-23.
- Mourtaga, K. (2008). *Some Reading Problems of Arab EFL Students*. Unpublished Teaching Materials, English Department, The Islamic University of Gaza. Palestine.
- Munro, J. (2006) *Literacy Intervention: Extending the Evidence Base For Determining Effective Options*. Melbourne: The university of Melbourne Press.
- Nerenberg, A. (2011). Evaluating and Drawing Conclusions. Infopeople Online Learning. Retrieved October 3, 2012, from <http://elearn.infopeople.org>
- Nicholas, J. L. (2007). *An Exploration of the Impact Of Picture Book Illustrations on The Comprehension Skills and Vocabulary Development of Emergent Readers*. Louisiana: Louisiana State University and Agricultural and Mechanical College.

- Nicolai, S. (2007). *Fragmented Foundations: Education and Chronic Crisis in the Occupied Palestinian Territory*. Retrieved October 6, 2012, from <http://www.unesdoc.unesco.org>
- Nofal, K. (2003). *The Reasons of the Weaknesses of Students in Reading, Problematic Area in Teaching/ learning Reading*. Amman: UNRWA-HQ .
- Nunan, D. (1995) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Paivio, A. (2006) Dual Coding Theory and Education. *The Tapestry Journal*, 3 (1), 38-64.
- Palestinian National Authority (1999). *English Language Curriculum (ELC) for Public Schools Grades 1-12* . English for Palestine Teacher's Book (2008)-Palestine.
- Pan, Y. & Pan, C. (2009). *the Effects of pictures on the reading comprehension of low-proficiency Taiwanese English foreign language college students: An Action Research Study*. *Vnujournal of Science, Foreign Languages*, 4 (3), 45-49.
- Pantaleo, S. (2005). Reading young children's visual texts. *University of Victoria Journal*, 14 (1), 25-26.
- Pappas, P. and Martin, P. (2006). Strategies for Struggling Readers. Retrieved December 3, 2012, from www.edteck.com/read
- Pauk , M. (1997). SQ5R Study Technique. Retrieved October 3, 2012, from <http://www.mhhe.com/cls/psy/ch07/sq5r.mhtml>
- Pearson Education Incorporation (2009). Summarizing. Retrieved June 3, 2012, from <http://www.teachervision.fen.com>
- Pike, M.; Barnes, M. & Barron, R. (2010). The role of illustrations in children's inferential comprehension. *Journal of experimental child psychology*, 105 (3) 111-115.

- Raymond, J. (2009). *Summarizing Reading Quest: Making sense in social studies*. Virginia: Curry School of Education, University of Virginia.
- Sasaki, M.; Suzuki, T and Yoneda, M. (2006) *Comparative Sociology*. *Koninklijke Brill NV, Leiden*, 5 (4), 26-29
- Savage, R., & Fredrickson, N. (2006) Beyond phonology: What else needed to describe the problems of below-average readers and spellers? *Journal of Learning Disabilities*, 39, 399- 412.
- Scheele, P. (2006). Learning Strategies: PhotoReading. Retrieved July 5, 2012, from <http://www.stevepavlina.com/photoreading/>
- Schickedanz, M. & Collins, K. (2012). Providing Good Feedback During Readalouds When Young Children Misunderstand Storybook Illustrations Can Enhance Their Story Comprehension. *The Reading Teacher* 65, 539-548.
- Schnotz, W. & Horz, H. (2010). Multimedia: How to Combine Language and Visuals. Retrieved October 3, 2012, from [http// www.languageatwork.eu](http://www.languageatwork.eu)
- Schoenbach, R. et al. (1999). Reading for understanding: A guide for improving reading in middle and high school classrooms. Retrieved October 3, 2012, from <http://www.amazon.com>
- Schulz, M.; Conzalez, E. & Castaneda, M. (2011). Enhancing Reading Proficiency in English Language Learners (ELLs) : The Importance of Knowing Your ELL in Mainstream Classrooms. Miami University. *The Tapestry Journal*, 3 (1), 38-64
- Shaat, M. (2011). *Reasons Behind Non-English Major University Students' Achievement Gap in English Language in Gaza Strip from Students' Perspectives*. Unpublished MA Thesis. Al-Aqsa University-Gaza.

- Shimada, H., & Kitajima, M. (2006). *Why Do Illustrations Promote Text Comprehension? Motivation Effect and Elaboration Effect*. Tokyo: National Institute of Advanced Industrial Science and Technology.
- Sipe, E. (2007) A Unique Visual and Literary Art Form: Recent Research on Picturebooks. *Language Arts*, 84 (3) 22-28.
- Skillings, M. (2007). The Power of Visuals: Picture Books as Invitations to Literacy. Retrieved October 3, 2012, from <http://www.nala.ie>
- Snow, C.; Burns, M. & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington: National Academy Press.
- Snowling, C. and Hulme, M. (2011). Children's Reading Comprehension Difficulties : Nature, Causes, and Treatments. *Current Directions in Psychological Science*, 20 (3), 139-142.
- Sofsian, D. (2005). The importance of reading. Retrieved September 3, 2012, from <http://www.Ezine articles.com>
- Speeder, S. (2011). Improve Reading Speed and Comprehension. Retrieved October 3, 2012 from <http://www.spreader.com/>
- Sriyulianti, N. (2011). Teaching vocabulary noun through wall picture teaching vocabulary noun through wall picture. Retrieved December 3, 2012, from <http://www.universityofibnkhaldunbogor-indonesia.blogspot.com>
- Suvedi, M. and Morford, S. (2003). *Conducting Program and Project Evaluations: A Primer for Natural Resource Program Managers in British Columbia*. Retrieved October 3, 2012, from <http://www.msu.edu/~suvedi/Resources>

- Swartz, S.; Shook, R. & Klein, A. (n.d.) Reading. Retrieved October 3, 2012, from <http://www.universityassociatespress.com/>
- Szechter, L. E., & Liben, L. S. (2004). Learning Through Pictures. Parental Guidance in Preschoolers' Understanding of Spatial-Graphic Representations. *The Society for Research in Child Development*, 75 (3) 33-35.
- Szyke, B. (1981). Using Pictures as Teaching Aids. *English Teaching Forum*, 19 (4), 55-57
- Mohamad, A (1999) What Do We Test When We Test Reading Comprehension? *The TESL Journal* 5, (12).
- The National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Retrieved October 3, 2012, from <http://www.nationalreadingpanel.org/.../>
- Turboread, R. (2012) Turbo Read Speed Reading. Retrieved November 4, 2012 from <http://www.turboread.com/>
- Walsh, M. (2003). Reading visual and multimodal texts . Retrieved October 3, 2012, from <http://www.ebooks.adelaide.edu.au/dspace>
- Weir, C., & Roberts, J. (1994). *Evaluation in ELT*. Oxford: Blackwell .
- Whitehead, D. (1986) What shall we teach children to help them comprehend? *Australian Journal of Reading*, 9 (2), 59-69.
- Wikipedia (2009). Picture book. Retrieved October 3, 2012, from Wikipedia-the free encyclopedia: http://en.wikipedia.org/wiki/Picture_book

- Willett, A. (2006). *The Effects of Text Illustrations on Young Children's' Vocabulary Acquisition and Construction of Meaning during Storybook Read Aloud* . Published thesis, Auburn University.
- Wolf, M. (1999). What time may tell: Towards a new conceptualization of developmental dyslexia. The Norman Geschwind Memorial Lecture. *Annals of Dyslexia*, 49, 1-28.
- Wood, N. (2000). *College Reading. Purposes and Strategies*. New Jersey: Prentice-Hall.
- Wray, D. (1994). Phonological awareness. Retrieved October 3, 2012 from <http://www.homepages.warwick.ac.uk/staff>
- Wright, A. (2010). *Picture for Language, Learning: Cambridge Handbook for Language Teacher*. Cambridge: Cambridge University Press.
- Xiaojin, Z. et al. (2007). *A Text-to-Picture Synthesis System for Augmenting Communication*. University of Wisconsin, Madison USA
- Zintz , M. (1978). *The Reading Process. The Teacher and the Learner*. Iowa: Brown Company Publishers.

Appendix (1)

A checklist of good instructional text pictures

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department



Criteria of good instructional pictures "Grade 7"

Dear Supervisor, /Expert teacher,

The researcher is conducting a study entitled "**A Suggested Program Based on Picture Reading Strategy to Improve English Reading Comprehension Skills among Seventh Graders in Palestine**", to obtain a Master's Degree in Curriculum & English Teaching Methods.

One of the requirements of this study is to identify the most important criteria of good instructional text pictures in order to build an achievement test (pre and post). Thus, the researcher has listed the most important criteria of good instructional text pictures for seventh Graders as presented in the previous studies and in the internet sites. Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance of the listed criteria for seventh graders.

Please tick (√) in the suitable degree of importance.

(Key: 3 = very important, 2 = important, 1 = slightly important)

Many thanks for your kind cooperation

Supervisor

Teacher

Years of experience

The Researcher,

Mahmoud A. Ghorab

No	Criteria of appropriate pictures	Degree of availability				
		1	2	3	4	5
	Layout:					
1.	Size of pictures is suitable for the students.					
2.	Colors of the pictures are attractive.					
3.	Colors of pictures' components are coordinated.					
4.	Colors are expressive and meaningful.					
5.	The number of the pictures suits the ideas of the reading passage.					
6.	Pictures breathe life into dry facts and figures.					
8.	Components of pictures constitute a unified whole.					
9.	Pictures are authentic and related to real life situations.					
	Pedagogical Implications:					
10.	The content of the picture is clear for the students.					
11.	Pictures are relevant to the text.					
12.	Pictures are expressive and related to the main goals of the lesson.					
13.	Pictures help teachers to present new vocabulary.					
14.	Pictures help the students in retaining the meaning of vocabulary.					
15.	Pictures pave the way for effective reading.					

16.	Pictures help teachers to present the text efficiently.					
17.	Pictures enhance role play and drama.					
	Pictures Suitability for Learners:					
18.	Pictures suit the students' linguistic level.					
19.	Pictures meet the students' interests.					
20.	Pictures introduce other foreign cultures to the students.					
21.	Pictures are appropriate to the students' mentality.					
22.	Pictures help students to guess the main topic of the text.					
23.	Pictures arouse the students' visual thinking.					
24.	Pictures suit the student's morals and values.					

Appendix (2)

English Reading Comprehension Skills questionnaire

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department



English Reading Comprehension Skills questionnaire

"Grade 7"

Dear Supervisor, /Expert teacher,

The researcher is conducting a study entitled "**A Suggested Program Based on Picture Reading Strategy to Improve English Reading Comprehension Skills among Seventh Graders in Palestine**", to obtain a Master's Degree in **Curriculum & English Teaching Methods**.

One of the requirements of this study is to construct a questionnaire of the most important reading comprehension skills in order to build an achievement test (pre and post). Thus, the researcher has listed the reading comprehension skills for seventh Graders as presented in the English Language Curriculum (1999). Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance of each skill for the seventh graders.

Please tick (√) in the suitable degree of importance.

(Key: 3 = very important, 2 = important, 1 = slightly important)

Many thanks for your kind cooperation

Supervisor

Teacher

Years of experience

The Researcher,

Mahmoud A. Ghorab

No.	Items	1	2	3
1	Answer factual, inferential, judgment or evaluation questions.			
2	Read familiar material with correct pronunciation and intonation.			
3	Recognize pro-form referents.			
4	Generate questions about reading text.			
5	Summarize reading text.			
6	Make predictions about reading text.			
7	Make inferences about reading text.			
8	Develop awareness about synonyms and antonyms.			
9	Develop awareness of semantic fields (word mapping)			
10	Distinguish main idea from supporting details.			
11	Recognize rhetorical markers and their functions.			
12	Comprehend visual survival material.			
13	Deduce meaning of unfamiliar words from context.			
14	Distinguish fact from opinion.			
15	Infer mood and author's attitude or tone.			
16	Identify components and format of personal letters.			
17	Skim for gist or general impression of text or graphics.			
18	Scan for specific information from texts and realia (schedule, calendar ads, menu, travel information and tickets.			
19	Interpret information presented in diagrammatic display.			
20	Extract and synthesize information from different sources.			

Appendix (3)

Results' analysis of the reading comprehension skills questionnaire

No.	Skills	Average
1	Answer factual, inferential, judgment or evaluation questions.	90%
2	Make predictions about reading text.	92%
3	Deduce meaning of unfamiliar words from context.	91%
4	Skim for gist or general impression of text or graphics.	93%
5	Scan for specific information from texts and realia (ads, menus, schedule, calendar, travel information and tickets.	95%
6	Develop awareness about synonyms and antonyms.	90%

Appendix (4)

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department



English Reading Comprehension Skills Test

"Seventh Grade"

Submitted by:

Mahmoud Abdel Rahman Ghorab

Supervised by:

Dr. Khader Tawfiq Khader

Dear, educators:

The researcher is conducting a study entitled "A Suggested Program Based on Picture Reading Strategy to Improve Reading Comprehension Skills among Seventh Graders in Palestine" Employing Prior Knowledge to Develop Eighth Graders English Reading Comprehension Skills", to obtain a Master's Degree in Curriculum & English Teaching Methods.

One of the requirements of this study is to conduct pre/post reading comprehension skills test. Please, you are kindly requested to look carefully at the attached test (passage 1, and passage 2) and fill in the following form whether the items of the test are suitable or unsuitable. Your notes and responses will be highly appreciated and confidential.

Pre-test Refereeing Checklist

Name: ----- Job----- :

Experience: ----- Date: -----

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

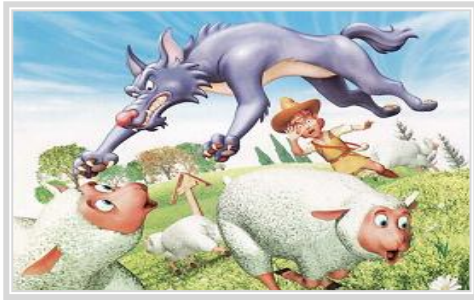
Any further comments are highly appreciated.

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

Best regards

The researcher:

Mahmoud Abdel Rahman Ghorab



5- One morning a wolf really came and Amr cried, "Wolf" "A Wolf is attacking our sheep, it killed a lot of them. But the farmers didn't help because he tricked them three times.



6- So, Amr's father was very angry and Amr said, "I won't tell lies again, I will always tell the truth."

Question 2: (skimming)

"3 marks"

***Read the story then complete the following sentences:**

1. Amr took his father's sheep to the hill to _____.
2. Amr didn't like his work and became _____.
3. At the end of the story, Amr was unhappy and said, " _____ again."

Question 3: Choose the correct answer: (scanning) "3 marks"

1. Every morning Amr took his _____ sheep.
a. mother's b. uncle's c. father's
2. Amr was very _____ with his work.
a. happy b. bored c. sad
3. Amr played the same trick _____ times on the farmers.
a. one b. two c. three

Question 4: (synonyms and antonyms) "3 marks"

*Extract from the passage:

a. The meaning of: 1. to give food = _____ 2. shouted = _____.

3. house = _____.

b. the opposite of: 1. laugh X _____ 2. happy X _____.

3. lies X _____.

Question 5: (Deduce meaning of unfamiliar words from context)

"3 marks"

c Match the words with their meaning:

1. enjoyed () say something that is not true

2. bored () liked

3. tell lies () not interested

Question 6 :(Answer factual, inferential, judgment or evaluation questions.

*** Answer the following questions:**

"3 marks"

a. Is it good to play tricks on your friends?

_____.

b. Do people believe the boy who tells lies?

_____.

c. What do you learn from the story?

_____.

Appendix (5)

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department



A Suggested Program Based on Picture Reading Strategy to Improve Reading Comprehension Skills among Seventh Graders in Palestine

Submitted by:

Mahmoud Abdel Rahman Ghorab

Supervised by:

Dr. Khader Tawfiq Khader

Dear, educators‘

The researcher is conducting a study entitled "The Effectiveness of a Suggested Program Based on Employing Prior Knowledge to Develop Eighth Graders English Reading Comprehension Skills", to obtain a Master's Degree in Curriculum & English Teaching Methods.

One of the requirements of this study is to design a suggested program. Please, you are kindly requested to look carefully at the attached program and fill in the following form whether the program touch its objectives (high – average – low). Your notes and responses will be highly appreciated and confidential.

Program Refereeing

Name: ----- Job----- :

Experience: ----- Date: -----

Any further comments are highly appreciated.

Items	High	Average	Low
1- The activities of the program reflect the objectives.			
2- The activities of the program which are designed to activate prior knowledge reflect their goals.			
3- The activities of the program which are designed to develop reading comprehension skills reflect their goals.			
4-The teacher's guide gives the teacher clear instructions about how to deal with the activities.			
5- There is coherence between the teacher's guide and the student's book.			
6- The layout of the student book is acceptable and touches the interest of the students.			
7- The program is suitable for the level of the eighth grade students			
.			
8- The time assigned is suitable.			

Best regards

The researcher:

Mahmoud Abdel Rahman Ghorab

7

Student's
Book

English for Palestine

A Suggested Program Based on Picture Reading Strategy to
Improve English Reading Comprehension Skills among Seventh
Graders in Palestine .

Prepared by:

Mahmoud A. Ghorab

English for Palestine 7

(B) Student's Book

The researcher designed this suggested text book to meet the needs of seventh grade students during the implementation of the study. It includes six reading comprehension passages from the first semester. It represents lesson one in each unit introduced in two periods.

Each reading lesson consists of three parts:

The first part includes activities drawn before the reading passages. These activities are based on pictures. The aim of these activities is to activate using pictures of the textbook. The answers of them are not taken directly from the reading passage but they are based on listening skill.

The second part is the illustrative picture of the reading text. This picture includes ideas related to the reading text. Students are asked to look at the picture in order to:

- identify direct ideas from the reading text.
- identify numbers, names, places or times included in the picture of the reading text.
- give facts or details directly from the picture of the passage.
- guess what the reading text is about.
- clarify the similarities and differences between pictures.

The third part includes activities that concentrate on reading comprehension skills as:

- identify direct ideas from the reading text.
- identify numbers, names, places or times included in the reading text.
- give facts or details directly from the reading text.
- find synonyms and antonyms from the reading text.
- guess the meanings of unfamiliar words in the reading text.
- pinpoint the topic sentence of a paragraph.
- clarify the similarities and differences in words and ideas.

- describe things or objects, as described in the text.
- predict what may happen in the future.
- decide that the statement is fact or opinion.
- draw new titles for the text.
- recording ideas and evidence from the text.

Unit 1

World languages

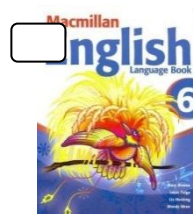
UNIT 1 Lesson 1

1

Before reading:

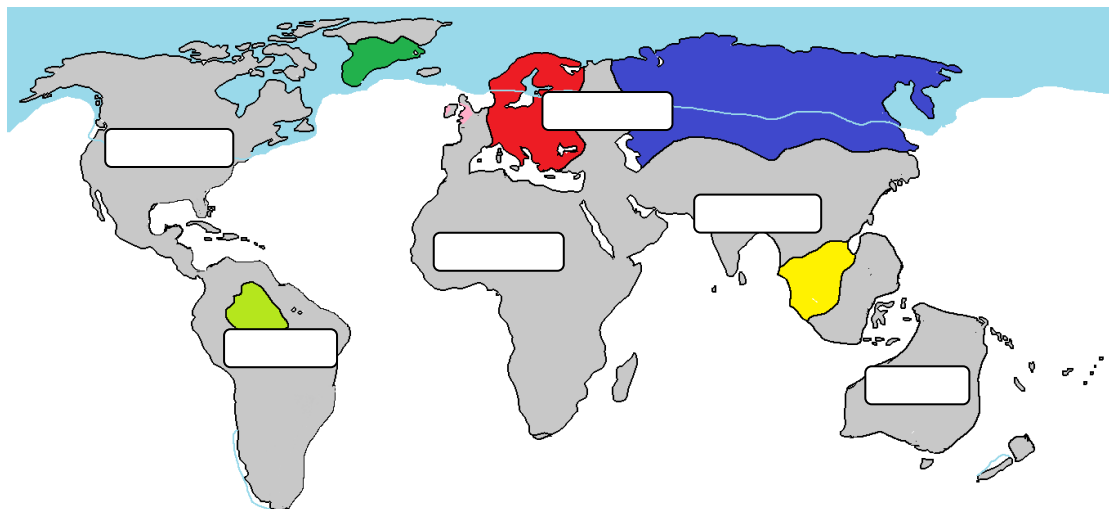
a. Match the words with the pictures below:

1. English language 2. Holy Qur'an 3. Arabic language 4. United Nations



b. Read and match the continents on the map:

Asia – Europe – South America – Africa – Australia – North America -



c. Classify the following countries in the right list:

USA – Morocco – China – Russia – England – Canada – Libya- Palestine

Asia	Africa	Europe	North America



2. Listen and read:

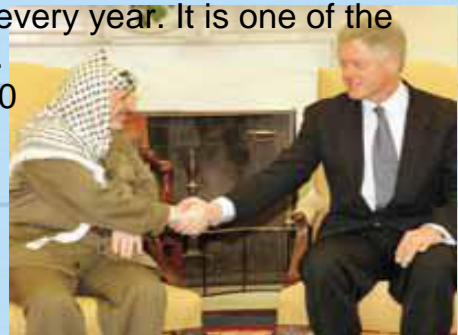
Arabic is a world language. About 225 million people speak Arabic in the countries of the Middle East and North Africa, **even** in countries as far away as Morocco. **In addition**, many millions of Muslims in other countries know some Arabic because it is the language of the Holy Qur'an.

Not everyone speaks Arabic as we do in Palestine. In Iraq, people use some different words and the **pronunciation** may be a little difficult for you to understand. In Morocco, the Arabic you hear will be very different and you may not understand what people say. But when you speak **standard** Arabic, you can **communicate** with any other speaker of standard Arabic in the world.

The number of Arabic speakers is **increasing** every year. It is one of the six languages people use at the United Nations.

However, more people speak English. In 2000 about one billion (1,000,000,000) people spoke some English.

By 2010 this will increase to two billion speakers all over the world. Palestinian **leaders**, **businessmen** and businesswomen, artists and scientists speak English when they meet people from India, China or Russia.



That is why you need to study both English and Arabic at school.

a. Choose the right answer:

1. There are _____ men in the picture. (two – three - one)
2. The man who is on the right of the picture was the leader of _____ (Britain – Egypt– America).
3. The man who is on the left of the picture is a _____ (Syrian – Palestinian – Jordanian).
4. When leaders of different countries meet each other they often speak _____ (Arabic – English – French).

b. Answer the following questions:

1. What are the two leaders doing in the picture?
2. If you are a leader who would you like to be?
3. If you get in the picture what language would you speak with the American leader?
4. What language do Arab countries speak?

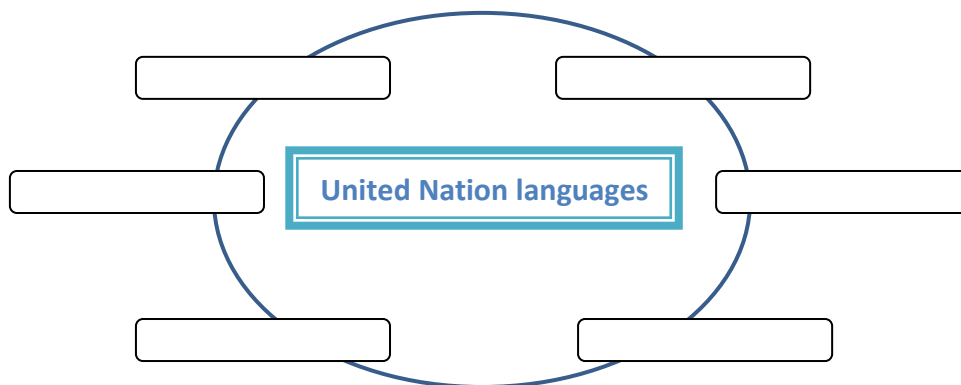
c. Choose the right answer:

1. There are about _____ million people speak Arabic.
(225 – 252 – 522)
2. Morocco is in _____
(The Middle East – North America – North Africa).
3. In the United Nations people use _____ languages.
(seven – five – six)
4. By 2010 the English speakers will increase to _____ billion
speakers. (three – two – one)

d. Tick true (✓) or false (X):

1. The number of Arabic speaker is decreasing. ()
2. Muslims from different countries can communicate by using standard Arabic. ()
3. Palestinian leaders and businessmen speak English when they meet people from China. ()
4. More people speak English than Arabic. ()
5. People use seven languages at the United Nations. ()

e. Complete the diagram:



Say it with a smile

UNIT 2 Lesson 1

1. Before reading:

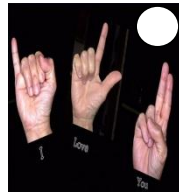
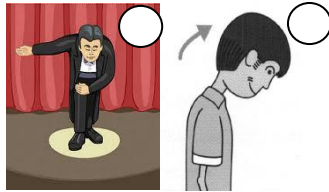
a. Read and match the movements with the pictures:

1. shake hands

2. bow

3. nod

4. sign language



b. Match the words with the pictures:

sad

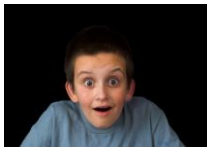
angry

disgusted







surprised

afraid

happy



c. Tick ture (✓) the right expression:

Situations						
You see a snake.						
Your friend had an accident.						
You are late for school so the teacher is						
Today is your birthday.						
The food you eat is bad.						
You have high marks at the exam.						

2. Listen and read:



When we communicate with someone, we often use language –but not always. We can communicate without words. We can use our bodies and our faces. We can smile, nod and

bow to welcome people. To say hello, we can wave or shake hands.

The **expressions** on our faces are an important way to communicate how we feel.

People all around the world use six **basic** expressions. These show happiness, sadness, surprise, disgust, anger or fear.

Body language is the way we hold and move our bodies when we are with other people.

When we are with someone we like, we use our hands a lot, open our arms and look at the other person. But when we are with someone we don't **trust**, we are more likely to fold our arms and look away.

Hand signs can help us communicate with people who do not speak our language.

More importantly, people who are **deaf** use sign languages. There are different sign languages just as there are different languages. For example, there is an Arabic Sign Language and a

British Sign Language.

a. Read and complete:

- When we speak we often use _____.
- We can _____, _____ and _____ to welcome people.
- People all over the world use _____ Basic expressions.
- Hand _____ can help us communicate with people who do not speak our language.

b. Tick true (✓) or false (X):

- When we communicate with someone, we often use our hands. ()
- People can communicate without words. ()
- People all around the world use seven basic expressions. ()
- We can smile, nod and bow to welcome people. ()

c. Match A with B:

A

B

- | | | |
|----------------------------------|--------------------------|-------------------------------------|
| 1. United nations uses | <input type="checkbox"/> | you can wave or shake hands. |
| 2. In body language, | <input type="checkbox"/> | you open your arms and look at him. |
| 3. Deaf people | <input type="checkbox"/> | six languages. |
| 4. When you see someone you like | <input type="checkbox"/> | we hold and move our bodies. |
| 5. To say hello | <input type="checkbox"/> | use sign languages. |

d. Read and match:

stop time telephone hello



e. Find the opposite of the following words from the passage

- dislike X _____.
- happiness X _____.
- open X _____.

f. Read and act:

happy – sad – disgusted – surprised – angry – afraid

g. Match the words and the British Sign Language :


Stop hello telephone time




h. Read the pictures and write expressions instead:

a. He is  _____ of the dog.

b. She is  _____.

c. The teacher is  _____ because I'm late for school.

d. He is  _____, he doesn't like milk.

Unit 3

Animal language

UNIT 3 Lesson 1

1. Before reading:

a. Read and match the sentences with the pictures:

- a. the van was hit by the tree. c. Huda helps her mother.
b. the tree hit the van. d. Huda was helped by her mother.



2. Listen and read:



Koko is a gorilla who lives in the USA. Scientists have taught her American Sign Language.

She can use about one thousand signs and understand another thousand.

In 2004 she told the scientists that she had a toothache. When it was very bad, she asked to have an **operation**. Doctors and vets then took out her tooth. Most animals have **simpler** ways to communicate with humans.



A dog barks to tell you something. You can usually see if it is angry, or it is **warning** you about something or just wants you to **feed** it. Other animals make noises to say 'keep



However, most animal communication is between animals of the same **species**. The most **common** way is to use smells or sounds. Some animals communicate over a long distance.

Whales make sounds which travel through the seas hundreds of kilometres to other whales.



Some animals use signs or touch. When a **bee** finds food, it communicates with other bees by dancing. The dance tells the others how far away the food is, and in which **direction** they must fly.



Giraffes rub necks to show friendship and elephants hold trunks when they meet friends

a. Match the words with the pictures :

1. gorilla 2. warning 3. feed 4. giraffes rub 5. a bee 6. operation



b. Tick true (✓) or false (X) :

- a. A man is speaking in the telephone in the picture. ()
- b. Koko can use and understand about two thousand signs. ()
- c. Animals can communicate with humans. ()
- d. Dogs communicate with other dogs by dancing. ()
- e. Giraffes rub their necks to show friendship. ()

c. Choose the right answer:

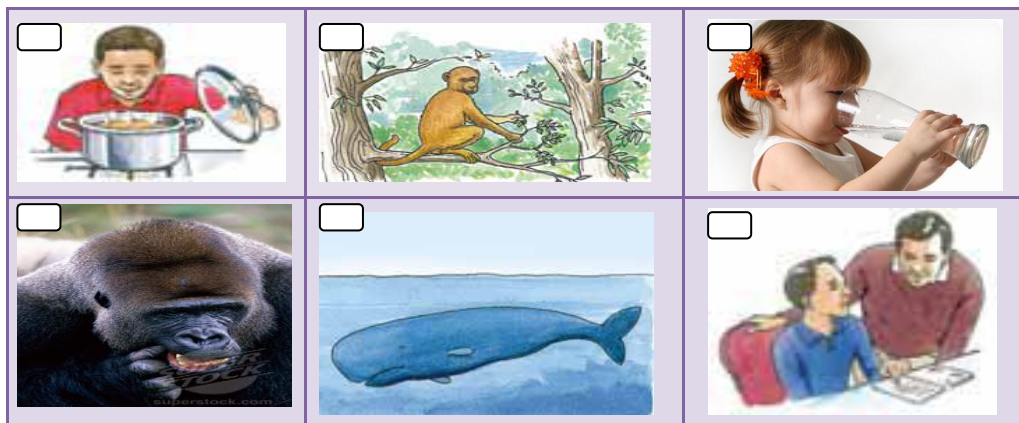
- a. Koko can understand _____ American Signs Language.
(one – two – three)
- b. Dogs bark to show _____. (friendship – food – anger).
- c. Animals from the same species communicate by _____.
(dancing – sound – singing).

d. Find from the passage:



- a. the meaning of: 1000 = _____.
- b. a part of a body: _____.
- c. the opposite of good: _____.


e. Match the sentences .

- a. I have a toothache. I need an operation.
- b. Please, stop cutting down trees.
- c. He is helped by his father.
- d. I'm hungry. I want to eat something.
- e. Please, stop hunting me.
- f. She is drinking something.



f. Read the pictures and write a word instead:


a. I have  _____ . I need an  _____ .

b. Stop. There is a  _____ sign beside the road.

c. Look. the  _____ is dancing.

d. There are four  _____ .

e. Mother  _____ her baby three times a day.

f.  A _____ is a person who helps animals.

UNIT 4 Lesson 1

1. Before reading:

a. Match the words with the pictures:

a. people



b. computer



c. football



d. trousers



e. Autumn



b. Circle the odd one out:

- a. e-mail – autumn – spring – summer
- b. American – British – Indian – Egypt
- c. computer – television – radio – video tape

2. Listen and read:



Your website - Message

File Edit View Insert Format Tools Actions Help

Send [Icons]

To	Omar@palcom.pa
From	ben&amy@aol.com
Subject	a new friend
Date	014 October

Hi Omar!

I'm on holiday in New York with Amy and our parents. It's very exciting to see the city for the first time. We've met your cousin Majed. He's really friendly and has been showing us around. I spoke to him in Arabic but he didn't understand! I found that very **strange**. He speaks English just like an American. He says 'fall', not 'autumn', 'pants', not 'trousers' and calls people 'folks'. He's going to Palestine soon. You really should teach him Arabic.

Have fun
Ben

a. Put true (✓) or false (X) in the following sentences:









- 1. Ben doesn't know Arabic. ()
- 2. Majed Knows English well. ()
- 3. Ben and Amy have been in New York before. ()
- 4. Majed is Omar's cousin. ()
- 5. Majed can speak Arabic. ()

b. Find in the passage the following :

1. A word means "**father and mother**" :
2. The opposite of **strange** :
3. The pronoun "**he**" refers to :

c. Complete the table:

British English	American English
Garden - people - football	Cookie - pants - soccer
Lorry - cupboard - petrol - Lift sweet - garden -	Truck - closet - gas - backyard - elevator - candy

		
British: _____ American: _____	British: _____ American: _____	British: _____ American: _____
		
British: _____ American: _____	British: _____ American: _____	British: _____ American: _____
		
British: _____ American: _____	British: _____ American: _____	British: _____ American: _____

d. Odd one out

1.



2.



3.



4.

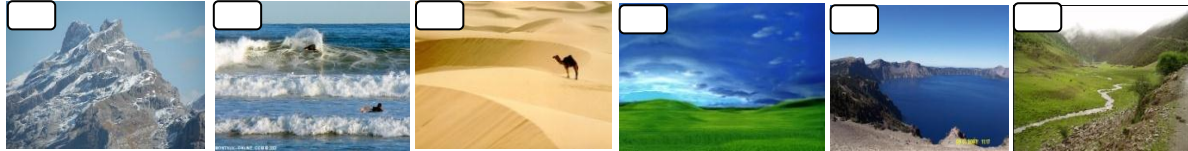


UNIT 5 Lesson 1

1. Before reading:

a. Match the words with the pictures below:

1. desert 2. mountain 3. valley 4. sea 5. lake 6. plain



b. Circle the odd one out:

- Sea – river – lake – mountain
- Deserts – plains – valleys – hills
- town – city – village – continent

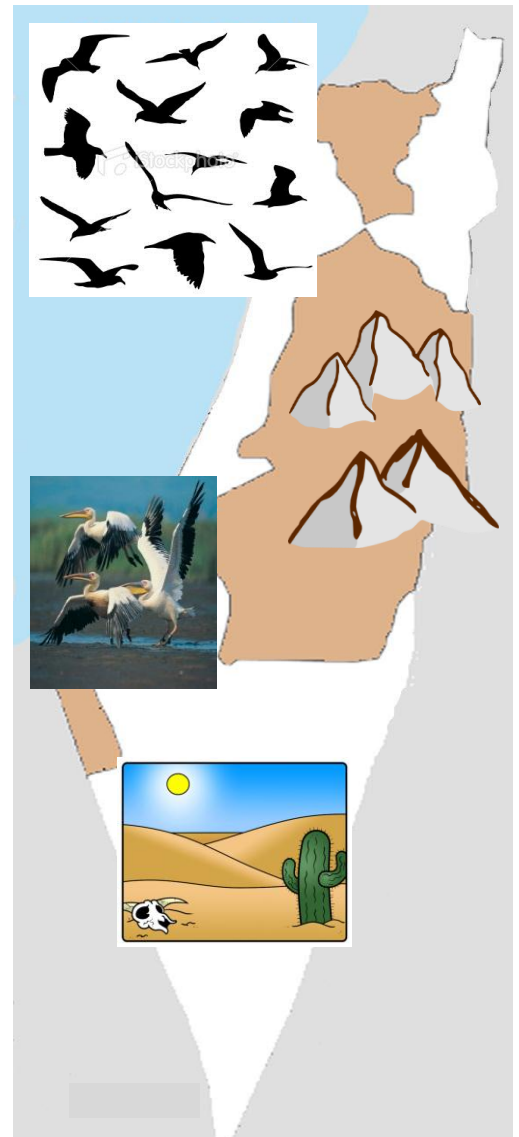
2. Listen and read:



Palestine has many different **environments** and climates. It is a small country but it has high mountains, hot dry **deserts**, low **valleys**, fertile plains and a beautiful coast. It also has four seasons with times of heat and cold, rain and sun. This makes it a good home for a wide **variety** of wildlife. There are 116 different species of animals in the country. All of Europe (which is 300 times larger than Palestine) has only 140 different species.

Palestine is a very important place for birds. At Talita Kumi, near Beit Jala, bird watchers have seen 90 different types of birds. In all, 470 different species of birds are found in Palestine.

There are two reasons for this variety of bird life. **Firstly**, the different environments around the country **suit** many different birds. For example, sea and water birds live along the Gaza coast and Wadi Gaza. **Huge** eagles and vultures live in the mountains around Jerusalem and Bethlehem. Other types, including the beautiful songbirds, make the Jordan Valley their home. **Secondly**, Palestine is between Europe, Asia and Africa. Many birds migrate from one **continent** to another every year. They visit Palestine to rest on their journey.



a. Read and tick true (✓) and false (X):

- a. Palestine has a variety of environments and climates. ()
- b. Europe is 300 times larger than Palestine. ()
- c. Palestine has four seasons in the year. ()
- d. **Huge eagles and vultures make the Jordan valley their home.** ()
- e. Palestine is a part of Asia, Africa and Europe. ()

b. Read and match A with B:

Palestine has.....

A

- a. High
- b. Low
- c. Beautiful
- d. Hot and dry
- e. Species of birds

B



c. What is it?

a. It's a dry place where few plants grow. It's very hot in summer and very cold in winter. It's a _____
(river- desert- farm).



b. It's the largest bird in the world. It's the fastest bird on land but it can't fly. It's an _____
(ostrich- hen- goldfinch).






d. Find the opposite of the following places:

- a. fertile plains X _____.
- b. hot climate X _____.
- c. low valleys X _____.













e. Read and Find from the text:

- a. two Palestinian cities: _____ and _____.
- b. three continents: _____, _____ and _____.
- c. two different environments: _____ and _____.

f. Read the picture and write what is it:

- a.  ← _____ .
- b.  ← _____ .
- c.  ← _____ .

g. Odd one out:

a.				
b.				
c.				

k. Read the paragraph and change the pictures into words:



_____ has many different environments and climates. It is a

small country but it has high _____, hot dry _____,

low _____,



_____ , fertile _____



and a beautiful _____

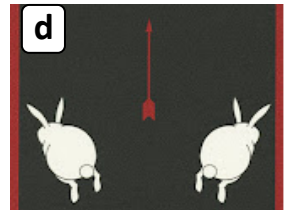
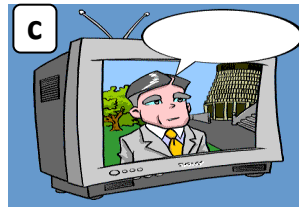


UNIT 6 Lesson 1

1. Before reading:

a. look at the pictures and match them with the proverbs:

1. No news is good news.....
2. People in glass houses shouldn't throw stones.....
3. He who run after two hares will catch neither.....
4. When the cat's a way the mice play.....



2. Read and complete:

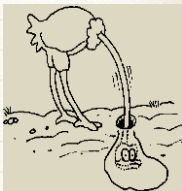
Facts about the amazing ostrich

Height of adult bird: _____ Running speed: _____
 Eggs each year : _____ Weight of eggs: _____
 Length of life : _____ Where it lives : _____



The ostrich is the largest bird in the world. It grows to 2.5 metres high. It is not a very intelligent bird.

Its brain is smaller than its eyes. Some people mistakenly say that when an ostrich wants to hide, it puts its head in the sand – it thinks nothing can see it!



The male has black feathers, the female has brown feathers.



Ostriches live in the wild in many parts of Africa.

It has long legs with two toes on each foot.



The Syrian Ostrich once lived in and around Palestine. The last one died in 1929.

It is the fastest bird in the world on land. It can run at 60 kph. However, it cannot fly.



Ostriches can be dangerous. They bite and kick hard. A bite can break a man's arm.



Ostriches live for 40 years or more.

The female ostrich produces 40–50 eggs a year. One egg can weigh 1.5 kilograms.



In some parts of the world, including Jordan, farmers keep ostriches. Ostrich meat is very good to eat. very little fat so it is healthy. The farmers also sell the feathers and eggs.



a. Read and tick true (✓) or false (X):

- a. The ostrich is the largest bird in the world. ()
- b. The ostrich is a very intelligent bird. ()
- c. The male ostrich has brown feathers. ()
- d. The ostrich hide its' head in sand when it's in danger. ()
- e. The ostrich can fly. ()

b. Choose the correct answers:

- a. The ostrich grows to _____ meters high. (3.5 – 2.5 – 1.5)
- b. The ostriches' brain is _____ than its eyes.
(bigger - larger – smaller)
- c. The female ostrich has _____ feathers.
(black - white – brown)
- d. The ostrich has long legs with _____ toes on each foot.
(two – three – five)
- e. The ostrich lives for _____ years or more.
(four – fourteen – forty)

c. Find from the passage:

a. The opposite of:

- a. smallest X _____.
- b. lived X _____.
- c. much X _____.
- d. male X _____.
- e. safe X _____.

b . the meaning of : a. clever = _____ b. the earth = _____.



English for Palestine

7

Teacher's
Book

A Suggested Program Based on Picture Reading Strategy to
Improve English Reading Comprehension Skills among Seventh
Graders in Palestine.

Prepared by:

Mahmoud A. Ghorab

UNIT (1)

Lesson (1)

Learning Objectives:

By the end of this lesson, students are going to be able to:

- Skim for main ideas.
- Read carefully for detailed information.
- Listen for information.
- Guess the meanings of unfamiliar words and phrases in the text.
- Practice a pattern reading phase correctly.

Language Function: talking about international languages, Describing changes

New language: even – In addition – standard – communicate – increasing – leaders – businessman.

New structure: Present continuous

Vocabulary to be revised: Pronunciation, Middle East, billion, communicate, in addition, standard, businessmen, leaders, increasing.

Teaching aids: SB., WB. Cassette and world map

Steps		Procedures
	T-C	Greetings How was your holiday? Did you travel anywhere this holiday? Did you play sport?etc.
	T. T-C	Checks homework. - What language do people in Palestine? - Do people in Britain speak Arabic? - Can you speak another language?
	Activity 1 T. T.Ss.	Before Reading : Shows the students the world map at the front of the classroom. - Can you see Palestine on the map? - Do people in Palestine speak English?

	T.	<ul style="list-style-type: none"> - Can you name another countries speak Arabic? - Write their suggestions on the board.
	Ex. a. T.Ss. T.	<p>a. Match the words with the pictures:</p> <p>Asks Ss. to look at the pictures.</p> <ul style="list-style-type: none"> - What can you see in the pictures? - Asks Ss. to match the words with the pictures. - Checks orally.
	Ex. b. T.Ss. T. T.	<p>Read and match the continents on the map:</p> <p>Asks Ss. to look at the map:</p> <ul style="list-style-type: none"> - What continents can you see on the map? - Where is Palestine located? - Mention some countries found in <p>Ask Ss. to match the words on the map.</p> <ul style="list-style-type: none"> - Checks orally.
	Ex. c. T. T SB.	<p>Classify the following countries in the right list:</p> <p>Asks Ss. to classify the countries in the right list.</p> <p>Checks on the board.</p> <p>With books closed, T. presents the new words using pictures and a map.</p>
	Formative evaluation	<p>Finish the sentences :</p> <p>communicate, increasing, standard, businessmen, leader</p> <ol style="list-style-type: none"> 1. Salah El Din is a great Muslim_____. 2. We speak _____ Arabic in the Arabic lesson. 3. The number of poor is _____ in Palestine. 4. Businessmen speak English to _____ with other companies.
	T. Ss.	<ul style="list-style-type: none"> - explains what to do. - does a model. Ss. do another model. Ss. does the last ones in pairs. - checks answers. - correct their answers.

	T.	Applies picture reading strategy by asking and discussing the picture of the reading text:
	T.Ss	<p>a. What can you see in the picture?</p> <p>b. Do you think that the men in the picture are very important people?</p> <p>c. Who is the man on the left?</p> <p>d. Is he the president of Egypt?</p> <p>e. Are they friends?</p>
	T.	<p>f. What language do they speak together?</p> <p>g. Is the man on the right a president too?</p> <p>h. What country is he a president of?</p> <p>i. Have you ever seen him on TV?</p>
	T.	<p>- discusses the answers.</p> <p>- elicits the title of the lesson.</p> <p>- says we are going to learn about the most important universal languages that are used by important people in different parts of the world.</p>
	Activity 2	Listen and Read :
	T.	<p>Starts with books closed. Ask a pre-listening question:</p> <ul style="list-style-type: none"> - How many million Arabic Speakers do you think are there in the world? - How many billion English speakers do you think are there in the world? - Are the people in Palestine and Egypt talk the same Arabic? - Can you talk Arabic to communicate with people in Britain? - Can you add more countries speaking Arabic? - plays the cassette. And Ss. listen. - Reads the text again and Ss. follow in their books. - Read parts of the text.
	Ex. a.	Choose the correct answer:
	T.	- Introduces the activity.

		<ul style="list-style-type: none"> - Do questions in pairs. - Checks answers on the board.
Ex. b.	Answer the following questions:	
T.	Reads the comprehension questions and asks individual students to answer each question. Use the answer to question 3 to frame a class discussion about what language would he speak with people from different countries.	
Ss.	Some students may be able to suggest some other languages that are used in different countries.	
T.	Writes some of the Ss. suggestions on the board.	
Ex. c.	Choose the right answer:	
T.	- Introduces the activity.	
Ss	- Do questions in pairs.	
T.	- Checks answers on the board.	
Ex. d.	Tick true (/) or false (X):	
T.	- explains the activity, doing number 1 as a model.	
	- Checks orally.	
Ex. e.	Complete the diagram:	
T.	<ul style="list-style-type: none"> - Asks Ss. to name languages they know. - Write some languages on the board. - Explains the exercise. 	
Ss.	- Do the exercise in pairs.	
T.	- Checks on the board.	

Unit 2

Lesson 1

SB.P10

WB.P6

Learning Objectives:

At the end of this lesson students should be able to:

- 1- Identify right expressions indifferent situations.
- 2- Skim for main ideas.
- 3- Read carefully for detailed information.
- 4- Listen for information.
- 5- Find the opposite from the text.

Language function: Greetings and Tone of voice Developing sentences – polite expressions and well-being

New language: expression, deaf, surprised, disgusted, bow, basic, nod, trust, and fold.

Revision: body language – communicate – angry – shake – wave – happy - sad

Teaching aids: SB, WB, and cassette

Steps		Procedures
Warm up	T.Ss.	- A game hung man (happy)
Revision	T.	Revises some previous information by asking some questions. - What language do you speak? - Can you speak standard Arabic? - Why do you need to study both Arabic and English at school? - Can Palestinian learners speak English or use it in other countries? - Can you communicate without words? How?
	Activity Ex. a. T. T. Ss.	1. Before reading Read and match the movements with the pictures: Now open your books at unit 2 lesson 1 page ... - Discusses the pictures. - Says the words then students match the words with pictures.

	T.	- Checks orally.
	Ex. b	Match the words with the pictures: Discusses the pictures: <ul style="list-style-type: none"> - What can you see in the pictures? - Is this boy happy? (T. points to the picture) - Does this boy like the food? (T. points to the picture) - Is this girl afraid? Why? (Ss. gives reasonable answers)
	Ex. c.	Tick the right expression:
	T.	- Explains the activity.
	T.	- Ticks number 1 with the right picture as an example. - Checks on the board.
	Ss.	- Ss. work in pairs matching the expressions with their pictures. - Presents the new words on flash cards.
presentation	Activity 2	2. Listen and read:
	T.	Writes the pre-reading questions on the board. - How can we communicate without language?
	T.	Plays the cassette twice.
	T.	Asks Ss. to read the first paragraph silently to answer the pre-reading question.
	T.	Asks Ss. to read the 1st paragraph again carefully, then teacher asks some questions about it.
	T.	- Why are the expressions on our faces important?
Practicing	Ex. a.	Read and complete:
	T.	- Asks Ss. to read the text silently.
	T.	- Work in pairs to complete the sentences.
	T.	- Checks on the board.

	Ex. b. T.	Tick true (/) or false (X): - Asks Ss. to read the sentences and to tick them T or F. - Does number 1 as an example... - Ss. work in pairs... - Checks orally.
	Ex. c. T. Ss. T.	Match (A) with (B): - Explains the task. - Does number 1 as an example... - Work in pairs matching (A) with (B). - Checks on the board.
	Ex. d. Ss. T.	Read and match: - Discusses the pictures... - Asks Ss. to match the words with the pictures. - Checks orally.
	Ex. e. T. T.	Find the opposite: - Asks Ss. to find the opposite of some words from the text. - Checks on the board.
	Ex. f. T.	Read and act: Asks Ss. to come out in front of the class to act some facial expressions.
	Ex. g. T. T.	Match the words with the British sign language: - Explain the task. - Checks orally.
Rounding up	Ex. h. T. Ss. T. Homework T.	Read the pictures and write expressions instead : - Explains the task doing the first sentence as a model. - Work in pairs completing the sentences. - Checks on the board. WB. Ex 1 P.6 - Sums up the main point in the lesson - Good bye class - See you tomorrow

Unit (3)

Lesson (1)

Student's book page ' 14 '

Work book page ' 10 '

Learning objectives :

By the end of the lesson, most Ss. are expected to:

- 1- Read quickly to find the gist of the text.
- 2- Read carefully to understand different ideas in details.
- 3- Read a factual text.
- 4- Find the meaning from the text.
- 5- Find the opposite from the text.

New language: operation - simpler - warning - feed - common - bee - direction - giraffes - rub

Language function: Identify expressions, developing paragraphs

Revision: teach – thousand – toothache – human – whale – dance – friendship - trunk

Teaching Aids: cassette - flash cards - pictures - wall picture:

Steps	Procedures
T.	A game: A guessing game : I'm thinking about a big animal with long trunk and two big ears , what is it ?
T.	<p>A spider gram game</p> <ul style="list-style-type: none"> - Asks Ss. to name as many animals as they can. - Asks some general questions: <ol style="list-style-type: none"> 1- Have you ever visited a zoo? 2- What animals did you see? 3- Is a cat a wild animal? <p style="text-align: center;">[use the word pet]</p> <ol style="list-style-type: none"> 4- Can it speak? 5-What about lions, monkeys, and gorillas? 6- Are they pets? Can they talk? 7- Have you ever seen a gorilla? 8- Where does it live? 9- Do you like it? Can it speak?

	Activity 1 Ex. a T. T.	1. Before reading: Read and match the sentences with the pictures: - Explains the task. - Checks orally.
	T.	*Presents new vocabulary using different strategies. - Doctors do operations in the hospital. Asks: 1-Have you ever made an operation? Why? When? - Science is a simple subject, but religion is simpler. - Doctors warn patients from smoking. - Monkeys and gorillas are animals of the same species. - Maftool and falafel are common food in Palestine ,
Presentation		Presents the new words using pictures and flash cards.
	T.	Presents the new vocabulary using different techniques: - If you rub your hands, you have heat. - Mothers feed their babies every day. *Asks Ss. to open the books at page....,
	Activity 2	2. Listen and read:
	T.Ss.	* Read the passage silently to answer the questions below:
		* Discusses the answer, then divided the passage into short paragraphs.
	T.	*Plays the cassette ,then asks some questions to check understanding.
		*Discusses the pictures and checks the answers orally, asks them to find the answers in the passage.
		1-What can you see? 2-Where does Koko live? 3- How can dogs communicate with humans? 4- Can animals of different species communicate? 5- How can bees communicate?

	Ex .a. T. Ss. T.	Match the words with the pictures: - Explains the task. - Write the numbers in the right place. - Checks orally.
	Ex. b. T.	Tick true (/) or false (x): - Asks Ss. to read the sentences in order to tick true or false. - Checks on the board.
	Ex. c. T. Ss. T.	Choose the right answer: - Asks Ss. to work in pairs. - Work in pairs to choose the right answers. - Checks on the board.
	Ex. d. T. Ss. T.	Find from the passage: - Explains the task. - Read the text trying to find information from the passage. - Checks on the board.
	Ex. e. Ss. T.	Match the sentences: - Explains the task. - Does a model. - Does another model. - Checks the answers orally.
	Ex. f. T. Ss. Ss. T. Ss.	Read the pictures and use words instead: - Explains the task doing the first sentence as a model. - Work in pairs completing the sentences. - Fill the gaps - Checks on the board. • The children complete the text with words from the box. They can look back to page 14 of their Student's Books to check how these new words have been used.
Rounding up		Asks some questions : 1- How can you communicate? 2- What do you do when you meet your friends? 3- How can you warn somebody about danger?

	Homework	WB page 10 exercise
		*saying goodbye

Unit (4)

Lesson (1)

Student's book page 18

Work book page 14

Learning Objectives :

By the end of the lesson, students are expected to:

- 1- Get more information about e-mail.
- 2- Identify differences in vocabulary.
- 3- Find the meaning from the text.
- 4- Find the opposite from the text.
- 5- Fine the references of a pronoun.

New language: strange - vocabulary- folks - pants - fall – differences

Language function: writing e-mails

Revision: holiday – show – understand – autumn – trousers – cousin

Teaching Aids: SB - WB - cards – pictures

Step		Procedures
Warm up	T.	- Greeting: - A game {hung man – computer} *Asks some other questions : 1-How can we communicate with each other? 2-Do you have a computer? 3-Can you play on it? 4-Have you got an e-mail? 5-Who can write her an e-mail on the board?
	T.	*Discuss the e-mail, makes sure all students know what an e-mail is.

	T.	<p>*Present the new vocabulary ;</p> <p>-Mum asks me not to talk with strange people .</p> <p>-In autumn the leaves of trees become brown.</p> <p>-In fall the leaves of the trees become brown.</p> <p>-Ali lives in our city, so we show him around.</p> <p>-Students buy new trousers for school.</p> <p>-Students buy new pants for school</p> <p>-The people of Palestine speak Arabic.</p> <p>-The folks of Palestine speak Arabic.</p>
		<p>*Drill and practise the words.</p> <p>*Open the student's book at page 18.</p>
	Activity 1	1. Before reading:
	Ex. a.	Match the words with the pictures:
	T.	- Explains the activity.
		- Does an example.
	Ss.	- Work in pairs.
	T.	- Checks orally.
	Ex. b.	Circle the odd one out:
		- Explains the activity..
	Ss.	- underline the odd one out.
	T.	- Checks orally.
	Activity 2	2. Listen and read:
	T.	- Explains what is on the computer screen.
		- Plays the cassette twice to answer the questions below.
		- Plays the cassette ,then asks some questions to - -
	T.	Check understanding by asking:
		1- Who wrote the e-mail?
		2- For whom they sent it?
		3- Why did they write it?
		4- When did they write it?
	Ex. a	Put true (/) or false (x):
	T.	- Asks Ss. to read the sentences and to tick them T or F.

		- Checks orally.
	Ex. b T. Ss. T.	Find in the passage: - Explains the task. - Work in pairs to find some information. - Checks orally.
	Ex. c T. Ss. T. Ss.	Complete the table: Explains the task doing the first picture as a model. Work in pairs. Checks on the board. Correct their answers
	Ex. d T.	Odd one out: - Explain the task. - Checks orally.
Rounding up	Homework T. Ss. T.	- Have you got a computer? - Do you play computer games? - Do you write e-mails? 3. Write paragraphs Explains the activity. Look at the two topic sentences then order the sentences from Student's Book page 17 to make two paragraphs. Good bye see you later...

Unit (5)

Lesson (1)

Learning Objectives :

By the end of the lesson, students are expected to:

- 1- Get more information about the Palestinian environments.
- 2- Get more information about birds.
- 3- Find the meaning from the text.
- 4- Find the opposite from the text.
- 5- Read a factual text.
- 6- Change pictures into words in a paragraph.

New language: environment – desert – valley – variety – firstly – secondly – suit – huge – continent.

Language function: recognize some birds of Palestine

Revision: different – mountain – fertile – wildlife – plains – reason - watcher

Teaching Aids: SB. P .22, WB. P .18, cassette, map of Palestine, pictures of birds, flash cards.

Step		Procedures
Warming up	T.	<ul style="list-style-type: none">- Greeting.- A guessing Game :- What is it? A bird that is big and it can't fly?- An animal that can live in the desert for a long time without water?- Do you like birds and animals?- What birds have you seen in Palestine / animals?- Where did you see them?- Have you ever seen an eagle? Where?

	T.	<ul style="list-style-type: none"> - Shows pictures of birds for illustration. - Presents the new words : Environment , The sea , The mountains , the fields and El-Nakhab desert, different, environments in - Desert: - El-Nakhab is a desert. - A desert is a place where there is no water. - Valley: Gaza Valley. - A valley is a land between hills & has a river. - Variety : Teacher shows some colors & says : There are deferent varieties of colors red, green... etc. - Firstly, Secondly: We use them to list reasons e.g. We learn English for many reasons : Firstly, to get a job. Secondly , to communicate with foreigners - Suit, huge: give synonyms suit means "good for", huge means "very big". - Continent: Asia, Africa and Europe are continents. <p>Students repeat the new words {I / G / C}.</p>
	<p>Activity 1</p> <p>Ex. a</p> <p>T.</p> <p>Ss.</p> <p>T.</p>	<p>1. Before reading:</p> <p>Match the words with the pictures below:</p> <ul style="list-style-type: none"> - Does an example. - Work in pairs. - Checks orally. <p>- Asks Ss. to number the pictures :</p>
	<p>Ex. a</p> <p>T.</p>	<p>Number the picture you hear about:</p> <ul style="list-style-type: none"> - Explains the task. - Checks orally.
	<p>Ex .b</p> <p>T.</p>	<p>Circle the odd one out:</p> <ul style="list-style-type: none"> - Explain the activity. - Circle the right picture. - Checks orally.

	Activity 2	<p>2. Listen and read:</p> <ul style="list-style-type: none"> - With books opened P .22 : - Displays the map of Palestine at the front of the classroom. - Discusses the map of the text. - Illustrates to students that they are going to listen to a text about birds & animals in Palestine . - Plays the cassette or reads aloud while students listen & follow. - Discusses the pictures with the class. - Asks individual students read parts of the text aloud.
	Ex. a T.	<p>Read and tick (/) or false (X):</p> <ul style="list-style-type: none"> - asks Ss. to read the sentences and to tick (/) or false (X). - Does number one as a model. - Checks orally. - Correct their answers
	Ex. b T.	<p>Read and match A with B:</p> <ul style="list-style-type: none"> - Explains the task doing (a) as a model. - Work in pairs. - Checks orally.
	Ex. c T.	<p>What is it?</p> <ul style="list-style-type: none"> - Explains the activity. - Tries to guess. - Checks orally.
	Ex. d T.	<p>Find the opposite:</p> <ul style="list-style-type: none"> - Explains the task. - Works out the activity. - Checks orally.
	Ex. e T. Ss.	<p>Read and find from the text:</p> <ul style="list-style-type: none"> - Explains the task. - Works out the activity. - Checks orally

	Ex. f T.	Read the pictures and write what is it? - Discusses the pictures. - Explains the task. - Checks on the board.
	Ex. g T.	Odd one out: - Tell students to look at the pictures & choose the odd picture out. - Checks orally.
	Ex. k T.	Read the paragraph and change the pictures into words: - Explains the task. - Works out the activity. - Checks orally
Rounding up	Homework	WB. P. 18 Ex. 2 Fill the gaps • The students complete the text with the words in the box. They can look at Student's Book page 22 to check their answers.

Unit (6)

Lesson (1)

Learning objectives:

At the end of this lesson Ss. are expected to be able to:

- 1- Put a story in the right order
- 2- Identify pictures of measurements dimensions and speed
- 3- Complete information about an ostrich.
- 4- Find the meaning from the text.
- 5- Find the opposite from the text.

New language: height, speed, weight, length, land, male

Revision: fact – mistakenly – grow – hide – sand – ostrich – feather – kick – hard

Teaching Aids: pictures of birds, word cards, student's book page 26, workbook page 22.

steps		procedure
Warming up	T.	<ul style="list-style-type: none"> - Greeting: - A game hung man "rabbit" - Is the rabbit a fast animal? - Is the tortoise a fast animal too? - Which animal is faster? - If there is a race between them, which one wins the race?
	Activity 1 Ex. a T.	<p>1. Before reading:</p> <p>look at the pictures and match them with the proverbs:</p> <p>Asks Ss. To look at the pictures and asks:</p> <ul style="list-style-type: none"> - Where is the man in picture (a)? - What is the house made of? - Is it good to throw stones at a house made of glass? - Are cats and mice friends? - What are the mice doing in the picture? - Can you see a cat in the picture? - What will happen if there is a cat in the picture? - What can you see in picture (c)? - Is the man speaking? - What can you see in picture (d)?

		<p>Discusses the pictures of the text in order to present the new vocabulary.</p> <ul style="list-style-type: none"> - What can you see in the picture above? - Is the ostrich an animal? - Is it big/tall? - Can it fly? Why? - Does an ostrich give birth? <p>Asks Ss. to skim the text in order to fill the gaps?</p>
	T.	<ul style="list-style-type: none"> - Presents the new vocabulary using real things and pictures. - Uses a picture of young ostrich and another for an adult - Says "adult" three times then gets C/G/P repeat. - Checks Arabic meaning.
	T.	<ul style="list-style-type: none"> - Presents the new words using miming. - Checks Arabic meaning.
		<ul style="list-style-type: none"> - Says the word three times then gets C/G/P to repeat. <p>Lion can run at a <u>speed</u> of 80kph.</p> <ul style="list-style-type: none"> - Checks Arabic meaning.
		<ul style="list-style-type: none"> - Shows Ss. a scale to present weight : <p>This book weighs one kilo.</p> <ul style="list-style-type: none"> - Checks Arabic meaning.
		<ul style="list-style-type: none"> - Presents "length" using a ruler: how long is the ruler? Its 30 cm. - Points the floor. Look at the land. - Checks Arabic meaning.
		<ul style="list-style-type: none"> - Shows Ss. a picture for male and female. - Uses example to present the new word. <p>Don't play with matches. They are dangerous.</p> <ul style="list-style-type: none"> - Presents the new word "bite" by biting on her finger. - Checks Arabic meaning. - Says the word three times then gets C/G/P to repeat.
	T-Ss.	<p>Open your Student's book page 16</p>

Activity 2	<p>Ex. b</p> <p>T.</p> <p>T.</p>	<p>Read and complete:</p> <p>Asks Ss. to look at the table of facts.</p> <p>Explains that they have to read a text in order to complete the table.</p> <p>Plays the cassette or reads the text while Ss follow in their books.</p> <p>Gives Ss. time to read and complete the table.</p> <p>Checks answers on blackboard.</p> <p>Encourages individual pupils to read parts of the text.</p>
	<p>Ex. a</p> <p>T.</p>	<p>Read and tick (/) or false (X):</p> <p>- asks Ss. to read the sentences and to tick (/) or false (X) .</p> <p>- Does number one as a model.</p> <p>- Checks orally.</p>
	<p>Ex. b</p> <p>T.</p> <p>Ss.</p> <p>T.</p>	<p>Choose the correct answer:</p> <p>Asks Ss. to work in pairs.</p> <p>Work in pairs to choose the right answers.</p> <p>Checks on the board.</p>
	<p>Ex. c</p> <p>T.</p>	<p>Find from the passage:</p> <p>Explains the task.</p> <p>Read the text trying to find information from the passage.</p> <p>Checks on the board.</p>
Rounding up		Homework: WB. Ex. 2 page 22

Appendix (7)

Referee Committee for study tools

Checklist =1 Questionnaire = 2 Achievement test =3 the suggested program = 4

No.	Name	Qualification	1	2	3	4
1	Prof. Izzo Afana	Faculty of Education (IUG) (PHD)	√	√	√	
2	Dr. Awad Keshta	Faculty of Education (IUG) (PHD)				
3	Dr. Moh'd Atiya A. Raheem	Al Aqsa University (PHD)	√	√	√	√
4	Dr. Jamal Al Faleet	Ministry of Education (PHD)	√	√	√	
5	Dr. Jaber Abu Shaweesh	Al Aqsa University (PHD)	√	√	√	
6	Dr. Asaad Atwan	Supervisor (PHD)	√	√	√	√
7	Dr. Hisham Ghorab	University Collage of Applied Science	√	√	√	√
8	Dr. Moh'd Abu Mallouh	Al Qattan Centre (PHD)	√	√	√	√
9	Dr. Fawzi Abu Odih	University Collage of Applied Science	√	√		
10	Dr. Yahia Abu Jahjough	Al Aqsa University (PHD)	√	√	√	√
11	Mr. Alaa Al Audini	UNRWA (MA)	√	√	√	√
12	Mr. Nabeel Al Haj	UNRWA (BA)	√	√	√	
13	Mr. Kamal Abu Shamla	Ministry of Education (MA)	√	√	√	
14	Mr. Tayseer Mesmeh	UNRWA (MA)	√	√	√	√
15	Mrs. Maha Barzaq	Al Qattan Centre (MA)	√	√	√	√
16	Mr. Iyyad Abu Ghazala	UNRWA (MA)	√	√	√	
17	Mr. Jihad Mizhir	UNRWA (MA)	√	√	√	
18	Mr. Ahmad Herzallah	UNRWA (MA)	√	√	√	√
19	Mr. Nasir Al Sodoudi	Ministry of Education (MA)	√	√	√	√
20	Mr. Badr Miqdad	UNRWA (MA)	√	√	√	√