

**The Islamic University of Gaza**

**Deanery of Graduate Studies**

**Faculty of Education**

**English Curriculum & Teaching Methods Department**



**The Effectiveness of a Suggested Program Based on Prior Knowledge  
to Develop Eighth Graders' English Reading Comprehension Skills**

**Presented by**

**Kamal Abed Alfatah Abu Shamla**

**Supervised by**

**Dr. Awad Kishta**

**A thesis submitted to the faculty of education in partial fulfillment of  
the requirements for the master degree in  
education  
2009-2010**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



” وَاللّٰهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَتَعْلَمُوا سَبِيًّا وَجَعَلَ لَكُمُ السَّمْعَ

وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ”



(سورة النحل آية 78)

# **Dedication**

To the soul of my brother.

To all martyrs who dedicated their souls for our sake in the war on Gaza.

To my parents.

To all my brothers and sisters.

To my wife, sons and daughters

## **Acknowledgement**

I greatly acknowledge the contribution of the sincere people who supported me throughout this study. The successful completion of this study would have not been accomplished without the support and assistance of those dedicated and helpful people.

First, I would like to thank my supervisors, Dr. Awad Kishta for his support, advice and encouragement throughout this study; I am grateful for their willingness to help in reviewing drafts of each chapter of this study.

Special thanks to Dr. Jamal Al Faleet, Dr. Mohammed Atya who were extremely generous with their sincere support.

My appreciation to the head teacher, students and teachers of Al Aishia school where the study was carried out.

My appreciation and gratitude are paid to the referee committees who guided and enriched the study.

Once again, I would like to express my sincere appreciation to my family for their patience and consistent support during this period.

Finally, I reiterate my cordial acknowledgement and high appreciation to all who helped.

## **Abstract**

This study investigates the effectiveness of a suggested program based on prior knowledge to develop eighth graders' English reading comprehension skills. The researcher uses four tools, a checklist to determine the suitable reading comprehension skills for the eighth graders, a questionnaire to determine the degree of importance of the reading comprehension skills, an achievement test (Pre& post test) , the suggested program and teacher reflection. The suggested program consists of Teacher's Guide, Student's Book, teaching aids and evaluation tools. They include 12 lessons, activities and techniques to activate prior knowledge before reading comprehension lessons. The checklist and the questionnaire are applied before the pre-test to identify the most important skills which are used in the test. The researcher has benefited from the results of the questionnaire and the test when building the suggested program. The reading comprehension skills are classified under four levels: The literal level, the interpretive level, the critical level and the creative level.

The researcher purposively chose Al Aishya Higher Basic School for Girls in Dair Al Balah for the experiment and randomly chose two classes from the eighth grade classes. The sample of the study was 80 female students, (40) students in each one. They 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 to be compared with the post-test results. The suggested program was taught to the experimental group while the control one to the traditional method, then, the post-test was applied on both groups. The results were statistically analyzed, using Statistical Package for Social Science (SPSS).

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 prior knowledge activation before reading a text. The experiment shows the importance of activating prior knowledge before reading a text.

The researcher recommends in light of the above findings that the eighth graders' English Language teachers are urged to activate prior knowledge before taking reading a text in order to develop not only eighth graders' reading comprehension skills and increase their comprehension but also their general achievement in English language .

## ملخص الدراسة

"أثر برنامج مقترح قائم على توظيف المعرفة السابقة في تحسين مهارات الفهم القرائي

لدى طلبة الصف الثامن في مبحث اللغة الانجليزية"

تهدف هذه الدراسة إلى التعرف على أثر برنامج مقترح قائم على المعرفة السابقة في تحسين مهارات الفهم القرائي لدى طلبة الصف الثامن في مبحث اللغة الانجليزية . استخدم الباحث أربعة أدوات للبحث ، قائمة لتحديد المهارات المناسبة لطلبة الصف الثامن ، استبانته لتحديد درجة أهمية هذه المهارات لدى طلبة الصف الثامن ، اختبار تحصيلي في مهارات الفهم القرائي ، برنامج مقترح . يتكون البرنامج المقترح من دليل للمعلم ، لكتاب الطالب ، أدوات التقويم بالإضافة إلى الوسائل التعليمية ، يتضمن البرنامج دروس و أنشطة وأسالي ب لتنشيط المعرفة السابقة لدى طلبة الصف الثامن قبل دروس القراءة . تم تطبيق القائمة و الإستبانة قبل الاختبار وذلك لتحديد المهارات الهامة لتضمينها في الاختبار . ولقد استفاد الباحث من نتائج الإستبانة والاختبار في بناء البرنامج المقترح . لقد تم تصنيف مهارات الفهم القرائي إلى أربعة مستويات : المستوى الحرفي ، المستوى التفسيري ، المستوى النقدي والمستوى الابداعي . قام الباحث بلختيار مدرسة العائشية الأساسية العليا في دير البلح بطريقة قصديه بينما اختار صفين من صفوف الصف الثامن أربعين طالبة في كل منهما بطريقة عشوائية ، هذين الفصلين يمثلان المجموعتين التجريبيه والضابطة . تم تقسيم المجموعتين بالتساوي وخضعتا للاختبار القبلي ليثبت أنها متساويات و لا توجد فروق بينهما . تم تحليل النتائج إحصائيا لمقارنة نتائج الاختبار القبلي والاختبار البعدى من خلال برنامج (SPSS) . لقد تم تدريس البرنامج المقترح لطلبة المجموعة التجريبيه و بينما درست المجموعة الضابطة دروس الفهم القرائي بالطريقة التقليدية .

ولقد بينت النتائج أن هناك فروق ذات دلالة إحصائية بين مجموعة التجريبيه و الضابطة لصالح المجموعة التجريبيه ويعزى ذلك إلى تنشيط المعرفة السابقة لدى الطلبة قبل دروس القراءة . ولقد أكدت التجربة على أهمية تنشيط المعرفة السابقة قبل دروس القراءة .

في ضوء النتائج يوصى الباحث بأنه يطلب من معلمي اللغة الانجليزية الصف الثامن أن ينشطوا المعرفة السابقة لدى الطلبة قبل دروس القراءة حتى يتحسن ليس فقط مهارات الفهم القرائي في دروس القراءة وإنما يتحسن تحصيلهم في اللغة الانجليزية بصورة عامة .

## Contents

No.	Subject	Page
	Dedication	i
	Acknowledgment	ii
	Abstract in English	iii
	Abstract in Arabic	iv
	Contents	v
	List of Appendixes	vii
	Lists of tables	viii
	List of Figures	ix
	Lists of charts	ix
	List of abbreviation	ix
	<b>Chapter I Problem statement and background</b>	1
1	Introduction	2
2	Historical Background	2
3	Need for the study	4
4	Purpose of the study	5
5	Significance of the study	5
6	Statement of the problem	6
7	Research questions	6
8	Research Hypotheses	6
9	Limitations	7
10	Definitions of operational terms	7
11	Abbreviations	9
	<b>Chapter II (A) Theoretical Frame work</b>	11
	<b>"Section 1" Reading skill</b>	11
	Introduction	11
1	Definition of Reading Skill	11
2	Reading Process	13
3	Reading in the Holy Qur'an	13
4	Importance of Reading	14
5	Types of reading	15

	<b>"Section 2" Reading comprehension</b>	19
1	Definitions of reading comprehension	19
2	Levels of Comprehension	21
3	Reading comprehension skills	23
4	Problems of students in reading	27
5	Reasons for weaknesses in reading	29
6	Techniques to Improve Reading Comprehension.	30
7	Reading skill in the "English for Palestine" Curriculum	33
8	How to teach reading skills	35
	<b>"Section 3" Schema theory and Prior knowledge</b>	36
1	Schema theory	36
1.1	Schema type	37
2	Prior knowledge	37
2.1	Introduction	37
2.2	Definitions	38
2.3	Level of prior knowledge	39
2.4	Activating Prior Knowledge	39
3	When should prior knowledge be taught?	48
4	Conclusion	49
	<b>Chapter II (B) Previous studies</b>	50
	<b>Introduction</b>	50
A	Studies related to prior knowledge and its effects on reading comprehension	50
B	Studies related to programs used to improve reading comprehension.	61
	Comments	67
	<b>Chapter III.</b>	73
	<b>" Research Methodology and Design"</b>	73
	Introduction	73
1	Methodology of the study	73
1.1-2	Population of the study and Sample of the study	73
1.3	The instrumentations	74
1.3.1	A checklist of reading comprehension skills	74
1.3.2	A questionnaire of reading comprehension skills	75



1.3.3	Achievement Test	79
1.3.4	The suggested program	85
1.3.4.1	Control group variables	94
1.3.5	Teacher self reflection	97
2	Statistical Treatments of the study	98
	<b>Chapter IV " Results: Analysis of data</b>	99
	<b>Results: Analysis of data</b>	100
1	Procedures	100
2	Answer of the first question.	102
3	Answer of the second question.	103
4	Results of the first hypothesis.	104
5	Results of the second hypothesis.	105
6	Results of the third hypothesis.	107
7	Summary	108
	<b>Chapter V Discussion, Conclusion, Pedagogical Implications, Recommendations</b>	110
1	Introduction	111
1	Discussion	111
2	Conclusion	116
	Pedagogical Implications	118
3	Recommendations	118
4	Recommendations further studies	119
	<b>References</b>	119
	<b>Appendixes</b>	123
1	Checklist for reading comprehension skills	129
2	A questionnaire of degree of importance	132
3	Reading comprehension test	134
4	The suggested program	140
5	Referee Committee for the study tools	185
6	Permission received from the Ministry of Education	186
7	Statement issued by the school	187
8	Teacher Self-Reflection Checklist	188
9	Curriculum vitae for the researcher	189

## Lists of tables

No	Subject	p.
1	The distribution of the sample.	73
2	Coefficient Correlation of the literal level.	76
3	Coefficient correlation of the interpretive level.	76
4	Coefficient correlation of the critical level.	77
5	Coefficient correlation of the creative level.	77
6	Matrix of relation correlation coefficient of each level with the other levels and also with the total degree.	77
7	Alpha Cronbach coefficient for the levels of reading comprehensions skills questionnaire.	78
8	Spilt-half coefficient of the reading comprehensions skills questionnaire.	78
9	Table of specification.	82
10	Correlation coefficient of each item degree with the total degree.	83
11	Alpha Cronbach Coefficient of the Achievement Test.	84
12	Alpha Spilt-half Coefficient of the Achievement Test.	84
13	Difficulty and discrimination of items of the test	85
14	T-test results of controlling age variable.	94
15	T-test results of controlling of general achievement in English language variable.	95
16	T-test results of controlling of general achievement "reading comprehension skills" variable on the pre-test	95
17	Degree of importance	102
18	T-test result of differences between the experimental group and the control in the post-test	104
19	Criterion of "Effect Size"	105
20	The Effect Size of the program on the experimental and the control groups achievement in the post-test	105
21	T-test result of differences in the four levels of reading comprehension skills between the control and the experimental groups	106
22	The Effect Size of the program on the four levels of reading comprehension skills	107
23	T-test result of differences between the pre and post test of the experimental group.	108
24	The Effect Size of the program on the experimental group achievement in the pre and post-test.	108

## List of Figures

No.	Subject	Page
1	Reading problems	27
2	Levels of prior knowledge	40

## List of Charts

No.	Subject	Page
1	The most important skills	79
2	Content of the Suggested Program	90
3	Program Time Plan	91

## List of abbreviation

1	SPSS	Statistical Package for Social Science
2	ESL	English as a second language
3	EFL	English as a foreign language
4	PKA	Prior knowledge activation

# **Chapter I**

## **INTRODUCTION**

## **Chapter I**

### **Problem statement and background**

#### **1. Introduction**

This chapter starts with an introduction, proceeds to a statement of the problem, research questions, and is followed by hypotheses. It will also deal with the objectives, significance, limitations, and finally, the terms of the study.

#### **2. Historical Background**

Reading is one of the four language skills that requires special attention, as it is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and effectively. It serves as an important tool in every field of professional service. In many situations, reading is considered to be an indispensable channel of communication in an ever widening world. In fact, people are living in a 'reading' world where it is difficult to manage without.

Learning to read is one of the most important strategies students can accomplish in schools because it is the foundation for all academic endeavors. A student, who has the ability to read in the early stage of his/her schooling, can be predicted to succeed in any academic endeavor in the future. However, a student of school age who is expected to have acquired reading skills, is still unable to read or comprehend any reading material, is likely to suffer academic failures. Indisputably, for a student to learn any discipline, he has to spend much of his time reading and comprehending information presented in texts. Without comprehension, there is no learning. (Stevens, et.al. 1991, p. 83)

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text. Reading comprehension involves at least two people; the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. (Kirby, 2006: 161).

In brief, the main purpose of reading is to comprehend the text being read. If comprehension does not take place then the activity of reading is without purpose. This

is an important issue for school teachers when teaching reading in classrooms. The reading materials presented in the classroom needs to be within the realm of comprehension of the students. Many students may pretend to sound out the words but in reality may not understand the ideas or real meaning of the sentences because they do not have enough prior knowledge about the content area, the context of materials presented, or the lexical items in the text.

Closely related to the comprehension of text is the Schema theory, in this study the researcher adopts the Schema theory as the theoretical framework. (Kujawa & Huske , 1995:3) noted that Schema theory suggests that humans learn by adding to the knowledge they already have . Students understand the text if they know something about the content area when concepts in that area are meaningful to them based on their background knowledge. The researcher thinks 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. This increase familiarity with text content.

Students learn and remember new information best when it is linked to relevant prior knowledge. Teachers who link classroom activities and instructions to prior knowledge build on their students' familiarity with a topic and enable students to connect the curriculum content to their own culture and experience. Prior knowledge of a topic increases the amount of information that adults and children can recall from a text on a particular topic. When the reader has knowledge about the subject being read, comprehension is better and there are fewer errors in recalling. (Recht & Leslie, 1988:16-20).

Students read either by deriving meaning from within the text itself or by decoding the individual words, sentences and by bringing what is known about the text. Hence the more prior knowledge students have about the subject matter of a particular reading text, the richer understanding of the reading text. Minimal prior knowledge of a reading text will not only hinder understanding but can sometimes lead to misunderstanding of the topic. Prior knowledge, therefore, is similar to that of a filter while reading. Higher prior knowledge of a subject area or key vocabulary for a text often means higher scores on reading comprehension measures. (Seet, 2006) This shows the importance of activating prior knowledge before reading a text.

Knowledge as a powerful determinant of reading comprehension includes knowledge of syntax, story structure, and knowledge of the subject matter addressed in

the text. This complex system of knowledge allows readers to make inferences regarding literal meanings such as connecting pronouns to their referents as well as more complex inferences of meaning based on how elements of the text relate to each other and how the passage relates to other knowledge. (Locke, J. 2007:1, N.19)

Regarding to the Palestinian society, who is seeking for fixation, developing the first Palestinian curriculum and improving the quality of teaching and learning reading comprehension skills in the Palestinian schools. The eight grade students learn reading comprehension skills from English for Palestine 8 textbook which started to be used in 2007. This book includes variety of subjects, some of them are familiar to students and others are unfamiliar in which they don't have enough prior knowledge about the subject matter, the story structure and knowledge of syntax. This issue makes teachers complain about the difficulty of implementing the reading lessons. Moreover, It's hardly hiding the general weakness of the eighth grade students in reading comprehension skills achievements in all levels; literal, interpretive, critical and creative. This is according to the results of the exams in the schools which are supervised by the researcher.

In this study, the researcher focuses on the correlation between prior knowledge and reading comprehension drawing special attention to the importance of activating prior knowledge before introducing a reading comprehension text to eighth graders. Hence, he selected six reading comprehension passages of which students do not have prior knowledge (content area, context of materials presentation, and lexical items in the text). The researcher was promoted to suggest and implement a program based on prior knowledge. The program aimed to teach the eighth graders English reading comprehension skills with consideration of their prior knowledge.

### **3. Need for the study**

#### **The need for this study arises from three main things:**

##### **First, The urgent need for developing reading comprehension skills.**

Reading comprehension skill takes a large portion of the content of the Palestinian curriculum. It is 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. More over it considers as the base for the other skills specially, vocabulary and structure. This calls for more attention to this important skill.

**Second, The literature review on activating prior knowledge to develop reading comprehension skills.**

Having reviewed the current literature, the researcher has figured out that the field of language teaching and learning is poor in studies concerning designing programs used to develop reading comprehension skills, and few studies touched briefly the relationship between prior knowledge and reading comprehension skills. Many researchers admitted that studies on such areas are still relatively rare, and they invited other researchers to conduct more studies in this area.

**Third, Real needs to activate and increase prior knowledge.**

Due to the researcher's work, he has observed that students face big difficulties to understand reading comprehension lessons. This led the researcher to survey teachers opinion which clarified that the unfamiliar subjects and the lack of sufficient prior knowledge about the reading lessons could be the main reason for this problem. In addition to that they themselves find difficulties in teaching such these subjects. Some of these subjects are Globalization, solar system, music is everywhere, dinosaurs, First to the South Pole and others. So the researcher decided to suggest a program to activate and increase students' prior knowledge before the reading lessons to overcome this problem.

**4. Purpose of the study**

The study aims at achieving the following purposes:

- 1- identify the reading comprehension skills appropriate for eighth graders' level.
- 2- design a suggested program based on prior knowledge to develop eighth 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- can help English language curriculum designers provide a more effective curriculum for eighth graders.



2- can help eighth graders' teachers improve their performance through activating prior knowledge in teaching reading comprehension skills.

3- can benefit supervisors to conduct training courses for teachers of English to raise their awareness of the importance of activating prior knowledge in teaching reading comprehension skills.

4- can help the English language teachers to benefit from the suggested program and its content when teaching reading comprehension skills.

5- can help the eighth graders to enrich their knowledge through building readers' prior knowledge and activating readers' existing prior knowledge.

6- It is considered of its own kind the first one which is conducted in the Gaza strip according to the researcher knowledge.

7- can provide an experimental model to show the effectiveness of a suggested program based on prior knowledge to develop eighth graders English reading comprehension skills.

8- contribute to improving the process of teaching English in general and the reading comprehension in particular.

## **6. Statement of the problem**

To achieve the purpose of the study, the research addressed the following four questions:

**"What is the effectiveness of a suggested program based on prior knowledge to develop eighth graders' English reading comprehension skills?"**

## **7. Research questions**

**The following are the sub-questions:**

1- What are the suitable reading comprehension skills for eighth graders?

2- What is the proposed program based on prior knowledge which may contribute to develop the reading comprehension skills?

3- Are there statistically significant differences at ( $\alpha \leq 0.05$ ) in the average score in reading comprehension skills in the post-test between the experimental group and the control group?

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

## **8. Research hypotheses**

To answer the questions of the study, the following hypotheses were tested:

1- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the average total score in reading comprehension skills in the post-test between the experimental group and the control group.

2- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in average score of each level of reading comprehension skills in the post-test between the experimental group and the control group.

3- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in average score in reading comprehension skills in the pre and post-test of the experimental group.

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

The study has the following limitations:

1- The study was limited to a sample of eighth graders (female students) in the governmental schools in the Middle-Area / Gaza.

2- The study was limited to Al Aishya Higher Basic School for Girls in Dair Al Balah.

3-The study was limited to the first six reading comprehension passages in the first six units in *English for Palestine 8*.

4- The study is carried out in the first term of the school year (2009-2010).

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

The following section presents the definitions of the terms used in the study.

## **10.1 The suggested program**

Afana (2000:75) described 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 students' prior knowledge to develop reading comprehension skills".

## **10.2 Prior knowledge**

Cooper ( 1993:109)defines prior knowledge as the sum of a person’s previous learning and development; experiences which precede a learning situation.” The building of knowledge begins with prior knowledge. Prior knowledge helps to bridge the gap between new information and previously learned information. Students learning is more meaningful if prior knowledge is accurate and relevant.

Kujawa & Huske (1995: 3) mentioned that “Prior Knowledge can be explained as a combination of the learner's pre-existing attitudes, experiences, and knowledge”.

In this study, prior knowledge means a group of experiences that are related to the linguistic and cultural domains as well as the familiarity with vocabulary, subject matter and story structure of the reading text introduced before the reading text.

## **10.3 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)

If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is being read.

In this study, Reading comprehension means the process in which students interact with the reading material and understand the content area, context of materials

presentation, and lexical items in the text. The researcher identified the levels of comprehension into four levels:

- 1- The literal level "Read and understand exactly what is on the page"
- 2- The interpretive level "Read between the lines. "
- 3- The critical level "Read beyond the lines."
- 4- The creative level "Read beyond the lines and create new ideas."

#### **10.4 Reading comprehension skills**

Reading comprehension skills means interacting with the text versus decoding. They are used throughout the process of reading. Good readers apply appropriate strategies, retell information accurately, make personal references, use prior knowledge, identify the main idea and supporting details, ask questions, make and revise predictions based on outcomes, evaluate and express opinions, draw conclusions, visualize and use sensory information, summarize information, analyze story elements, and analyze story problems and solutions. A strong understanding and usage of all of these skills allow readers to connect better with the text. (LearningRx, 2009)

#### **12. Abbreviations**

- SPSS = Statistical Package for Social Science
- ESL = English as a second language
- EFL = English as a foreign language
- PKA = Prior knowledge activation

# **Chapter II**

## **LITERATURE REVIEW**

**(Prior knowledge & reading  
comprehension skills)**

## **Chapter II (A)**

### **Theoretical Framework**

#### **Introduction**

This chapter consists of three sections:

1- Section one presents the concept of reading skill in terms of the definition of the concept of reading skill, reading in the Holy Qur'an, reading process, importance of reading and types of reading.

2- Section two displays reading comprehension skills in terms of the definition of the concept of reading skill. and levels of comprehension skills, reading comprehension skills, students problems in reading comprehension, the reasons of the weaknesses of students in reading, ways to improve reading comprehension, reading skill in the English for Palestine curriculum, finally, how to teach reading skills.

3- Section three concentrates on Schema Theory and prior knowledge, schema types. Introduction to prior knowledge, definitions, level of prior knowledge, activating prior knowledge, when should prior knowledge be taught?, and finally, conclusion.

#### **"Section 1" Reading skill**

##### **1. Definitions of Reading Skill**

There are three main definitions for reading skill according to Foertsch (1998:3-7):

1. Learning to read means learning to pronounce words.
2. Learning to identify words and get their meaning.
3. Learning to bring meaning to a text in order to derive a meaning from it.

Millrood (2001:117-118) defined reading as a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience. Reading can be text driven (the text is interesting), task driven (the text is read because of the academic task that the learner faces) and purpose driven (the text is a step towards a purpose, which is outside reading).

Reading in the **encyclopedia cite** is defined as an active skill-based process of constructing meaning and/or gaining knowledge from oral, visual, and written text (including Braille). It is a means of language acquisition, of communication, and of

sharing information and ideas. Effective readers use decoding skills (to translate printed text into the sounds of language). They also use morpheme, semantics, syntax and context cues in order to identify the meaning of unknown words, activate prior knowledge (schemata theory), use comprehension, and demonstrate fluency during reading. (Farlex, 2009: 3)

The National Institute of Literacy defined reading as: A complex system of deriving meaning from print that requires all of the following:

- The skills and knowledge to understand how phonemes, or speech sounds, are connected to print.
- The ability to decode unfamiliar words.
- The ability to read fluently.
- Sufficient background information and vocabulary to foster reading comprehension.
- The development of appropriate active strategies to construct meaning from print.
- The development and maintenance of a motivation to read. (National institute of literacy, 2009)

From all the above definitions mentioned, it is clear that the concept of reading as a cognitive process of understanding a written linguistic text is a means of language acquisition, of communication, and of sharing information and ideas. It is a complex process which includes many processes not only one. So the researcher defines reading as "the cognitive process of understanding a written linguistic message and a mental representation of the meaning."

## **2. Reading Process**

Harmer (2001:201-202)states that a reader uses a variety of clues to understand what the writer is implying or suggesting, in this way the reader is able to see beyond the literal meaning of the words. Schema, which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends to a large extent on shared schemata.

According to Chastain (1988: 204-205) the reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to activate background and

linguistic knowledge to re-create meaning; and then the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning.

Razi (2004: 2) proposes that the readers of all written languages are "getting" sounds from the printed page". He describes a reader as one who encodes meaning to sound. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He describes a reader as one who first decodes from orthography to sound (oral or silent) and later on from sound to meaning.

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). Since reading is a complex process, Grabe (1991:379) argues that "many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills" .

### **3- Reading in the Holy Qur'an**

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

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

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

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

The Resurrection (Al-Qiyámah, 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, Qur'an, quraa are derived from the same word qaraah and have the same meaning.

The existence of the concept "read" in the Holy Qur'an in many verses refers to the importance of teaching and learning process in our religion "Islam".



#### **4. Importance of Reading**

In today's world, we receive a lot of information via the radio, television, and multimedia experiences yet none of these avenues has the ability to educate as the fundamental skill of reading. (Harris, 2007:1).

Getting students to read their textbooks is hard. Getting them to read books just for the sheer pleasure of reading is especially harder. The fact that readers reap great benefits from reading cannot be doubted or questioned. Some of these benefits are:

Educational researchers have found that there is a strong correlation between reading and academic success (Shoebottom, 2007:1).

That's mean, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so.

Good readers can quickly extract that which is important for the particular task they are employed in from the writing. There is a strong correlation between reading and vocabulary knowledge. Students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively, you are likely to be or become a good reader! (IBID)

Reading develops a person's creativity. Unlike movies where everything is determined by the producer, writer and director, books allow students to create in their minds how a particular character looks like or imagine how a scene plays out. Reading a book therefore, allows a student to exercise and cultivate her/his creative thinking skills. (Rabel, 2005: 1)

Reading can develop positive values in students.

Developing students' reading and comprehension skills early on in their education also means that you are preparing them for the "real world." Being able to read well means that they would have no problem understanding manuals, guides or

contracts - vital documents and papers they will surely encounter when they join the work force. (Gallagher, 2005: 1).

In addition to above mentioned about the benefits of reading, the researcher thinks that it is the most essential skill needed to acquire knowledge. It develops critical thinking and increases a student's ability to concentrate. It also increases the pleasure and effectiveness. Moreover, it helps in all the other subjects and in the personal and professional lives.

## **5. Types of reading**

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:

### **5.1 Intensive reading**

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and developing general reading skills. The purpose of intensive reading is to teach new words and new patterns. Therefore, the reading material designed for intensive reading is usually a little higher than the students' level.

In preparation for intensive reading, the teacher presents the class with unfamiliar words and unfamiliar patterns. After such presentation, the reading material is discussed and handled thoroughly as the content, spelling, grammar, vocabulary, and pronunciation are laid out.

In the classroom, intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order. (readinganswers.2006)

### **5.2 Extensive reading**

The main purpose of the extensive reading is creating enjoyment and reinforcement of previously learned vocabulary and grammatical structure. The reading material is usually a group of short stories or a novel. A successful extensive reading program is that students should be reading material, which they can understand. If they

are struggling to understand every word, they can hardly be reading for pleasure. This type of reading is sometimes called supplementary reading because it is supposed to supplement intensive reading. The extensive material is usually read at home and covered at a speed higher than intensive material. (Mark, 2005: 1-2)

Hafiz & Tudor (1989:5) differentiate between extensive and intensive reading: In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

### **5.3 Silent reading**

Silent reading is described as silent because it is supposed to be performed silently without labial movements or vibration of vocal cords. This implies that graphic forms are visually perceived and then transformed into meanings and ideas without passing through the vocal stage.

Most of our reading, in fact, is done silently. Silent reading is an important skill that has to be developed properly through guidance and practice.

In addition, teachers are expected to help students develop their speed in silent reading. Such development involves increasing the learner's eye span, which is the quantity of words a reader's eye can catch from a written line at one glance. The larger the span is, the faster the reading can go. One way to attain such increase in eye span is to make students read a certain passage under some pressure of time. This pressure forces the student to widen his eye span, decrease the number of eye regressive movements, and shorten the time between each span and another. (Alkhuli, 1980:74)

### **5.4 Reading aloud**

Reading aloud is another type of reading that used at class on the condition that it is employed purposefully. Reading aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. reading aloud can be used to model the use of reading strategies that aid in comprehension. Students may read aloud to give

the teacher a chance for checking their pronunciation, word stress, pauses and intonation. (Wesley, 2001: 1)

### **5.5 Model reading**

Model reading is reading performed by the teacher who plays as an example to be imitated by students when they read aloud. It usually comes after silent reading and discussion but before students' reading aloud.

Model reading may take either these two forms:

1- The teacher reads the whole passage with students listening to him without repetition. This form may be called undivided model reading.

2- The second form is divided model reading. The teacher reads a sentence and students repeat that sentence after him. Then the teacher moves to the next sentence, with students repeating each sentence. If the sentence is rather long, the teacher has to divide it into meaningful units and pause after each unit to give students enough time to repeat the sentence. (Alkhuli, 1980:75)

### **5.6 SQ3R (Survey, Question, Read, Recite, Review) process**

Students grasp a greater amount of content from their textbook readings when they use the highly structured

(1) **Survey:** Prior to reading a section of a textbook, the reader surveys the selection by examining charts, tables, or pictures, looking over chapter headings and subheadings, and reading any individual words or blocks of text highlighted by the publisher.

(2) **Question:** In preparation for reading, the reader generates and writes down a series of key 'questions' about the content based on the material that he or she has surveyed.

(3) **Read:** As the reader reads through the selection, he or she seeks answers to the questions posed.

(4) **Recite:** After finishing the selection, the reader attempts to recite from memory the answers to the questions posed. If stuck on a question, the reader scans the text to find the answer.

(5) **Review:** At the end of a study session, the reader reviews the list of key questions and again recites the answers. If the reader is unable to recall an answer, he or she goes back to the text to find it. (IBID)

## **5.7 Word by word reading type**

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

(Mikhailov, 2008: 1)

## **5.8 Speed-reading**

Speed-reading is a collection of reading methods, which attempts to increase rates of reading without greatly reducing comprehension or retention. Methods include chunking and eliminating sub vocalization. It is important to understand that no absolute distinct "normal" and "speed-reading" types of reading exist in practice. This is because all readers use some of the techniques used in speed reading such as ( identifying words without focusing on each letter, not sounding out all words, not sub-vocalizing some phrases, or spending less time on some phrases than others, and skimming small sections). Speed reading is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved with practice. (Abela, 2004: 12)

The researcher comments that, since there are different purposes for reading, it is logical that there are different types of reading skills. These different types of reading skills are used quite naturally when reading in a mother tongue. Unfortunately, when learning a second language, people tend to employ only one or two of these types. The most commonly types used by students are the intensive reading and the reading aloud. Either what is used from types of reading, the reader cannot achieve his goal without being aware and interact with a reading text through variety of skills belong to a variety of reading comprehension skills.

## **"Section 2" Reading comprehension**

### **1- Definitions**

Many researchers and educationalists define reading comprehension as follows:

Reading comprehension is defined as “Intentional thinking during which meaning is constructed through interactions between text and reader.”

(Hodges, 1995: 207)

Reading comprehension is basic for learning, working, and enjoyment. It is extremely complex. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input text. Reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction. Humans have been doing oral comprehension for 100,000 years or more (Donald, 1991:12), and virtually all humans do it; reading comprehension has only been practiced for 5,000 years, and for most of that time most humans did not do it (Olson, 1994: 1). It should not be surprising that it is difficult.

Gough & Tunmer (1986:6-10) proposed the simple view of reading, in which reading comprehension is seen as the product of decoding and listening comprehension, this approach does a remarkably good job of accounting for the data, and it reminds us that the ability to decode words is absolutely essential for skilled reading; those with either very low decoding skill or very low oral comprehension skill will be poor reading comprehenders. Decoding or word reading is often the bottleneck that prevents readers from attaining higher adequate text comprehension.

There are two important factors beyond decoding comprehension, fluency, and strategies.

**Fluency** (speed and expression) is not an issue in listening, as the speaker controls the pace, but is needed for reading comprehension because of working memory constraints.

**Strategies** are important in reading, and more useful than in listening, because the text stays present and allows for re-inspection. We expect skilled readers to extract more from the text than they would from speech, and some of that comes from more strategic, goal-directed, deliberate processing. Strategies are conscious, goal-oriented plans that call on tactics, which can vary from underlining long words to creating a mental simulation to see if the author is right. Strategies depend on prior knowledge (of content, and of strategies) and on the learners’ intentions; intentions can be characterized

as combinations of deep and surface processing or depth and breadth (Kirby, 2006: 40-147-161).

Comprehension is the core of verbal ability or intelligence, and can call on nonverbal processes too. Comprehension involves the relating of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas, ranging from cat to democracy. The relating can also be of many sorts, such as an example of, is the same as, causes, or acts in a specified way. The information to be integrated is held in working memory (Baddeley, 1986: 1-4), and the relating operation takes up space there too.

Finally, the researcher opinion, comprehension is the final goal of reading, whether a person reads for pleasure, to learn, or to locate information. It is "the process of decoding and constructing meaning through interaction and involvement with a written text". Individuals construct meaning from text as they read, absorbing new information, and comparing it to their pre-existing knowledge.

## **2. Levels of Comprehension**

Reading is a thinking activity. This process involves getting meaning from the printed word or symbol. It is expected that readers will be able to read at different levels of meaning or comprehension. In this case, levels mean different depths of understanding, different analysis of what is meant.

Collage, 2004: 1-3): divided the levels of comprehension into three levels: the literal level, the interpretive level, and the applied level.

### **2.1.1 Level One "The literal level"**

The first level of comprehension can be called the literal level for the sake of wording because it is the most simple. At this level, the reader or student can attempt to answer the question: What did the author say?

At this level, readers would not have to understand the true meaning of a paragraph; however, they could memorize the information. Teachers might ask students to read a text or a chapter dealing with dates or specific facts. At the literal level, readers would memorize these dates and facts. However, even though they have memorized

these facts, this does not mean that they necessarily understand their full meaning or see the implication of these dates and facts applied to other situations

### **2.1.2 Level Two "The interpretive level"**

The second level of comprehension is called the interpretive level. At the interpretive level the reader or student attempts to answer this question: What was meant by what was said?

At this level, readers are attempting to understand what the author meant by what s/he said in the story, paragraph or textbook. It is presumed that they have already memorized certain facts at the literal level and now they are attempting to see the implications of the author's words. At this level, readers are attempting to "read between the lines." as they say.

### **2.1.3 Level Three "The applied level"**

The last level is called the applied level. At this level, the reader or student attempts to answer this question: How would the author's message apply to other situations given what you memorized and understood at the other two levels?

At this level, you are attempting to elevate or raise your thinking one more "notch" or level to a more critical, analyzing level. This presumes that you have already reached the previous two levels. At this level, you are "reading between the lines" and then examining the message from the author and attempting to apply that message to other settings.

**2.2 San Antonio College divided the levels of comprehension into four levels :**

#### **2.2.1 Literal**

Stated facts: - Data - Specifics - Traits – Setting - Timeline/process steps

#### **2.2.2 Inferential**

Builds on facts: Prediction- Traits- Setting - Timeline/process steps

#### **2.2.3 Evaluative**

Judgment based on: - Reality or Fantasy - Fact or Opinion - Validity - Appropriateness - Worth: acceptable, desirable ideas - Comparisons - Cause-Effect

#### **2.2.4 Appreciative**



Response based on: - Author's use of language - Emotional reaction to- author's ideas, language - Author's values - imagery, style - Author's purpose. (San Antonio College, 2006: 1)

### **2.3 Bloom's Taxonomy levels**

Bloom identified six levels of comprehension within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. The six levels are:

**1. Knowledge:** Recall data or information.

**2. Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

**3. Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

**4. Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences

**5. Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

**6. Evaluation:** Make judgments about the value of ideas or materials.(Singleton, 2001: 1)

In the light of what above mentioned about levels of reading comprehension skills the researcher identified the levels of comprehension into four main levels:

1- The literal level "Read and understand exactly what is on the page"

Comprehension at this level involves surface meanings. Teachers can ask students to find information and ideas that are explicitly stated in the text.

2- The interpretive level "Read between the lines. 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.

3- The critical level "Read beyond the lines." Critical reading occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can differentiate between facts and opinions, recognize persuasive statements and can judge the accuracy of the information given in the text.

4- The creative level "Read beyond the lines and create new ideas." whereby ideas and information are new and creative. Creative level occurs after the students have understood the text and started to draw new ideas about the text.

### **3. Reading comprehension skills**

“The goal of all readers should be to understand what they read”. Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. A good reader is someone who has a purpose for reading, whether it is to look for specific information or to read for pleasure. A good reader is involved in a complicated thinking process as she or he reads. There are skills that we can teach children to help them become purposeful, active readers. The research has shown that readers who receive explicit instruction in these skills make significant gains on reading comprehension tests. The use of these skills depends on what readers are reading. These skills include:

#### **3.1 Identifying the topic**

Good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being read. This ability allows students to process the text more effectively as it progresses.(Harmer, 1999: 201).

#### **3.2 Skimming**

Skimming is used to quickly gather the most important information, or the gist. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It is not essential to understand each word when skimming. (Alkhuli, 1980: 77)

#### **Examples of Skimming:**

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

### **3.3 Scanning**

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: 25)

### **3.4 Knowing the meanings of words in a spoken context.**

Knowing the meanings of words in a written context is considered as one of the comprehension skills. By this skill, readers know that words may have more than one meaning and may have many functions so the listener can adapt the suitable meaning according to the context.

### **3.5 Finding factual information in their reading.**

By distinguishing between what is real and what is not.

### **3.6 Interpreting texts**

Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is employing or suggesting. Successful interpretation of this kind depends to a large extent on shared prior knowledge together with our knowledge of the world to expand the pictures the writer has been given and to fill in the gaps which the writer seems to have left. (Harmer, 1999:202)

### **3.7 Judge the truth and logic of what they read.**

Readers are able to judge the truth and logic of what they read by following the writer's arguments or by using their previous experiences to help them make decisions about the worth of reading materials.

### **3.8 Gain the meanings from the figurative use of language.**

Readers gain the meanings from the figurative use of language by knowing how to interpret the special meaning of many common figures of speech. Or relating information and understanding gained from reading to other experiences they have had or other reading they have done.

### **3.9 Prediction and guessing**

Good readers have a purpose for reading. One skill for improving comprehension is prediction and guessing. Harmer mentioned that readers sometimes guess in order to try and understand what is being written or talked about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometime they make assumptions or guess the content from their initial glance as they try to apply their schemata to what is in front of them. Their subsequent reading helps them to confirm their expectations of what they have predicted or just read what they thought was going to happen in the light of experience. Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text, with partners, with a graphic organizer, or using post-it notes throughout the text. (Harmer, 1999:201)

### **3.10 Making Connections**

Children make personal connections with the text by using their schema (background knowledge). There are three main types of connections we make while reading text.

- Text-to-Self (T-S) refers to connections made between the text and the reader's personal experience.
- Text-to-Text (T-T) refers to connections made between a text being read to a text that was previously read.
- Text-to-World (T-W) refers to connections made between a text being read and something that occurs in the world.

It is important to activate children's schema (background knowledge) before, during, and after reading. (Debbie, 2009:1)

### **3.11 Visualizing**

Visualizing is creating pictures in our minds. When students visualize, they create their 'own movie' in their minds. Teachers can use picture books that do not have words to help the students make their mental movies.

When we read we create an image in our mind. We create an amalgam - the conclusion we draw, the interpretation we create (Keene et. al, 1997:126). We read and create this image with what we know or have experienced. Things come alive when we

use sensory images. Teachers can help give these images through lessons that evoke the thought processes.

### **3.12 Drawing Conclusions**

Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

To draw conclusions is to come to a reasoned judgment. It is to come to an opinion based upon reasoning and evidence. It is to be able to make a statement based upon logic. It involves using good judgment and evidence presented to evaluate or to validate.

### **3.13 Making Inferences**

Inferring is 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 part of one's beliefs or knowledge (Keene et. al, 1997: 153). It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predications.

### **3.14 Asking and answering questions**

Teaching students how to ask questions before, during, and after reading also improves comprehension. Too often teachers assign text and instruct students to answer the questions at the end of the section. Students can be taught how to construct questions that “clarify meaning; speculate about text yet to be read; determine an author’s intent, style, content, or format; locate a specific answer in the text or consider rhetorical questions inspired by the text” (Keene & Zimmerman, 1997: 119).

### **3.15 Summarizing**

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions. (Raymond, 2009:32)

The researcher emphasizes that a combination of skills can be effective. Readers combine skills as needed to come to a fuller understanding of the text. Skills interact

with each other, overlap, and are recursive. They do not “stand alone”. From the researcher is experience, he sees that modelling each skill whenever the teacher is reading text to or with children, such as during a read aloud, guided reading, content area text or independent reading leads to good comprehension of the text.

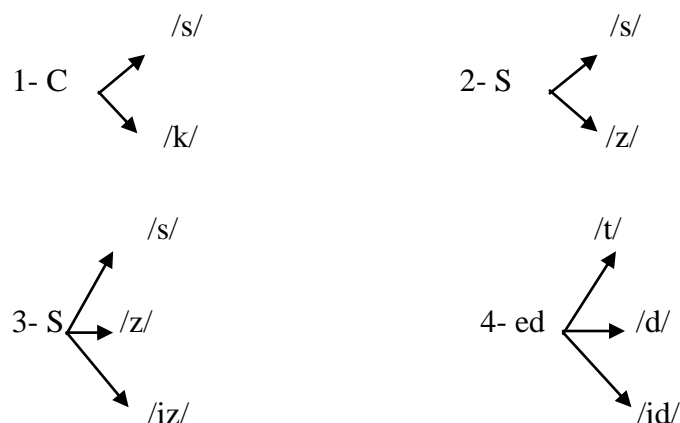
Based what is mentioned about reading comprehension skills, the researcher can benefit from them to construct the check list of reading comprehension skills which is one of the study tools.

#### 4. Problems of students in reading

Problems of our students in all grades, beginning from the 1<sup>st</sup> grade till the 12<sup>th</sup> grade can be divided as follows:

- 1-Students are not able to discriminate visually and auditory between letters and words. (Vowels and consonants)
- 2-They have difficulties in reading words with silent letters.
- 3-They have difficulties in pronunciation of vowels, for example, short (i) and short (e) as in "pin" and "pen".
- 4- They don't know how to pronounce words ending in "e" for example "nil" and "nile".
- 5-They don't know the different realization of some phonemes. For example:

**Figure (1)**  
**Reading problems**



- 6-They have some difficulty in recognition of cluster initially and finally. For example:  
Pl, st, am, and ed.

7- The problem of diphthongs.

8- They are not able to apply the syllabication principle. (Analyzing & synthesis).

9- They are not able to read with natural expression.

10- Omissions: words in the text that are left out by our students, for example, the old man smiled. / The man smiled.

11-Additions: words are not found in the text, but added by the students, for example horse jumped. / The little horse jumped.

12-Transposition: the students change the order of words in the text, for example Was he invited to the party? / He was invited to the party.

13-Mispronunciation: errors those are similar phonetically to words in the text, for example

The man leaped onto the horse. / The man leaped onto the house.

14-Repetition: words read correctly but repeated by the students.

He began to walk more slowly. / He began...he...he began to walk.

15-Ignoring punctuation: students are unresponsive to how sentences are punctuated, for example:

"Don't! Stop!" she screamed. / "Don't stop," she screamed.

16-Students are not able to comprehend:

a- They are not able to determine whether or not the statement is true.

b- They cannot select the right answer.

c- They cannot note facts.

d- They cannot choose the best answer.

e- They are not able to express the main idea.

f- They cannot remember the details.

g- They are unable to understand pronouns.

h- They cannot express the inferred ending of a story.

i- They cannot interpret punctuation.

j- They cannot evaluate and enjoy readings such as stories or poetry and plays.

k- They cannot differentiate between facts and opinions.

l- They are not able to read to solve problems. (Nofal,2003: 35-36)

The researcher thinks that the occurrence of these reading problems during the L2 learning process may not only be due to the pressure of the patterns of the mother tongue but also to imperfect learning of the new L2 reading comprehension patterns.

Therefore, if we achieve a perfect teaching method for reading comprehension by activating students' prior knowledge, the problems would never be made or would be minimized. The occurrence of problems in understanding the reading passages is merely a sign of the present inadequacy of our teaching techniques. Therefore, we should change the traditional techniques of teaching reading comprehension.

### **5. Reasons for weaknesses in reading**

Students in Palestine are suffering from low achievement in learning English language in general and especially in reading. This weakness may be due to the following reasons:

- 1- Students do not have prior knowledge about the reading text (subject matter, vocabulary, and structure story).
- 2- Some teachers do not use suitable techniques for teaching reading.
- 3- Reading aloud is neglected inside our classrooms.
- 4- Our students do not have the chance or the time to read silently.
- 5- Some of our students lack self-confidence.
- 6- Students are afraid of making mistakes in front of the other students.
- 7- Supplementary reading is not focused on.
- 8- Some students feel that English is a difficult language. In other words, Arabic and English are unrelated languages.
- 9- English is a non-phonetic language. Therefore, it is difficult for students to read. For example, the (gh) is sometimes pronounced as:  
(f) As in "cough" and "laugh", and sometimes it is not pronounced at all as in "plough".
- 10- Teaching reading skills at the beginning stages are not handled or presented well enough. (Nofal,2003:39-40)

In fact, all of the above reasons may cause problems in learning reading comprehension skills, but according to the researcher's viewpoint, one of the main reason for reading comprehension problems is that students do not have prior knowledge in the topic, idea, or concepts of which they are reading. To solve this problem the teacher should try to activate prior knowledge before the reading lesson.



## **6. Techniques to Improve Reading Comprehension.**

Reading is all about information. It is not about the number of words you read, but the amount of value you extract from them. The key to improved reading comprehension is not moving your eyes across a page more quickly. It is about creating a mental framework that helps you process words and ideas.

With a bit of practice, anyone can read faster and more productively. The steps outlined below will help the reader to extract the maximum amount of information in the least amount of time.

### **6.1 Develop broad background knowledge.**

Broaden your background knowledge by reading newspapers, magazines, and books. Become interested in world events.

Harmer in his third edition book considers activating schemata as one of the best ways to improve reading comprehension. "Activating the readers' knowledge before they read, so that they bring their schemata to the text". (Harmer, 1999: 206)

### **6.2 Supplement class reading**

If your child's class is studying a particular theme, look for easy-to-read books or magazines on the topic. Some prior knowledge will help her make her way through tougher classroom texts. (Scholastic parents, 2007:1)

### **6.3 The Pre-Reading survey**

Nearly all speed-reading courses recommend doing a pre-reading survey. The purpose is to gain a better understanding of the content and structure of the material. You would be amazed at how often people read through an entire book, only to realize that the information they need is not there. Pre-reading will make your reading more efficient by creating a mental map.

Start by reading the table of contents and the first page of the introduction. Then flip quickly through the material, reading only chapter titles, headings, and bold face print. Do not worry about remembering anything specific, it is more important to get a general impression.

The entire process should take less than 5 minutes. Afterwards you'll know the layout of the book and the location of different topics. If you're only interested in one particular section, you now know where to find it. (Atlas, 2009)

#### **6.4 Know the structure of paragraphs**

Good writers construct paragraphs that have a beginning, middle, and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases, or paragraphs that change the topic.

#### **6.5 Identify the type of reasoning**

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, or systems thinking? See section 20 for more examples on critical thinking skills.

#### **6.6 Anticipate and predict.**

Very intelligent readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quicker.

#### **6.7 Look for the method of organization**

Is the material organized chronologically, serially, logically, functionally, spatially or hierarchically?

#### **6.8 Create motivation and interest**

Preview material, ask questions, and discuss ideas with classmates. The stronger your interest, the greater your comprehension

#### **6.9 Pay attention to supporting cues**

Study pictures, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.

#### **6.10 Build a good vocabulary.**

For most educated people, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket

dictionary and use it to look up new words. On the other hand, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes, and endings.

### **6.11 Use a systematic reading technique like SQR3**

Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include Survey, Question, Read, Recite, and Review.

### **6.12 Monitor effectiveness**

Good readers monitor their attention, concentration, and effectiveness. They quickly recognize if they've missed an idea and backup to reread it. (Donald, 1991: 1-2)

### **6.13 Researching the Topic**

Background information may appear on book covers and inner flaps of book jackets. Many books include an introductory section and a mini-biography about the author. Book publisher's websites may also include background information. Think about the information you read. Ask:

- What kind of text is this?
- What new information did I learn, and what do I expect to learn?
- Is this text informative or entertaining, fact or fiction?
- What interests me about this book? (Logsdon, 2009: 2)

### **6.14 Reflecting on the Material**

Some readers become frustrated because they cannot understand every single word. However, they do not need to understand every word or every grammatical construction to get the main idea of what they are reading. In order to improve learners' reading skills, they need to develop the ability to read for overall meaning and for specific information. Learners should follow these steps to become better readers:

1. Before reading, make guesses about the topic or main idea by looking at accompanying titles and pictures. Think about what you might already know about the topic.
2. Read through the piece once without stopping to get the general meaning. Skip over unfamiliar words or grammatical constructions.
3. Read it again without stopping to see how much more you understand.

4. Read it again, this time underlining only the words those are keeping you from getting the main part of the meaning.
5. Go back and look up what you need to know or ask a friend to help you. (Corps, 2000: 58)

### **6.15 Reciprocal teaching**

The reciprocal teaching method worked very well in the studies. It can be summarized as:

- 1- teacher demonstrates or models the process (I do).
- 2- teacher and learner do it together (we do).
- 3- learner does it independently (you do).

First, the teacher clearly guides the students on not only how to apply the strategy, but also when and why. The teacher applies the strategy and explains each step of the application while performing it (“thinking out loud”). Then the teacher lets the students apply the strategy, but provides as much guidance as necessary to keep them from going down the wrong path. Gradually, the teacher offers less guidance ‘but always enough so that the students succeed. Eventually, the students apply the strategy independently. The reciprocal teaching method may be applied with individual students or with groups. If you are teaching a group, however, you may wish to incorporate cooperative learning into your lesson.(Lysynchuk, et. al. 1990: 469-484)

It is clear that the previous techniques are very important and beneficial to improve reading comprehension if they are used properly inside the classroom. So the researcher will use them when applying the suggested program to develop the target skills.

## **7. Reading skill in the English for Palestine Curriculum**

It is a fact 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. Reading skills take five lessons out of ten in each unit. The first two lessons of each unit introduce the unit topic and focus on practical reading skills for everyday life. The texts also provide a meaningful context for new vocabulary. Each lesson consists of four stages:

- 7 Focus: oral tasks to introduce the topic and some vocabulary.

- 8 Before you read: practice pre-reading skills.
- 9 While you read: tasks to aid and check general comprehension while reading.
- 10 After you read: more detailed comprehension work and discussion of a topic arising from the text.

Lessons seven and eight in each unit in the secondary stage are always reading but the text is longer, more academic and more challenging than the text in the first part of the unit. The main focus of this double lesson is on comprehension and vocabulary. The fifth reading lesson is in the Work Book. It is literary work; Drama, novel, poetry or short story. (Macmillan, 2006: 5-6).

In the intermediate stage, there are two reading lessons, Lesson three and four. In the first part of these lessons, the students read a text on the unit topic and answer comprehension questions. This is often followed by word-building activities such as looking in the text to find the opposites of words. In this way, the students are encouraged to:

- 11 See reading texts as learning opportunities.
- 12 Become aware of how they can improve their learning.
- 13 Expand their vocabulary. (Macmillan, 2007: 7).

Regarding the elementary stage, there is only one reading lesson in each unit and that is lesson one. The pupils are introduced to a particular text type, usually on cassette. Teachers and pupils can work together through a set of comprehension questions. In every cycle of units, children are introduced to a story, which they will listen, retell, and act out. Thus the children will be using their English to read for pleasure, they are also exposed to "semi-authentic" texts and taught to scan texts for information. (Macmillan, 2004: 5).

A balance has to be struck between real English on one hand and the students' capabilities and interests on the other. There is some authentic written material, which beginner students can understand to some degree: menus, timetables, signs, and basic instructions.

The topics and types of reading texts are worth considering too. There is a variety of reading text types which are suitable to the intermediate and the higher stages in the Palestinian curriculum such as: novels, short stories, timetables, business letters, newspaper articles, dialogues, factual encyclopedia, scientific texts, magazine articles, advertisements, reports, play extracts, receipts, instructions, poems and reference material. All these types are chosen according to the level of the students.

On the other hand, there are some reading passages, in which students do not have prior knowledge about a topic, idea, or concept. This lack of prior knowledge of a reading text will not only hinder understanding but can sometimes lead to misunderstanding of the topic.

## **8. How to teach reading skills**

There are three basic strategies that can help increase reading comprehension and improve grades.

### **8.1 Before reading strategies:**

“Before reading” activities happen before reading a new text. Have the child predict what the book is about by looking at the front cover and doing a picture walk through the book. A picture walk is "walking" through the book, looking at pictures and talking about what is happening without reading the words. Guide young children to use basic logic skills while looking at the pictures to form an idea of what the story will be about. This will help hone prediction skills and will give them a set of ideas about the story that they can use to help decode any unfamiliar words that they come across while reading.

### **8.2 During Reading Strategies:**

“During reading” activities happen while reading the actual text. Ask questions while reading the book. Questions can be as simple as “What did she say?” requiring simple recall, or as difficult as “Why did she say that?” requiring an inference. Make sure children understand what is going on in the story and ask them what they think will happen next before turning the page. When asking a difficult question, show the children how to find the answer by re-reading a part of the story.

### **8.3 After reading strategies:**

“After reading” activities occur after you have finished reading the story. See if the children can explain what happened at the beginning, in the middle and at the end of the story. Have them identify the characters, the setting, the plot, and the solution. Ask who, what, where, when, how and why questions. These questions should be appropriately tailored to each age group. Ask how the characters felt when something specific happened in the story, requiring the children to infer and connect to the text.

Encourage them to look back in the story for answers they cannot remember and show them how to do so.

Reading is only half the battle when it comes to improving reading comprehension. Engaging children in the story when teaching reading can increase reading comprehension as well as improve grades. The more a child practices reading to improve fluency and comprehension, the better reader he will become. (Wagaman, 2008)

Although these procedures are considered as models for teaching reading and they are commonly used by a lot of teachers who used the communicative approach in teaching reading comprehension but they are not perfect. So the best teacher is the one who adapts and adjusts the techniques and procedures being used with the level of the students, the reading material, and the classroom environment.

### **"Section 3" Schema theory and Prior knowledge**

#### **1. Schema theory**

Schema theory deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading. Since each reader has different background knowledge, it is culture specific. Schema theory was developed by the gestalt psychologist Bartlett "...who observed how people, when asked to repeat a story from memory, filled in details which did not occur in the original but conformed to their cultural norms" (Cook 1997: 86).

The very important role of background knowledge on reading comprehension is noted that a reader's comprehension depends on her/his ability to relate the information that she/he gets from the text with her/his pre-existing background knowledge.

Background knowledge – also prior knowledge – is supposed to consist of two main components: "our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters" (Swales 1990: 83).

The notion of schema is related with the organisation of information in the long-term memory that cognitive constructs allow (Singhal 1998: 10).

## 1.1 Schema types

Many reading researchers tend to subcategories the term schema, with the most popular categorization being the distinction between formal and content schema. Nevertheless, there is no single categorization for schema.

In order to understand the impact of background knowledge on reading comprehension Alderson drew a distinction between schemata types. By **formal schema**, he/she points to background knowledge relating to the formal and rhetorical organizational structures of different types of texts. (Alderson 2000: 34)

**Content schema** is defined as background knowledge of the content area of the text that a reader brings to a text (Singhal 1998: 4-10) such as knowledge about people, the world, culture, and the universe

Yule (1996: 87) points out that **cultural schemata** are developed “...in the context of our basic experiences”.

Ozyaka (2001:23) defines cultural schema as culture-specific world knowledge. To comprehend a text, appropriate culture schemata and scripts are considered to be necessary.

## 2- Prior knowledge

### 2.1 Introduction

Reading to learn is a fundamental literacy skill and one closely tied to success in all areas of the curriculum (Weisberg, 1988: 149-159). To master this skill, students must become adept at activating prior know, integrating it with new information, and constructing new understandings. Students who lack sufficient background knowledge are unable to activate it, and may struggle to access, participate, and progress throughout the general curriculum.

Activating background knowledge before reading is an important step that is often overlooked in teaching reading. Readers use their background knowledge automatically, without realizing it. Readers need to learn to use their own background knowledge, activate and extend this knowledge and selecting texts that build on what they already know or understand about their world support their attempts to make sense of what they are reading. If students do not have any background knowledge on the topic of the reading material that is to be used, then every effort should be made to build that knowledge through prior discussion, looking at pictures or objects, or through other



means before introducing the new text. That will lead to much greater success with the reading experience

The importance of prior knowledge in the comprehension process has often been recognized by teachers and material writers. Students are encouraged to relate what they read in the text to what they already know. This encouragement often takes the form of a "warm-up" session before reading begins. Sometimes, texts are rejected on the grounds that the information they contain is too unfamiliar to the students. (Yin 1985:376)

The compound term prior knowledge consists of two terms:

- **Prior** is a title, derived from the Latin adjective for 'earlier, first', with several notable **Knowledge** is defined in the (Oxford English Dictionary, 2009) as:

- Expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.

- What is known in a particular field or in total; facts and information or awareness or familiarity gained by experience of a fact or situation. Philosophical debates in general start with Plato's formulation of knowledge as "justified true belief". There is however no single agreed up on definition of knowledge presently, or any prospect of one, and there remain numerous competing theories.

Knowledge acquisition involves complex cognitive processes: perception, learning, communication, association and reasoning.

The term knowledge is also used to mean the confident understanding of a subject with the ability to use it for a specific purpose if appropriate.

## 2.2 Definitions

There are differences exist between different educationalists' definitions of the same term "prior knowledge":

Dochy & Alexander (1995: 245) defined the terms background knowledge and prior knowledge are generally used interchangeably. They provided a more elaborate definition, describing prior knowledge as the whole of a person's knowledge, including explicit and tacit knowledge, meta-cognitive and conceptual knowledge. This definition is quite similar to Schallert's (1982: 13-48) definition. Thus, while scholars' definitions of these two terms are often worded differently, they typically describe the same basic concept.

Education Oasis defined prior knowledge as knowledge which the reader has prior to engaging in the lesson or reading, sometimes referred to as schema. It is important to activate prior knowledge before the lesson or reading. This allows students to connect what they are learning/reading with what they already know. Additionally, a discussion of prior knowledge alerts the teacher to gaps in the students' knowledge and/or misconceptions the students have. (Education Oasis, 2006)

Kujawa & Huske (1995: 4) said that Prior knowledge can be explained as a combination of the learner's preexisting attitudes, experiences, and knowledge.

**Attitudes:**

- Beliefs about ourselves as learners/readers
- Awareness of our individual interests and strengths
- Motivation and our desire to read

**Experiences**

- Everyday activities that relate to reading
- Events in our lives that provide background understanding
- Family and community experiences that we bring to school with us

**Knowledge**

- Of the reading process itself
- Of content (literature, science, and math)
- Of topics (fables, photosynthesis, fractions)
- Of concepts (main idea, theory, numeration)
- Of different types of style and form (fiction and nonfiction)
- Of text structure (narrative or expository)
- Of the academic and personal goals.

Prior knowledge, background knowledge and schema are themselves parenting terms for many more specific knowledge dimensions such as conceptual knowledge and meta-cognitive knowledge. Subject matter knowledge, strategy knowledge, personal knowledge, and self-knowledge are all specialized forms of prior knowledge/background knowledge.

In addition to the definitions above of prior knowledge, the researcher provides a more simple definition to prior knowledge as all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

### 2.3 Level of prior knowledge

Students generally fall into three categories: *Much*, *some*, or *little* prior knowledge. In each instance, the teacher will make specific instructional decisions based on what is discovered in the prior knowledge part of the lesson. To check out what prior knowledge exists about a topic, idea, or concept, the teacher may choose to do some of the following activities:

- Brainstorm the topic. Write all the information solicited from the students on the chalkboard, a piece of paper, or transparency.
- Ask specific and/or general questions about the topic. See what responses are given.
- Post a problem or a scenario. Based on this description, find out what the students know about the idea presented.

Once the data is collected, a decision about the appropriate forms of instruction can be made. The following diagram can be helpful:

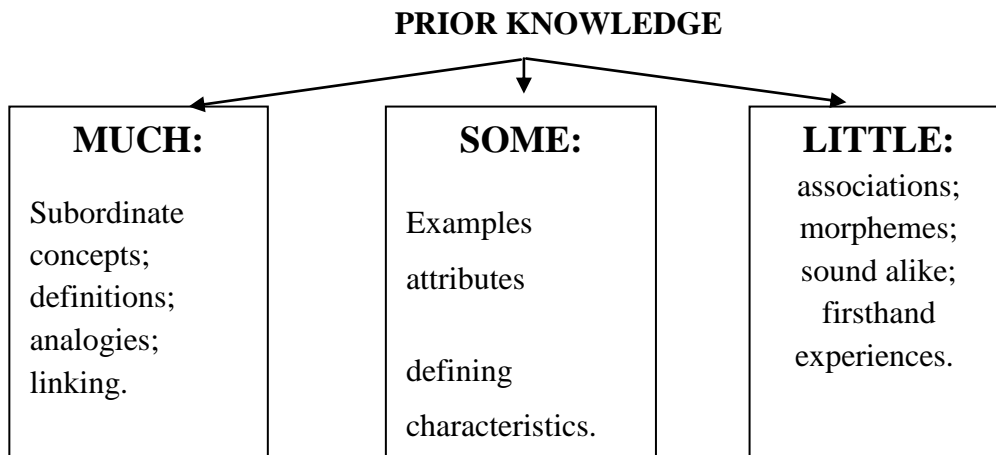


Figure (2) Level of prior knowledge

In order to build up prior knowledge, teachers should remember to:

- 1- Present information which builds:
  - background ideas
  - concepts
  - principles
- 2- show, don't tell through

- demonstrations
  - multi-media
  - graphics
- 3- Use outside resources, trips and speakers

4- Tell about topic from your experience . (Christen, et. al. 1991: 2)

The amount or level of an individual's knowledge also plays an influential role in the learning. It is relatively easier to change individuals' ideas about a particular topic if they possess some, but not too much, relevant knowledge. Individuals who are or who believe they are quite knowledgeable about a topic may feel that they have less to gain from engaging with a text message on that topic. Indeed, several studies have found that readers' perceptions of what they know (for example, perceived knowledge) is critical and possibly even more predictive of learning than the amount of relevant knowledge they actually display (for example, demonstrated knowledge). (Encyclopedia of Education, 2002)

#### **2.4 Activating Prior Knowledge**

One of the most important variables with learning is a student's prior knowledge. Activation of prior knowledge can develop readers' understanding by helping them to see links between what they already know and new information they are encountering.

Activating Prior Knowledge refers to the practice of beginning a lesson by bringing up topics with which the students already have some familiarity. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understanding. When students make connections to the text they are reading, their comprehension increases. Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know. When we help students make those connections before, during, and after they read, we are teaching them a critical comprehension strategy that the best readers use almost unconsciously.

By tapping into what students already know, teachers help with the learning process. This is because learning is relating the new information, or concepts, to what we already know. Activating prior knowledge is like preparing the soil before sowing the seeds of knowledge, says (Lewis, 2009: 1)

Christen, et. al (1991: 1) conducted to determine the value of providing activities or strategies to assist in providing students with ways to activate their prior knowledge base. There are three possibilities:

1- Building readers' background knowledge.

2- Activating readers' existing background knowledge and attention focusing before reading.

3- Guiding readers during reading and providing review after reading.

It appears that when readers lack the prior knowledge necessary to read, three major instructional interventions need to be considered:

1- Teach vocabulary as a pre-reading step.

2- Provide experiences.

3- Introduce a conceptual framework that will enable students to build appropriate background for themselves.

Students are constantly confronted with new information, particularly once they progress to the upper elementary grades and transition from “learning to read” to “reading to learn” .To read to learn effectively, students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed. Proficiency at these tasks is essential to literacy (Davis & Winek, 1989: 2). However, students who lack sufficient background knowledge or are unable to activate this knowledge may struggle to access, participate, and progress throughout the general curriculum, where reading to learn is a prerequisite for success. Teachers can facilitate their students’ literacy success by helping them to build and activate background knowledge.

The researcher considers activating prior knowledge as the practice of beginning a lesson by bringing up topics with which the students already have some familiarity. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understanding. He considers it very important because it helps students make connections to the new information they will be learning. By tapping into what students already know, teachers can assist students with the learning process. The stronger the connections, the easier it should be for children to learn the new concepts. Here are some strategies that can activate student's prior knowledge:

### **2.4.1 Direct instruction**

Direct instruction on background knowledge can be embedded into an approach such as previewing, where students are presented with introductory material before they read specific texts. Such introductory material may include important background information such as definitions of difficult vocabulary, translations of foreign phrases, and explanations of difficult concepts.

Direct instruction teaches students ten nonfiction comprehension skills, including fact/opinion, inference, compare/contrast, problem/solution, and author's purpose.

Instruction includes seven comprehension strategies—visualizing, setting a purpose, monitoring, summarizing, questioning, rereading, and repairing.

(Westwood, 2008: 9-11-13)

### **2.4.2 Indirect instruction**

Indirect instruction is considered as an alternative to a direct instruction approach, such as immersing students in field experiences through which they can absorb background knowledge more independently. (Koldewyn, 1998: 85) investigated an approach that combined reading trade books, journal keeping, field trips that put students in authentic experiences related to their reading, and follow-up Language Experience activities.

### **2.4.3 Pre-teaching vocabulary**

Prior knowledge activation through Pre-teaching vocabulary (to increase learning from text materials) probably requires that the words to be taught must be key words in the target passages and that words be taught in semantically and topically related sets so that word meaning and background knowledge improve concurrently, and that only a few words be taught per lesson and per week (Beck, et al., 1982: 1-6). To be an effective strategy, an extensive and long-term vocabulary strand accompanying a parallel schematic or background-knowledge-development strand is probably called for.

### **2.4.4 Brainstorming**

Brainstorming is a strategy to activate prior knowledge by encouraging students to focus on a topic. The teacher begins by posing a question or introducing a topic.

Students give all possible answers, words, or ideas. Contributions are made without criticism or judgment. This strategy encourages students to take risks in sharing their ideas and opinions. Students build their knowledge on each other's contributions.

Teachers may be able to improve the effectiveness of a brainstorming approach to prior knowledge activation by helping students to organize their prior knowledge into a semantic map (Englert & Mariage, 1991: 123-138). They found that organizing prior knowledge in this way before reading led to significantly greater free written recall of the text than did brainstorming alone.

#### **2.4.5 Picture books**

Picture books have been used in the primary grades for decades, but they are a quick and convenient way to help older students activate their prior knowledge. There is a new focus on picture books that deliver difficult content in simple language. Picture books are a great model for student writing, as they contain vivid language and a variety of text structures. The beauty of using picture books in the upper grades, middle and high school, is that they can be read in a few minutes and provides students with information connected to the concept or skill being introduced.(Wikipedia, 2009)

#### **2.4.6 Book walks**

For activating prior knowledge during reading class, teachers can take a book walk before students read a new book. This reading strategy works especially well with picture books and is often done during a guided reading lesson on the first day of a new book. Students should have their own copy of the book (or be in pairs), so they can easily see the illustrations and vocabulary the teacher points out during the book walk. The teacher should make sure to ask questions that activate the struggling readers' prior knowledge and introduce new concepts and vocabulary. When a teacher does a book walk, she and the students are looking at each page of the book and having a discussion about what to expect when reading starts.(Dill, 2009:1)

#### **2.4.7 Reflection and recording**

Prior knowledge activation through reflection and recording

One of the simplest methods for helping students activate background knowledge is to prompt them to bring to mind and state, write down, or otherwise record what they know. Asking students to answer a simple question such as "What do I already know

about this topic" orally or on paper is a straightforward way to do this. (Spires & Donley, 1998: 249-260) found that activating background knowledge through reflection and oral elaboration during text reading was a more effective strategy than taking notes on main ideas and their corresponding details.

#### **2.4.8 Interactive discussion**

Prior knowledge activation through interactive discussion. Another method used for helping students activate prior knowledge is the interactive approach, where student reflection on prior knowledge is supplemented with interactive discussion. For example, (Dole et al. 1991: 142-159) designed an intervention where students reflected on and recorded their prior knowledge on a topic and then engaged in a group discussion of the topic, during which the teacher encouraged them to contribute knowledge to complete a semantic map. This approach was determined to be more effective at promoting reading comprehension than no pre-reading instruction. However, it was less effective than direct instruction on the information needed to understand the text.

The robustness of interactive approaches is not always very impressive. For example, findings from (Schmidt & Patel, 1987) suggest that topic area novices may significantly benefit from this kind of approach, whereas subject area experts may not. By this approach, students activated background knowledge by gathering in small groups to analyze a problem and then proposing and discussing solutions.

#### **2.4.9 Answering questions**

Prior knowledge activation through answering questions

Answering questions is considered as one of the strategies which can be used to activate prior knowledge. Research by (Rowe & Rayford, 1987) suggests that teachers can facilitate student activation of background knowledge by having them answer questions before and/or while they read new material. They analyzed student responses to a series of 3 pre-reading purpose setting questions, and asked to make predictions about the passage and end-of-passage questions that might go with each question. Students were also asked to put themselves in the test-takers' position and describe what they would try to find out while reading the passage. Analysis of the students' responses suggested that students were able to activate background knowledge under these



conditions, an indication that purpose questions may be helpful cues for activating background knowledge.

The questions prompted students to define the topic, make associations between the topic and their background knowledge. The researcher suggests that this strategy may be effective for some readers and not others, depending on their reading ability. (Pressley et al., 1992: 91- 109) emphasize that not all questioning interventions are effective; the most effective questioning requires deep processing of the to-be-learned material and relating it to prior knowledge.

#### **2.4.10 The K-W-L-H strategy**

The K-W-L strategy for activating prior knowledge

**The K-W-L-H** teaching technique is a good method to help students activate prior knowledge. It is a group instruction activity developed by (Donna Ogle, 1986) that serves as a model for active thinking during reading.

**K** - Stands for helping students recall what they **KNOW** about the subject.

**W** - Stands for helping students determine what they **WANT** to learn.

**L** - Stands for helping students identify what they **LEARN** as they read.

**H** - Stands for **HOW** we can learn more (other sources where additional information on the topic can be found).

For the first two steps of K-W-L-H students and the teacher engage in oral discussion. They begin by reflecting on their knowledge about a topic, brainstorming a group list of ideas about the topic, and identifying categories of information. Next the teacher helps highlight gaps and inconsistencies in students' knowledge and students create individual lists of things that they want to learn about the topic or questions that they want answered about the topic. In the last step of the strategy, students read new material and share what they have learned. Informal evaluations indicate that the K-W-L strategy increases the retention of reading material and improves students' ability to make connections among different categories of information as well as their enthusiasm for reading nonfiction (Ogle, 1986: 564 - 570).

#### **2.4.11 CONTACT-2**

CONTACT-2, computer-assisted activation of prior knowledge

Contact-2 is a computer-assisted approach for activating conceptions during reading. Contact-2 assists students in searching for preconceptions, comparing and contrasting these preconceptions with new information, and formulating, applying, and evaluating new conceptions. Students working with contact-2 developed higher quality conceptions than students in a no activation group, and this advantage was still apparent at a 2-month follow-up. More recent research suggests that the key component of contact-2 is comparing and contrasting new and existing knowledge, which most accounts for students' successful performance on lesson tests (Biemans, et al., 2001: 265-282).

These findings reinforce the idea that integrating new information with prior knowledge is a valuable learning strategy and suggests that a computer-assisted approach can be as successful as a teacher-directed one.

#### **2.4.12 Topic-related pictures**

Prior knowledge activation through interpretation of topic-related pictures

(Croll, et, al, 1986) described a unique approach that combines building and activating prior knowledge. The approach entails training students to interpret topic-related pictures. Two students trained in this strategy significantly improved reading comprehension for both pictures and text. The author suggest this to be an effective approach, but the limited sample of two students and lack of a control group make any such claims tentative and preliminary at best.

#### **2.4.13 Use Analogy**

If the present lesson has some similarity to something the learner already knows, describe the similarity before presenting new information. For example, tell a story about a relevant experience that will link to current subject. Make sure to draw specific parallels during and after the story. (Janac, et al, 1997: 1)

This strategy could be achieved through lectures, compressed video, audio tape or video.

#### **2.4.14 Review Previous Learning**

Remind learners of past experience that the present lesson will build on. Ask for accounts of prior experience in this domain. For example, Pose question(s) about specific experiences that would lead to current topic, and then ask students to write

(brainstorm) answers for several minutes, and then have facilitated group discussion, have someone record responses for everyone to see during discussion. This strategy could be achieved through lectures, compressed video, audio tape, video, presentation tool or web. (Janac, et al, 1997: 1)

#### **2.4.15 Graphic Organizers**

This collection of ready-to-use graphic organizers will help readers classify ideas and communicate more effectively, all of our free, printable graphic organizers are designed to facilitate understanding of key concepts by allowing students to drill down to the basic points and ideas. By using graphic organizers across all subjects' areas, the teacher will be empowering his students to master subjects matter faster and more efficiently. (Terri, 2005).

#### **2.4.16 Using the internet websites**

Prior knowledge activation through using internet websites

Internet Websites are considered as one of the important resources to provide and activate students' prior knowledge. The teacher can search for websites that provide student with knowledge about the target subjects. A dual language websites with widely accessible content provide learners with the target information in the two languages Arabic and English illustrated with pictures diagrams with no cost to the user. By using internet websites across all subjects' areas, the teacher will be empowering his students to master subjects matter faster and more efficiently.

#### **2.4.17 Using video films**

Children watch a brief, high-interest video that builds background knowledge about the text they will be reading.

### **3. When should prior knowledge be taught?**

This comprehension strategy should be taught on an ongoing basis so that students learn independently to use it as they are reading. It should be taught explicitly and systematically over an extended period of time, moving from modeling the thinking

process out loud by the teacher, to students using the strategy as a natural part of their comprehension process.

Prior knowledge should be discussed before reading the text to help set the stage for what is coming. During reading, students should be encouraged to make connections to the text from their experience and the teacher should model this process using his or her own connections. After reading, the discussion should center on how the connections helped students to better understand the text and how the text helped them to build their foundation of prior knowledge. (Keene & Zimmerman, 1997: 153)

#### **4- Conclusion**

Supporting students as they read to learn is an important instructional goal. Students learn more effectively when they already know something about a content area and when concepts in that area mean something to them and to their particular background or culture. When teachers link new information to the student's prior knowledge, they activate the student's interest and curiosity, and infuse instruction with a sense of purpose. Research studies have clearly established the importance of prior knowledge to reading and understanding a variety of texts. Research studies also provide direct evidence that instructional strategies designed to support the accumulation and activation of prior knowledge can significantly improve student reading comprehension of informational texts. Thus, by implementing instructional strategies to support students' prior knowledge, teachers can better support their content area learning.

By effectively selecting and implementing instructional strategies to build and/or activate background knowledge, teachers can better support all students on their way toward reading to learn and succeeding throughout the curriculum.

The researcher thinks that teachers have to be aware that activating prior knowledge means activating whatever the students may think they “know” about the topic. Such activation does not assume that all prior “knowledge” is really positive knowledge. Activating prior knowledge provides a great formative assessment tool since we can “see” the students’ previous learning. Therefore, teachers can guide the student forward instead letting student being stuck in his/her misconceptions.

Students learn and remember new information best when it is linked to relevant prior knowledge. Teachers who link classroom activities and instruction to prior

knowledge build on their students' familiarity with a topic and enable students to connect the curriculum content to their own culture and experience.

From this literature review, it is evident that there is a big correlation between prior knowledge and reading comprehension. If students have enough prior knowledge about a topic, idea, or concept, the comprehension will increase. A suggested program by the researcher will help the eighth grader' teachers to provide their students' with prior knowledge and activate what students have.

## **Chapter II (B)**

### **Previous studies**

#### **Introduction:**

This chapter includes two domains of previous studies. The first one deals with studies related to prior knowledge and its relation with reading comprehension. The second domain deals with studies related to programs used to develop reading comprehension skills.

#### **Scope (A)**

#### **Studies related to prior knowledge and its relation with reading comprehension:**

This section presents previous studies related to prior knowledge and its relation with reading comprehension. Prior knowledge and reading comprehension have been the focus of many researchers in this field.

#### **1.Webb (2009)**

This study aimed at investigating the effects of pre-learning L2 vocabulary on reading comprehension and writing. Two experimental groups were used to examine the effects of receptive and productive learning of word pairs upon reading comprehension and writing. The participants in this experiment were 71 native speakers of Japanese from three first-year English as a foreign language (EFL) classes at a university in Japan. The participants were randomly assigned to experimental groups All participants had studied English for a minimum of six years and scored 80% or higher on the Vocabulary Levels Test.

Four tests measuring writing, reading comprehension, and productive and receptive vocabulary knowledge were administered after the treatments. The writing test was given first, followed by the comprehension test, the productive vocabulary

knowledge test, and finally the test measuring receptive vocabulary knowledge. To determine whether there were any overall differences between the treatment groups, a multivariate analysis of variance (MANOVA) was performed, using the scores on the four dependent measures.

The researcher investigated four factors that affect reading comprehension. These factors were vocabulary knowledge, prior knowledge about a topic or background knowledge, context, and the density of unknown words in a passage.

The findings suggest that pre-learning FL Vocabulary may be an effective method of improving reading comprehension and writing, with the direction of learning having a significant effect on a learner's ability to use or understand a word. Participants who completed the productive learning task had higher scores on the writing test and on the test of productive vocabulary knowledge, while participants who completed the receptive learning task had higher scores on the comprehension test. The study highlights the importance of the direction of learning on attaining communicative skills.

## **2. Zhang (2008)**

This experimental study attempted to explore the effects of formal schemata or rhetorical patterns on reading comprehension through a detailed analysis of a case study. Fifty-five sophomores from the School of Liberal Arts and Law at X University were selected to participate in this study. They ranged from 17 to 19 years old, and 15 of them were male. The subjects were selected from three classes of comparable English level and were divided into three groups. Each group was asked to recall the text and to finish a cloze test after reading one of three versions of a passage with identical content but different formal schemata: description schema, comparison and contrast schema, and problem-solution schema. Three versions of a passage with identical content but different formal schemata were used. Three tools were used; a questionnaire, a cloze test and a recall protocol to measure subjects' reading comprehension of the given texts.

Both quantitative and qualitative analyses of the recall protocol indicate that subjects displayed better recall of the text with highly structured schema than the one with loosely controlled schema, which suggested that formal schemata has a significant effect on written communication and the teaching of formal schemata to students is

necessary to enhance their reading ability. The researcher recommended that it is the English writing teachers' responsibility to get students acquainted with the practice of embodying the particular formal schema in their specific writing task.

### 3. **Ahmadi (2007)**

This study investigated the effects of linguistic simplification and content schemata on reading comprehension and recall. The participants, 240 Iranian male students of English as a foreign language, were divided into 4 homogeneous groups, each consisting of 60 participants (30 with high proficiency and 30 with low proficiency).

To elicit data, the study used 2 types of texts: content-familiar and content-unfamiliar. Each type appeared in 4 versions: original, syntactically simplified, lexically simplified, and syntactically lexically simplified. The results of two separate one-way ANOVAs confirmed the homogeneity of the subgroups within the high and low-proficiency levels. Two types of instruments were used. The first type included an NELT and eight reading comprehension tests. NELT was chosen based on a pilot study with a representative sample of participants. The second type of instrument included eight reading comprehension tests based on two texts. One of the texts, an extract from the biography of the Prophet Muhammad (P.B.U.H), had content related to Islam. The other text was an extract from the biography of Joseph Smith, a non-Muslim religious figure. The content of the first text is supposed to be much more familiar to the Muslim participants than that of the second one. For each of the texts, 14 MC test items were developed. The tests were piloted and pre-tested with a sample group of participants. The data was (datum is plural however you can use the singular here) fed to an SPSS database for statistical analysis.

The researcher found content schemata to have a greater effect than lexical or syntactic simplification on both EFL reading comprehension and recall. Also language proficiency had a significant effect on both reading comprehension and recall, whereas linguistic simplification (syntactic or lexical) showed no significant effect. Language proficiency showed a significant positive correlation with both reading comprehension and recall regardless of content. In the study, recall from the content-familiar texts was significantly higher than recall from the content-unfamiliar texts. The effect of the

linguistic simplification on reading comprehension and recall is interpreted in light of the interaction between content and linguistic simplification.

#### **4. Chang (2006)**

This study investigated the effects of topic familiarity and linguistic difficulty on the reading strategy and mental representation of nonnative readers of Chinese. In the experiment, four passages – topic familiar/language easy, topic familiar/language difficult, topic unfamiliar/language easy, and topic unfamiliar/language difficult –were used.

Two prose texts—one with a familiar topic and one with an unfamiliar topic—were first selected for this study from two Chinese textbooks to serve as the base materials by the researcher. The two passages were also comparable to each other in length (378 and 377 characters respectively).

Forty American college third-year CFL (Chinese as a Foreign Language) learners were divided into four groups according to their familiarity with the reading topics, and were randomly assigned to read either the easy or difficult language passage.

Student familiarity with the reading topic was determined by a pre-test treatment. To explore the on-line comprehension monitoring behaviors of the subjects, the think-aloud method was adopted for data collection. Students were given a different text to practice think-aloud techniques. Two-way ANOVAs were used to identify differences among the four treatment groups due to topic familiarity and language difficulty.

The researcher suggested that insufficient prior knowledge of the reading topic and underdeveloped language competence both cast great demand on short-term memory and quickly depletes cognitive capacity. Results suggest that subjects in all four groups predominantly engaged in local-level processing with the exception of two types of global-level processing: monitoring one's comprehension and generation of inferences.

#### **5. Alghazo (2005)**

This experimental study was conducted to examine the effect of background knowledge on reading comprehension. The study sample consisted of four sections of fifth grade students in Jordan. Two sections were male and two were female. One male



section had 30 students, the other had 25 students. One female section had 30 students and the other had 30 students. A total of 115 students participated in the study. The purpose of the study was to show that when Arab students read culturally relevant material in English they are more likely to comprehend it better than when reading texts that are quite foreign to them. The study was experimental in which two passages were selected, one is culturally familiar to students and the other was unfamiliar to students. Two tests and observation tools were used. The results indicated that the students were more interactive with the culturally familiar passage than with the unfamiliar one. Students also tended to have more to say on topics that they already have previous knowledge of research in the field of reading comprehension and comprehend better if they know something about what they are reading.

## **6. Fuhong (2004)**

In his study Cultural schema and reading comprehension focused on the examination of the role of cultural schema in English second language reading comprehension. The study was conducted in China. Whereas two English courses were offered at universities for non-English majors: one is Intensive Reading and the second is Extensive Reading. Most of the selections were from America, and none were native. A quiz result further implies the significance of cultural background in reading comprehension. In the quiz, two passages with the same question are given to 33 Chinese EFL teachers to read to see if cultural schema plays an important role in reading comprehension. Both passages are celebrations of festivals in narrative form. The teachers are asked to tell what festival is described in each passage. The results shows that these teachers can give a correct answer to the question in passage 1 which is a description of their native culture about spring festival; while without specific cultural knowledge they did not answer the question to Passage 2 which is a description about Name Day in Greece.

In the conclusion of the study, the researcher emphasized that it would seem sensible for teachers to employ pre-reading activities but not to blindly assume that the expected effect is actually occurring. This means that teachers should take the time to verify the usefulness of the activities they use.

## **7. RAZI (2004)**

This study investigated the influence of cultural schema and reading activities on reading comprehension of short stories. It was carried out at Canakkale Onsekiz Mart University, A total of 60 third year students of the ELT department participated in the experiment. The students were assigned according to their fourth term departmental results into four random groups to create this experimental research design. The first group was given the original story while the second group was given the nativized one. To find out the effect of reading activities on the comprehension of nativized and original stories, the third group read the original story with reading activities while the fourth group read the nativized story with the same activities. Pre-test, post test and ANOVA test were all used to collect the data.

The results indicated that the treatment groups who received the satirized version of the story, regardless of whether they received any activities or not, outperformed the other two treatment groups who received the original story. This implied that cultural schema appears to have a significant effect on the comprehension of short stories. Nevertheless, the treatment groups who were supported with reading activities outperformed the others who did not do any activities, which indicated that the lack of cultural knowledge can be compensated for through the use of reading activities.

## **8- Johanna & Kaakinen (2003)**

This study was conducted to examine the effect of Prior Knowledge, working memory capacity (WMC), and Relevance of Information on Eye Fixations in Expository Text". The study sample included 47 participants who read and recalled 2 texts of different familiarity from a given perspective while their eye movements were recorded. The researcher used the experimental approach and the span test to measure the WMS of the participants as a tool to examine how prior knowledge and (WMC) influence reading perspective on online text processing. The experimental materials consisted of two texts .One text contained information unfamiliar to the readers (rare diseases text). The other text contained information familiar to the readers (familiar diseases text).

The results suggested that if the reader has prior knowledge related to text contents and a high WMC, relevant text information could be encoded into memory

without extra processing time. Moreover, the study also showed that the critical link between the individual differences observed in the reading span task and online text processing are not necessarily the capacity to perform storage and processing functions required for text comprehension.

#### **9- Mori (2002)**

The researcher attempted in her study to investigate reading motivation in a foreign language. A total of 447 students at a women's university in Japan participated in this study. All of the students were in intact groups and separated into 15 different reading classes with approximately 30 in each class. A questionnaire was used to obtain data concerning the theory of reading motivation. The researcher used motivational theory as a model. The study came to the following findings: The results of statistical analysis suggested that the motivation to read in English may be divided into four sub-components, namely Intrinsic Value of Reading in English, Attainment Value of Reading in English, Extrinsic Utility Value of Reading in English, and Expectancy for Success in Reading in English.

#### **10- Afflerbach (1999)**

The purpose of this experimental study was to examine systematically the influence of prior knowledge on expert readers' use of strategies to construct the main idea. Two experimental texts were used in this study, from two different knowledge domains: anthropology and chemistry. Each text consisted of five-paragraphs, which were similar in length and type. Both were excerpted from articles that had appeared in a professional journal, and both were from the literature review sections of their respective articles. Two tools were used to collect the data; a questionnaire and an interview. A pilot study was conducted to examine whether the use of visual prompts changes the nature of subjects' verbal reports.

Expert readers were asked to give verbal reports about the strategies they were using to construct the main idea as they read, and these reports were analyzed to identify common strategies. Two orientation tasks were used to familiarize subjects with reporting their reading strategies verbally.

The result suggested that prior knowledge of the content domain facilitated automatic construction of the main idea of a text. In contrast, expert readers without

such prior knowledge more often used the strategy of draft-and-revision. Readers' prior knowledge influenced the efficiency of a range of comprehension processes necessary for main idea construction, including prediction, comprehension monitoring, derivation of word meanings, and assignment of importance. These processes were performed more automatically or more efficiently for text that was in a familiar content domain, freeing up cognitive resources for the main idea construction task. The study also found that expert readers automatically constructed the main idea significantly more often when reading texts about familiar topics. Lack of prior knowledge contributed to expert readers' dependency on comprehension strategies prior to main idea construction.

### **11- Droop & Verhoeven (1998)**

This study examined the role of background knowledge in first and second language reading comprehension of children in the Netherlands. The study took place among Dutch, Turkish, and Moroccan children. A distinction was made between three types of texts: texts referring to the majority (Dutch) culture, texts referring to the minority (Near Eastern) culture, and neutral texts considered to be equally familiar to both groups.

The population of the study was selected from a larger project in which 150 third graders of 20 schools. The children were tested on language proficiency, reading comprehension, and decoding skills. Within each ethnic group, the number of boys and girls was nearly equal. The mean age was nine years old. The children were given six expository texts selected from Dutch curricula that differed in cultural reference of the topic and in linguistic complexity.

For all texts, five questions were constructed to assess prior knowledge of concepts and actions that appeared in the text, as well as 12 *wh*-questions to assess reading comprehension. Each child was tested individually. All measures turned out to be sufficiently reliable. Cronbach's alpha was used to check reliability. To test the differences in prior knowledge between the Dutch and minority children, a multivariate analysis of variance (manova) followed by a discriminate analysis was performed. In addition, a manova with repeated measures was used to test the impact of cultural reference of the text on its comprehension and on its process characteristics.

The results and conclusion showed that it is quite possible to categorize texts with respect to their cultural reference. It also showed that children of varying cultural backgrounds differ in the extent to which their prior knowledge was reflected in the

supposed cultural content of the texts. It also concluded that background knowledge played a substantial role in the comprehension of texts used in present-day reading curricula. The study gave evidence that cultural background knowledge affected not only the comprehension scores and recall of text propositions, but also the reading efficiency of children acquiring literacy in a first and second language.

### **12- Spires & Donley (1998)**

This experimental study focused on students at the high school level who are expected to read independently but often fail to engage with informational texts. In addressing this issue, a prior knowledge activation strategy (PKA) was taught to 9<sup>th</sup> grade students. These students were encouraged to make spontaneous connections between their personal knowledge and informational texts. Those students who learned to use the PKA strategy consistently outperformed students in a main idea (MI) treatment group as well as those in a no instruction control group on comprehension questions. In addition, a second study was conducted to duplicate the operations from the first study, with the addition of an MI-PKA treatment designed to combine both strategies, the results were that both the PKA and the MI-PKA groups performed higher on application-level comprehension questions and demonstrated more positive attitudes toward reading than the other groups

### **13- Buunk (1996)**

This study investigated the effect of the topic of text on Dutch female and male high school students' comprehension. The research involved students in their final year of intermediate level secondary education in 50 schools, which were selected randomly in the Netherlands. A total of 2980 students participated in the study. The researcher used neutral, male and female texts to measure comprehension. That is to say texts were of interest to male students and others that were of interest to female students and those which were neutral among the two genders. They found that the topic of text produced gender differences in comprehension. They also showed that males and females have different background knowledge about certain topics, which are of interest to them. And that background knowledge has an effect on comprehension. Therefore, they concluded that boys did better on the national exam in English because the subjects that the exams embodied were more of interest to the boys in which the boys had more background

knowledge about the test more than the girls and that was why they outperformed the girls on the exams.

#### **14- Margaret McKeown (1993)**

The researcher conducted the study entitled *The Contribution of Prior Knowledge and Coherent Text to Comprehension*. The purpose of the present study was to provide students with relevant background knowledge and test the effects of this knowledge on comprehension of more or less coherent versions of a text. In this study the researcher provided students with relevant background knowledge and tested the effect of this knowledge on comprehension on two versions of a text. Subjects for this study were 48 fifth graders from an elementary school in a middle class. Subjects were rank ordered based on their reading comprehension test scores. All students received a prepared instructional module designed to provide relevant background knowledge for understanding the text. Measures of recall and questions were used to assess students' comprehension of the texts. An extensive set of questions was developed for each passage. The questions, which were open-ended in format, focused on the sequence of events and the relationships among the people and events described in the text. The data for recall of units common to both texts and the answers to questions were examined in separate mixed design analyses of variance (ANOVAs). The results showed that students who read and revised text recalled significantly more material and answered significantly more questions correctly than students who read the original text. This study has shed some additional light on the contribution of two important components of that process to text comprehension, background knowledge and text coherence. These components interact with each other in their effect on comprehension.

#### **15- Fincher-Kiefer (1992)**

In his study which is entitled "The role of prior knowledge in inferential processing" the researcher used the experimental approach and examined two types of inferences, those that maintained referential coherence, referred to as local inferences, and those that were anticipatory in nature, referred to as global inferences. The results of these two experiments suggested that individuals with prior knowledge used their knowledge actively to generate global inferences during reading. It was argued that this anticipatory inferential process guides the construction of a mental model of a text, built partly with explicit information and partly with existing knowledge.

### **16- Stahl, et al (1991)**

The study aimed to examine the effect of both prior topic knowledge and vocabulary knowledge on reading comprehension. In this study the researchers used a newspaper article about a ceremony marking the retirement of baseball player. The target passage was a 1,100-word article. The population of the study consisted of 159 10<sup>th</sup> graders, 85 from a rural community and 47 from a suburban.

Many measures were used to assess the students' achievement; two measures were used to assess the students' vocabulary knowledge. The Nelson-Deny vocabulary subtest, and a checklist. Three other measures were used to assess subjects' baseball knowledge; a free association tasks, 17 terms used exclusively in baseball were added to the vocabulary checklist, a short questionnaire. Comprehension was assessed using a written free recall. Three measured also derived from the recall. (unclear)

Results suggested both that domain knowledge and vocabulary have independent effects on comprehension and that these effects are on what is comprehended as well as on how much is comprehended.

### **17- Koh Moy Yin (1985)**

This study described a reading experiment designed to investigate the effect of prior knowledge on reading comprehension. The experiment was applied on three groups of 60 students each in different disciplines and different levels of comprehension in English. The groups were given a series of comprehension tests. Cloze was used as a test instrument for the experiment. The study was conducted in the National University in Singapore. Four 400 word long texts were used in the experiment. They differed in content, but were all typically academic. In comparing group performance, students who had prior knowledge about the text did better than those who did not have any.

The researcher mentioned in the conclusion that all the experiments showed what appeared to be a combination of the factors of linguistic proficiency and prior knowledge, with the absence of one factor sometimes being compensated for by the presence of the other. Two other things were also gained from this experiment. Firstly, the teacher must take into his account the enabling knowledge underlying any written text. Secondly, the objective of the teacher should be to develop in the students a problem-solving, creative, interpretive strategy, exploiting knowledge or resources.

## **18- Alvermann & Readence (1985)**

In this study the researcher examined the effect of prior knowledge activation on average readers' comprehension of compatible and incompatible text. The sample of the study were fifty-two sixth-grade students either activated or did not activate what they believed to be relevant background knowledge prior to reading each of two science passages taken from naturally-occurring text. Measures of written free recall and multiple-choice tests were the dependent variables. In addition, a post-session questionnaire was administered.

Findings supported the notion that prior knowledge may interfere with, rather than facilitate, reading comprehension under certain conditions. Subjects who activated relevant background knowledge prior to reading text that contained ideas which were incompatible with their existing knowledge structures allowed their previous knowledge and experiences to override the text information. This effect was observed for both general and specifically targeted comprehension indices.

### **Scope ( B)**

#### **Studies related to programs used to develop reading comprehension.**

This section presents the previous studies that depended on applying programs to develop reading comprehension.

## **19- Lamon (2008)**

The researcher conducted this study about improving reading achievement through increasing motivation. The project involved twenty-six students: seventeen second-grade students, four first-grade students, four third-grade students, and one fifth-grade student. The researcher used four tools to collect the data: a Student Attitude Survey, a Teacher Questionnaire, Accelerated Reader scores, and data from the Measure of Academic Progress reports. The Student Attitude Survey showed that motivation and interest in reading were areas in need of improvement. The Teacher Questionnaire showed that a teacher's years of experience correlated to confidence and ability in the area of reading instruction.

The researcher implemented intervention strategies from the research in their respective classrooms. The researcher implemented reading parties where students could read a variety of materials at their levels and do so in a fun environment. They



also taught specific skills to give students strategies to become strong readers. The final strategy added to the intervention was to teach students how to make text-to-self connections to further motivate them to be engaged in their reading.

One of the most notable changes was the increase in number of students that chose reading as their preferred activity. Another notable change was that all students showed growth in the Accelerated Reader scores. Students approached reading and books in a different, more positive, manner after interventions. The teacher researchers saw positive results in the data as well as in daily interactions with students. Students were more apt to pick up a book, enjoy their silent reading time, apply skills to read more difficult books, and share their readings with peers.

#### **20- Neumann, et al (2008)**

The researchers in this study implemented oral reading fluency-based interventions for the purpose of improving students' reading comprehension. 18 students participated in this project, six students in third grade; six students in fifth grade and six students in sixth grade. The teacher researchers used the following tools to document evidence; Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency (ORF), a student survey, and a comprehension based assessment (Choose-a-Title).

The researchers found that the documentation tools provided information that indicated two problems within implications for reading instruction. First they found that some students were deficient in decoding skills. Their reading fluency was negatively impacted due to a lack of automaticity. The researchers also found that successful decoding did not ensure adequate comprehension. Some students who read fluently lacked the comprehension skills required to determine the main idea. These students needed direct instruction to develop comprehension strategies. In the research project the researchers provided opportunity to engage in repeated reading of enjoyable materials such as poetry and reader's theater dialogues. These lessons combined decoding skills with instruction relating to main idea, supporting details, and sequence.

As a result of these interventions, students demonstrated increased awareness in three elements of oral reading fluency: accuracy, rate, and prosody. The data revealed that there was a decrease in students' positive responses to "I read with expression and feeling". Students demonstrated engagement in the activities while becoming more realistic in self-evaluation. They also concluded that oral reading fluency interventions

had a positive impact upon this component of reading. Another result of the study showed that the weekly practice of paired reading, echo and choral reading, and reader's theater contributed to increased comprehension. At the end, the researchers recommend a standardized form of assessment as opposed to a teacher created tool.

#### **21- Hollingsworth (2007)**

This study was conducted to prove that reading comprehension in first and second graders could be increased through cooperative learning. The sample of the study was 51 first and second graders, 28 elementary teachers, and 51 families of the first and second graders involved for a total of 184 participants.

Low test scores, poor decoding skills, and lack of ability to answer comprehension questions appropriately characterized the contributing factors to the problem of low reading comprehension. Many tools were used to collect and document data through the use of a student survey, a parent survey, a teacher survey, running records, a comprehension checklist for a narrative text, and a comprehension checklist for an expository text. The teacher researchers implemented specific reading comprehension strategies through the use of cooperative learning groups, guided reading, and reader's theater.

As a result, cooperative learning as a method of teaching turned out to be a valuable tool to help students learn comprehension strategies while encouraging positive interactions among peers. The students achieved academic success by increasing their reading levels and knowledge of comprehension skills, and there was also an increase in enthusiasm and motivation towards reading.

#### **22- McKown & Barnett (2007)**

This study was conducted to improve reading comprehension with second and third grade students. The researchers have seen that children experienced difficulty with the process of reading comprehension. The researchers intended to improve reading comprehension by using higher-order thinking skills such as predicting, making connections, visualizing, inferring, questioning, and summarizing.

Three different tools were used by the teacher researchers to assess the changes in their students' learning. The Metacomprehension Strategy, State Snapshots of Early Literacy Test, Ready's Practice Reading Comprehension Test and The Teacher Observation Checklist. The population of the study was 493 students and the sample of

the study was sixty-five divided into grade two (thirty-three) and grade three (thirty-two).

The strategies were first modeled by teacher researchers through the think-aloud process and the use of graphic organizers. Next the strategies were practiced by the whole class, then small groups, and finally independently. The strategies were introduced and practiced over a sixteen week period ending with an assessment.

The results showed a significant increase in students' knowledge of reading comprehension strategies. They raised their reading comprehension skills.

### **23- Gabl, et, al (2007)**

This study described a program to **Gabl, et, al (2007)** The targeted population consisted of second and fourth grade students in a northwest suburban area of a large city. The problem of the study was that students in second and fourth grade perform below their respective expectancy on reading tasks that relate to comprehension and fluency.

The study showed that multiple factors contribute to the problem of low reading fluency and comprehension scores. These factors include individual students, school curriculum and classroom environment, teacher training, and family involvement. The experiment lasted for sixteen weeks. The students were assessed using district provided comprehension and fluency assessments. Three tools were used to collect the data. A teacher survey, a district provided assessment, measuring fluency a comprehension test.

The researchers suggested some solutions to improve reading comprehension and fluency: increasing family involvement, teaching thinking skills, creating flexible groups in the classroom, utilizing a meaningful reading curriculum, improving teacher education, and setting up a positive classroom environment. These researchers focused on the use of leveled texts, graphic organizers, and flexible groups during guided reading.

The researchers concluded that guided reading intervention using leveled texts was highly successful in addressing the problem of reading comprehension and fluency in second and fourth grade. The results showed an increase in students' reading fluency and comprehension throughout the course of the intervention. Guided reading in the classroom allows teachers to meet the individual needs of each student.

#### **24- Brown, et, al (2005)**

This study aimed at achieving two purposes. The main one is to determine the effectiveness of a theoretically designed question-answering program to enhance standardized reading comprehension, and question-answering performance of fifth year students using complex, statistical analyses. The secondary purpose is to develop an empirically validated question-answering program that can be readily implemented by classroom teachers. A quasi-experimental pretest posttest was used as a tool to measure the achievements. One standardized measure “Progressive Achievement Tests in Reading Comprehension” was used to measure reading comprehension. An experimental group received the intervention program while a control group continued with their regular classroom reading program.

The sample of the study comprised 267 students, 92.7% of whom were enrolled students, and included 144 males and 123 females. Ten classes were involved in the study and had an average of almost 27 students in each class, 14 boys and 12 girls. The mean chronological age of these students was 10 years.

The study found that question-answering instruction impacted positively and significantly on reading comprehension. Therefore, statistically significant improvements in reading comprehension performance are attributed to the instructional design used for the question-answering intervention.

#### **25- Woolley (2005)**

This descriptive study presents a description of the reading comprehension difficulties in the fourth grade in Australian schools. The researcher clarified the reasons for these problems. Most of problems are not linked to factors such as sensory acuity deficits or socioeconomic disadvantage but many of them may be related to language difficulties. The researcher suggests strategies that can be applied to overcome the difficulties of reading comprehension skills and to teaching practice such as:

- Phonological awareness of the sound structure of words and the ability to manipulate sounds in words are key components in the development of reading ability.
- Identification, delaying in identification usually result in a delay in the provision of effective reading instruction.
- Adequate early assessment, and the longer reading problems persist, the more complex and deep-seeded they become.

- Sub grouping poor readers based on individual differences in the critical components of reading.
- Word level difficulties, phonological difficulties not only lead to problems in accuracy and fluency but may further lead to problems in vocabulary and problems in using background knowledge.
- Comprehension Difficulties, training programs that focused on how to recognize and use the implicit and explicit cues that signal that an inference is needed.
- Combined word level and comprehension problems.
- Related Issues

The researcher added that teachers can use a number of strategies to promote cognitive competence, motivation and social interaction. They should be encouraged to construct rich knowledge goals and use real-world interactions to connect them with their own experiences. They should be provided with an abundance of interesting reading materials, provided with choice, and be able to share and discuss their reading.

## **26- Ferguson (2001)**

This study described a program designed to increase student's background knowledge in order to improve reading comprehension through the use of technology. Many tools were used to collect the data such as a pre-test, post test assessments, teacher observation checklist, parent's survey and teacher's records. The population of the study was 530 children from a multi-ethnic neighborhood. The staff provided remediation programs to meet the individual student's needs. Student's performance was further enhanced through emotional and educational support programs. Students were provided with multiple strategies to help them make connections between their background knowledge and their academic lessons. The researcher used a variety of methods to assess the effect of multi-media presentations on the development of a student's background knowledge in the targeted first grade as graphic organizers to measure vocabulary development, a weekly parent questionnaire, a student theme journal and a checklist.

The results of applying the program indicated increased thematic background knowledge and associated vocabulary, improved classroom discussion, increased confidence in attacking higher order skills, improved peer interaction socially and verbally, and an improved comfort level for technology.

## **27- Berg, et al (1998)**

This study described an implementation of vocabulary strategies designed to increase reading comprehension. The problem of the study is that some children from low-income environments have below average reading abilities. The population of the study consisted of inner city elementary students. The study sample consisted of sixty-nine students distributed in three classrooms. As a result of implementing vocabulary development during the sixteen weeks, the length of the project, the three targeted classrooms showed an increase in reading comprehension. Many tools were used to collect the data as surveys distributed to the three classes and their parents, pre-test and post test, a reading inventory, students' journals and portfolios.

Analysis of probable cause data revealed that students need to increase the number of words that they can automatically read and understand, prior knowledge and interest in the topics affect student' comprehension of the text, difficult vocabulary affects reading comprehension, and some students lack reading materials that relate to their background.

### **Comments on the previous studies:**

In accordance with above-mentioned studies, it divides them into two domains. The first handles the studies related to prior knowledge and its relation with reading comprehension. The second displays those that were concerned with programs used to improve reading comprehension. The researcher deduced that most of the studies focused on the positive effect of prior knowledge 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 prior knowledge and reading comprehension. The more prior knowledge students have about the reading text, the more they will be able to comprehend. In addition to that, students who had enough prior knowledge did better in exams than those who lack it.

2 Results of many previous studies revealed the existence of a general weakness in reading comprehension in all levels which support the need for this study.

3- According to the previous study domain (B), it indicates that reading comprehension could be improved by applying programs using techniques and procedures based on prior knowledge.

4- Most of the previous studies concentrate on the role of the teacher in improving teaching reading comprehension.

5- Most of the studies clarified three possibilities related to prior knowledge:

a- Building readers' prior knowledge.

b- Activating readers' existing prior knowledge and focusing their attention before reading.

c- Guiding readers during reading and providing a review after reading.

6- The previous studies stated that understanding the relationship between reading comprehension and prior knowledge is helpful for both teachers and students.

7- The recommendations of the previous studies highlighted the importance of considering such techniques and procedures in improving the students' achievements.

#### **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 concentrated on the strong correlation between prior knowledge and reading comprehension. Moreover, the effect size on reading comprehension as, **Webb (2009)**, **Zhang (2008)**, **Ahmadi (2007)**, **Chang (2006)**, **Alghazo (2005)**, **Fuhong, T.** and others. In addition, some studies suggested programs and techniques to develop reading comprehension as: **Ferguson (2001)** who provided remediation programs to meet the individual student's needs. **Woolley (2005)** suggested strategies to improve reading comprehension. **Brown, et, al (2005)** designed question-answering program.

In this study not only the researcher concentrated on the effect of prior knowledge on reading comprehension skills but also suggests a program based on prior knowledge to develop reading comprehension skills.

## **Methodology**

Some of the previous studies used the experimental method as **Webb (2009)**, **Spires, H.A. & Donley (1998)**, **Alghazo (2005)**, **RAZI (2004)**. While **Gabl, et, al (2007)**, **Brown, et, al (2005)**, **Ferguson (2001)**, used two methods in their studies the experimental and the constructive methods. **Woolley (2005)** used a descriptive method. In this study the researcher used two methods, the experimental and the constructive.

## **TOOLS**

The tools used in the previous studies were vary and different from one study to another in number and type of tools for example, **Berg, et al (1998)** used four tools, surveys, pre-test and post test, a reading inventory, students' journals and portfolios while **Ferguson (2001)** used three tools, a pre-test, post test assessments, teacher observation checklist, parent's survey and teacher's records. In **Gabl, et, al (2007)** the researcher used three tools, A teacher survey, a district provided assessment, measuring fluency a comprehension test. **Zhang (2008)** used in his study three tools, a questionnaire, a cloze test and a recall protocol.

In this study the researcher used five tools to collect the data, a checklist, a questionnaire, an achievement test (pre, post-test) , a suggested program and a reflection.

## **Population and Sample**

Population and sample of the previous studies were different from one study to another in number, gender and age. **Afflerbach (1999)** applied his experiment on a sample of expert readers, while **Droop & Verhoeven (1998)** selected the study sample (150 third graders) from 20 schools. In **Brown, et, al (2005)** The sample of the study comprised 267 students, included 144 males and 123 females. They 10 years. In **Buunk (1996)** a total of 2980 students participated in the study from 50 schools, but in **Mori (2002)** study, the total sample was 447 students from 15 classes.

In this study, the population is (880) female students and the sample is (80) students. All of them are (14) years old.



## **Place**

All the previous studies were applied in different countries, while **Woolley (2005)** from Australia, **Koh Moy Yin (1985)** is from China, **Buunk (1996)** from Netherlands, **Droop & Verhoeven (1998)** from Netherlands, **Mori (2002)** from Japan, **RAZI (2004)** from Canakkale Onsekiz Mart University. **Fuhong (2004)** from China, **Ahmadi (2007)** from Iran, **Webb (2009)** from Japan.

This study is conducted in Palestine, Gaza, The Middle-Area.

## **Statistical treatments**

Regarding to statistical treatments which were used in the previous studies to measure the results, they were varied, Independent-Samples T-test, Paired-Samples T-test, ANOVA and others.

In this study, the researcher used Independent-Samples T-test to compare the means of two independent groups (the control and the experimental groups) and used "Paired-Samples T-test" to compare two groups that are related to each other (pre and post-test)

## **The benefits which gained from the previous studies**

1- The previous studies identified and classified the reading comprehension skills which benefited the researcher to design a check list of reading comprehension skills.

2- Some of previous studies showed that there is an effective correlation between prior knowledge and reading comprehension skills. This benefited the study in consolidating the concepts and the forms of prior knowledge and how it 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 enrich the educational background of the researcher concerning reading comprehension skills, prior knowledge and terms of the study.

4- These previous studies are considered a guide for the researcher because they help him to design the procedures and steps of the study, and it especially helps 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 comprehension skills. 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 prior knowledge and reading comprehension but also on suggesting a program based on prior knowledge to develop reading comprehension skills.

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

3- Not as the previous studies, this study suggested a program based on prior knowledge to develop reading comprehension skills.

4- This study focuses on reading comprehension levels and its sub-skills as predicting, drawing new title, making connections, visualizing, inferring, questioning, summarizing and others.

5- This study identified the reading comprehension skills which suited 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 eighth grade teachers.

**Summary:**

In chapter two, the researcher introduced two domains of previous studies: First, studies that deal with prior knowledge and its effects on reading comprehension. Domain two deals with study applied programs to improve reading comprehension skills.

# **Chapter III**

## **Research Methodology and Design**

## **Chapter III**

### **Research Methodology and Design**

#### **Introduction:**

This chapter introduces the procedures followed throughout the study, a description of the methodology, the population, the sample, the instruments used to answer the questions of the study and the experimental design of the study; moreover, it introduces the statistical treatment for the findings of the study.

#### **1. Methodology of the study:**

The researcher attempts the experimental and the constructive approaches where there are two groups of students, an experimental group and a control one. Both groups are pre-tested, and then the experimental group is taught reading comprehension according to the techniques of the suggested program while the control group is taught reading comprehension by the traditional method. And also he uses the constructive approach to design the suggested program.

##### **1.1 Population of the study:**

The population of the study consists of all eighth graders at the governmental schools in the Middle-Area Directorate enrolled the first semester of the school year (2009-2010); The population of the study is (880) female students.

##### **1.2 Sample of the study:**

A sample of (80) female students was chosen purposively from Al Aishya Higher Basic School for Girls in Dair Al Balah. The sample of the study was randomly chosen from the eighth grade classes and equally divided into two groups, experimental and control. They were chosen from the same school to be equivalent in the social, cultural, economic and academic levels. A pre-test was used to check the equivalence of reading comprehension skills between the two groups. The sample represented 11% of the population. (see table1)

**Table (1)**  
**The distribution of the sample according to the groups**

<b>group</b>	<b>Experimental</b>	<b>Control</b>	<b>Total</b>
<b>Female</b>	<b>40</b>	<b>40</b>	<b>80</b>

### **1.3 Instrumentation**

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

- 1- A checklist of reading comprehension skills to decide the degree of suitability.
- 2- A questionnaire of reading comprehension skills to decide the degree of importance.
- 3- An achievement test. (Pre & post test)
- 4- A suggested program.
- 5- Reflection

#### **1.3.1 A checklist of reading comprehension skills:**

##### **a- The aim of the checklist**

This checklist was designed to decide the suitable reading comprehension skills for the eighth graders.

##### **b- The sources of constructing the checklist:**

The researcher depended on different sources to construct the list: The researcher experience (he works as a supervisor of English language), Previous studies, methodology of teaching English books, English for Palestine curriculum (8), and experts' opinions.

**c- The checklist was introduced** to a group of specialists (16) including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced eighth grade teachers. to be refereed to know their opinions and to take their recommendations to control the checklist. All their recommendations and suggestions were considered and some changes were made in the lists.

##### **d- Description of the checklist:**

This checklist includes 48-items that is divided into four main levels of reading comprehension skills; the Literal, the Interpretive, the Critical and the Creative Level. Under each main level, there is a list of sub reading comprehension skills. (Appendix 1)

The researcher introduced the checklist to a group of specialists including supervisors of English language in addition to highly qualified and long experienced eighth grade teachers. Respondents are asked to rate each item as follows: (1) suitable,

(2) not suitable for eighth graders. 35 reading comprehension skills were chosen as suitable for eighth graders.

### **1.3.2 A questionnaire of reading comprehension skills:**

#### **a- The aim of the questionnaire**

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

#### **b- The sources of constructing the questionnaire**

The researcher depended on different sources to construct the questionnaire; the checklist of the suitable reading comprehension skills, whereas the referee committee chose 35 skills from the checklist to construct the questionnaire, the researcher's experience, previous studies and experts' opinions.

#### **c- Description of the questionnaire**

This study used a **questionnaire** of 35-items (Appendix 2) for rating the degree of importance of the reading comprehension skills. All the items were chosen from the suitable reading comprehension skills' checklist. This tool is divided into four main levels of reading comprehension skills; the literal, the interpretive, the critical and the creative Level. Under each main level, there is a list of sub reading comprehension skills. Respondents are asked to rate each item of sub reading comprehension skills as follows: (3) = very important, (2) = important, (1) = slightly important.

#### **d- Validity of the questionnaire**

The researcher used two types of validity:

##### **The Content Validity**

The researcher used the content validity. The **questionnaire** was introduced to a group of specialists to be refereed; including professors of teaching methodology, supervisors of English language and highly qualified and long experienced eighth grade teachers (Appendix 5). Taking their valuable remarks into consideration, the **questionnaire** was modified and finalized.

## The Internal Consistency Validity

Al-Agha indicates that the internal consistency validity indicates the correlation of the degree of each sub-skill with each level, it also indicates to the correlation of the average of each level with total average. (Al-Agha, 1996, PP. 118-121)

To measure consistency validity, the researcher administered the questionnaire to a pilot sample of (30) teachers. This validity was calculated by using Person Formula to measure:

1- the correlation coefficient of the average of each sub-skill with its level.(see Tables 2-3-4and5)

**Table (2)**  
**Correlation Coefficient of the literal level**

Item No	Pearson correlation	Sig.
A1	0.418	Sig. at 0.05
A2	0.510	Sig. at 0.01
A3	0.755	Sig. at 0.01
A4	0.613	Sig. at 0.01
A5	0.715	Sig. at 0.01
A6	0.647	Sig. at 0.01
A7	0.705	Sig. at 0.01
A8	0.387	Sig. at 0.05

"r" table value at(28) df. At (0.05) sig. level equal 0.361

"r" table value at(28) df. At (0.01) sig. level equal 0.463

**Table (3)**  
**Correlation coefficient of the interpretive level**

Item No	Pearson correlation	Sig.
B1	0.429	Sig. at 0.05
B2	0.457	Sig. at 0.05
B3	0.606	Sig. at 0.01
B4	0.660	Sig. at 0.01
B5	0.375	Sig. at 0.05
B6	0.432	Sig. at 0.05
B7	0.649	Sig. at 0.01
B8	0.512	Sig. at 0.01
B9	0.587	Sig. at 0.01
B10	0.668	Sig. at 0.01
B11	0.605	Sig. at 0.01
B12	0.685	Sig. at 0.01

**Table (4)****Correlation coefficient of the critical level**

Item No	Pearson correlation	Sig.
C1	0.659	Sig. at 0.01
C2	0.737	Sig. at 0.01
C3	0.753	Sig. at 0.01
C4	0.776	Sig. at 0.01
C5	0.565	Sig. at 0.01
C6	0.665	Sig. at 0.01

**Table (5)****Correlation coefficient of the creative level**

Item No	Pearson correlation	Sig.
D1	0.774	Sig. at 0.01
D2	0.387	Sig. at 0.05
D3	0.458	Sig. at 0.05
D4	0.563	Sig. at 0.01
D5	0.584	Sig. at 0.01
D6	0.714	Sig. at 0.01
D7	0.697	Sig. at 0.01
D8	0.572	Sig. at 0.01
D9	0.665	Sig. at 0.01

According to Tables (2), (3), (4) and (5), the coefficient correlation of each item within its level is significant at levels (0.01) and (0.05).

**Table (6)****Matrix of correlation coefficient of each level with the other levels and also with the total degree**

	Total	Literal level	Interpretive level	Critical level	Creative level
Total	1				
Literal level	0.696	1			
Interpretive level	0.914	0.574	1		
Critical level	0.760	0.379	0.644	1	
Creative level	0.861	0.432	0.696	0.586	1



According to Table (6), the coefficient correlation of each level with the other levels and also the total degree is significant at levels (0.01), (0.05). It can be concluded that the questionnaire is highly consistent and valid as an instrument for the study.

**Reliability of the questionnaire:**

Mackey & Gass stated that reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test. The reliability of the questionnaire was measured by Alpha Cronbach and the Spilt-half Techniques. (Mackey & Gass, 2005: 364)

**Table (7)**

**Alpha Cronbach coefficient for the levels of reading comprehensions skills questionnaire**

Levels	Item Number	Alpha Cronbach coefficient
literal level	8	0.749
interpretive level	12	0.732
critical level	6	0.753
creative level	9	0.775
Total	35	0.762

**Table (8)**

**Spilt-half coefficient of the reading comprehensions skills questionnaire**

Levels	Item Number	Spilt-half coefficient
literal level	8	0.602
interpretive level	12	0.591
critical level	6	0.611
creative level	9	0.701
Total	35	<b>0.798</b>

According to Table (7) and (8), the instrument proved to be reliable. Alpha Cronbach coefficient is between (0.732 – 0.775) and the spilt-half coefficient is between (0.591 –

0.701). It can be concluded that the tool is highly consistent and reliable to be used as a tool for the study.

### **The application of the questionnaire**

The questionnaire was applied on a group of English Language supervisors and expert teachers to rate the degree of importance of the reading comprehension skills for the eighth grade. After that, relative weight was calculated and the most important skills were chosen which got (more than 80%) in order to be developed in the suggested program and to be included in the achievement test.

**(Chart 1)**

#### **The most important skills**

No.	Skills	Relative weight
1	Identify direct ideas from the reading text.	97%
2	Identify numbers, names, places or times included in the reading text.	95%
3	Facts or details directly from the passage as they read.	92%
4	Find synonyms and antonyms from the text	97%
5	Guess the meanings of unfamiliar words and phrases in the text.	91%
6	Select the topic sentence of a paragraph.	87%
7	Clarify the similarities and differences in words and ideas.	84%
8	Describe things or objects, as described in the reading text	86%
9	Predict what may happen in the future.	84%
10	Decide that the statement is a fact or an opinion.	83%
11	Draw new titles for the text.	81%
12	Recording ideas and evidence from the text.	81%

### **1.3.3 Achievement Test.**

The achievement test was prepared by the researcher to measure the students' achievement in the reading comprehension skills. It was used as a pre-test applied before the experiment and as a post-test after the experiment.

#### **The general aim of the test:**

The test aimed at measuring the effectiveness of a suggested program based on prior knowledge to develop eighth grader English reading comprehension skills.

### **The specific objective of the test:**

- 1- To identify direct ideas from the reading text.
- 2- To identify numbers, names, places or times included in the reading text.
- 3- To give facts or details directly from the passage as they read.
- 4- To find synonyms and antonyms from the text.
- 5- To guess the meanings of unfamiliar words and phrases in the text.
- 6- To select the topic sentence of a paragraph.
- 7- To clarify the similarities and differences in words and ideas.
- 8- To describe things or objects, as described in the reading text.
- 9- To predict what may happen in the future.
- 10- To decide that the statement is fact or opinion.
- 11- To draw new titles for the text.
- 12- To record ideas and evidence from the text.

### **The Sources of Constructing the Test:**

The researcher depended on many resources to construct the test such as: His own experience, the review of literature, juries' opinions (supervisors & expert teachers), the results of the analysis of the reading comprehension lessons in the textbook and the result of degree of importance questionnaire.

### **The items of the test:**

Two reading comprehension passages were used in the test. Each passage contained three questions of four items in each. These questions were constructed according to the table of specification which was designed according to the general objectives of teaching reading comprehension skills and the relative weight of the skills in the Degree of Importance Questionnaire. The concentration was on the sub-skills which took more than 80% in the relative weight. They also considered the four levels of comprehension skills; literal, interpretive, critical and creative levels.

#### **A) Passage I**

**Question 1** is a multiple-choice exercise in which students choose the right answer from (a – b – c). The question consists of four items, one and two are literal level, three is interpretive level and four is creative level.

**Question 2** is a True (T) or False (F) exercise in which students tick (T) next to the right answer and (F) next to the wrong answer. The question consists of four items, one is literal, two and three are interpretive and four is critical level.

**Question 3** is to complete sentences in which students complete the sentences according to their understanding to the passage. The question consists of four items, one is literal, two is interpretive, three is critical and four is creative level.

### **B) Passage 2**

**Question 1** is a multiple-choice exercise in which students choose the right answer from (a – b – c). The question consists of four items, one is literal level, two and three are interpretive level and four is critical level.

**Question 2** is True (T) or False (F) exercise in which students tick (T) next to the right answer and (F) next to the wrong answer. The question consists of four items, one and two are literal level, three is interpretive level and four is critical level.

**Question 3** is complete sentences in which students complete the sentences according to their understanding to the passage. The question consists of four items, one is literal level, two is interpretive level, three is critical level and four is creative level.

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

The instructions were given to students by their teacher. They have to tell students that the test was designed for a scientific research purpose and it has nothing to do with their marks.

### **The Experimentation of the Test:**

The test was experimented by a pilot sample of (30) eighth graders in Al Aishea Higher Essential School for Girls in Dair Alballah who have the same characteristics of the study sample. The results were recorded and statistically analyzed to estimate the validity and the reliability of the test. The clarity of the questions was checked. The misleading items were also modified. Moreover, this trial application helped in estimating the time needed for answering the questions according to the following equation:

$$\frac{\text{Time of the first student} + \text{time of the last student}}{2}$$

2

Therefore the time of test was (90) minuets.

### Item Analysis of the Test:

This step aimed to check both the validity and the reliability of the test according to the trial application. The following steps were adopted for that:

### Validity of the Test:

#### The Content Validity:

The researcher used the content validity. The test was introduced to a group of specialists; including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced eighth grade teachers. (Appendix 5) Taking their valuable remarks into consideration, the items of the test were modified according to their recommendations.

#### The internal consistency validity:

This validity was calculated by using Person Formula. The following table shows the data analysis of the correlation coefficient of each item with the total degree.

### Table of specification

The test specification was designed according to the general objectives of teaching reading comprehension skills. The refereed committee opinions were considered in which they chose (12) sub-skills as very important for the eighth graders: (4) literal, (4) interpretive, (2) critical and (2) creative. These four levels in the specification table were considered and included in the test. Table (9) illustrate this:

Table (9)

Table of specification

Questions of the test	Levels of reading comprehension skills				Test items & percentage	
	Literal	interpretive	Critical	Creative	Items & marks	Percent %
Question 1	12.48% 3Qs	12.48% 3Q	- -	8.32% 2Q	8Ms 8Qs	33.3%
Question 2	12.48% 3Q	12.48% 3Qs	8.32% 2Q	- -	8Ms 8Qs	33.3%
Question 3	8.32% 2Qs	8.32% 2Qs	8.32% 2Qs	8.32% 2Qs	8Ms 8Qs	33.3%
<b>Total</b>	33.3% 8 Ms	33.3% 8 Ms	16.64% 4 Ms	16.64% 4 Ms	24Qs 24Ms	100%

**Table (10)**

**Coefficient correlation of each item degree with the total degree**

Questions Passage (1)	Person correlation	Sig.
1	0.700	Sig. at 0.01
2	0.697	Sig. at 0.01
3	0.468	Sig. at 0.01
4	0.563	Sig. at 0.01
5	0.584	Sig. at 0.01
6	0.576	Sig. at 0.01
7	0.617	Sig. at 0.01
8	0.619	Sig. at 0.01
9	0.665	Sig. at 0.01
10	0.774	Sig. at 0.01
11	0.412	Sig. at 0.05
12	0.536	Sig. at 0.01
13	0.455	Sig. at 0.05
14	0.365	Sig. at 0.05
15	0.537	Sig. at 0.01
16	0.695	Sig. at 0.01
17	0.529	Sig. at 0.01
18	0.392	Sig. at 0.05
19	0.372	Sig. at 0.05
20	0.673	Sig. at 0.01
21	0.445	Sig. at 0.05
22	0.564	Sig. at 0.01
23	0.736	Sig. at 0.01
24	0.695	Sig. at 0.01

"r" table value at(28) df. At (0.05) sig. level equal 0.361

"r" table value at(28) df. At (0.01) sig. level equal 0.463

According to Table (10), the coefficient correlation of each item is significant at (0.01)and (0,05) it can be concluded that the test is highly consistent and valid to be used as a tool of the study.

#### **Reliability of the test:**

The test proved to be reliable when it gives the same results in case of re-applying it for the same purpose in the same conditions (Al-Agha, 1996,p 120). The reliability of the test was determined by Alpha Cronbach and the Spilt-half technique.

**Table (11)**

**Alpha Cronbach Coefficient of the Achievement Test**

Test	Number of items	Alpha Cronbach
Reading comprehension test	24	0.85

According to Table (11), the Alpha Cronbach coefficient is (0.85) and this result assures the high reliability of the test.

**Table (12)**

**Alpha Spilt-half Coefficient of the Achievement Test**

Test	Number of items	Alpha Spilt-half
Reading comprehension test	24	0.82

According to the table (12), the Alpha **Spilt-half** coefficient is (0.82) and this result assures the high reliability of the test.

**Items Difficulty:**

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:

$$\text{Co. of difficulty} = \frac{\text{Number of students who gave wrong answers} \times 100}{\text{Total number of student}}$$

Table (13) shows that the difficulty coefficient of the test items varied between (30.21- 78.15) and with means (55.12) which indicated that the test is suitable to be used as a tool of the study.

**Items discrimination:**

The test items should discriminate among the responders showing differences in their abilities to answer. Not discriminating items, that all responders correctly or wrongly answered, should be excluded. To calculate the coefficient discrimination of each item, the following formula was used:

$$\text{Co. of Disc.} = \frac{\text{correct answers number in higher group} - \text{correct answers number in lower group} \times 100}{\text{Students number of one group}}$$

Table (13) shows that the discrimination coefficient of the test items varied between (31.12-66.23) and with means (48.67) which indicated its suitability to use as a tool of study.

**Table (13)**  
**Difficulty and discrimination of items of the test**

Questions passage (1)	Difficulty coefficient	Discrimination coefficient
1	30.21	55.21
2	36.32	46.12
3	45.11	64
4	56.02	39.12
5	61.21	54.60
6	32.10	45
7	78.15	63.81
8	53.21	45.61
9	68.25	63.21
10	64.52	45.23
11	45.32	66.23
12	32.89	65.14
13	55.65	45.36
14	50.47	59
15	41.69	61.23
16	77.21	45.62
17	56.45	53
18	56.45	44.65
19	41.32	56.23
20	39.21	31.12
21	33.87	64.21
22	42.23	56
23	56.21	42.36
24	61.89	64.23

From the table a above it is clear that all the items of the test have a suitable difficulty and discrimination coefficient, so the test can be applied and suitable for the study.

### **Scoring of the Test:**

one mark was given to each item, so the maximum average was (24) and the minimum was (zero). The test was scored by simple traditional way. It was recorded by another teacher to make sure of its perfection before recording and analyzing the results.



### **1.3.4 The suggested program.**

This suggested program which is based on prior knowledge was constructed to improve reading comprehension skills. It depends on variety of techniques and activities which are used to activate and increase students' prior knowledge before reading the text. It includes (6) units of (12) lessons planned, implemented and evaluated with consideration to reading comprehension skills. 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 ability of the program to increase and activate students' prior knowledge. Some of the aspects related to building the suggested program are: definition of the program, principles, its elements and methods used to implement and evaluate it.

#### **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 teaching learning situation. In this step, teachers attempt to define the students' present state of knowledge and their needs as a basis of determining what should be done. According to the researcher's experiences as supervisor for English language, this step is essential to determine the level of the students and their needs. It also helps in defining the objectives of the program.

##### **Preparation**

In this step, the teacher should be ready for the instructions as follows:

- Teacher defines the aims of their lessons.
- Motivate students to gather materials 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.

- Select and organize the content and assigned the techniques and the activities which may activate and increase students' prior knowledge.
- Prepare the suitable teaching aids.

### **Guidance of learning**

It includes the 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 activates, techniques and procedures which can help activate and increase students' prior knowledge such as: giving direct instruction, 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, graphic organizers and using the internet websites.

### **Evaluation**

Carrying out the different evaluation techniques throughout the instructional process provides a clear picture about the progress of the program and the learners' performance.

In this study the researcher used two types of evaluation. First, the formative evaluation, at the end of each stage of the suggested program. The researcher evaluated it through the students' performance, class visits or quizzes. Second, the summative evaluation was at the end of the program. The researcher applied the post test to check whether the students in the experimental group achieved more progress than the students in the control one.

### **Follow-up**

The activities in this final step help students to apply the learnt experiences to new different situations, which results in long lasting learning. It is a step of re-organizing the learning experiences with the purpose of production. Follow-up activities are not limited to the classroom, but may be continued at home.

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 account 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 a suitable content in view of the objectives. This step includes choosing the reading passages to be learned, units (1-6).
- 3- Scheduling the time of the program.
- 4- Deciding the approaches, strategies and activities in addition to the teaching aids in the light of the goals and the content of the program.
- 5- Assigning procedures for assessing the students' attainment of the program objectives.

### **Principles of the suggested program:**

When planning this program, the researcher considered the following principals:

- 1- In the absence of interesting texts, very little is possible.
- 2- The primary activities of a reading lesson should activate students' prior knowledge. Not direct information from the reading text but previous information related to text.
- 3- Much focus should be given to reading comprehension skills.
- 4- The suggested program is designed to meet the students' needs "activate and increase students' prior knowledge".
- 5- The suggested program considers the individual differences among students.
- 6- The activities of the suggested program consider the four levels of reading comprehension skills.
- 7- The suggested program considers the curriculum distribution plan.
- 8- The suggested program considers the duration of class period (45) minutes.
- 9- To evaluate the extent of students' progress in attaining the objectives of the program, formative and summative types of evaluation are adopted through feedback, questions and tests. The evaluation of one lesson may become the diagnoses, preparation and guiding learning to the next lessons.
- 10- The suggested program considers using variety of teaching aids.

## **Program construction**

Depending on the principles that have been already mentioned, components of the program were considered as follows:

### **Aims of the program**

#### **General aim of the program**

The program aimed at increasing and activating students' prior knowledge to develop eighth graders' English reading comprehension skills.

#### **Specific Objectives:**

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

- 1- identify direct ideas from the reading text.
- 2- identify numbers, names, places or times included in the reading text.
- 3- give facts or details directly from the passage as they read.
- 4- describe characters or objects, as described in the reading text.
- 5- interpret the meaning of words and concepts.
- 6- make a guided summary for the reading text.
- 7- find synonyms and antonyms from the text.
- 8- re-arrange ideas or sentences from the text to narrate a story.
- 9- explain the causes and the effects.
- 10- guess the meanings of unfamiliar words and phrases in the text.
- 11- select the topic sentence of a paragraph.
- 12- construct an image of what is read by writing and drawing.
- 13- clarify the similarities and differences in words and ideas.
- 14- describe things or objects, as described in the reading text.
- 15- predict what may happen in the future.
- 16- decide that the statement is fact or opinion.
- 17- comparing predictions to the outcome in the actual text.
- 18- formulating ideas as they read.
- 19- draw new titles for the text.
- 20- record ideas and evidence from the text.

#### **Program Content**

The program consisted of (6) units of (12) 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 (2)**  
**Content of the Suggested Program**

No	Unit	Reading and vocabulary	Activities & Techniques	Teaching aids
1	Unit (1) Lesson (3-4) SB p. 8-9, WB P. 4-5	Living with modern communication	- Answering questions - pre-teaching the new vocabulary - Review Previous Learning.	Ss' Book -WB - LCD - sheets- cards
2	Unit (2) Lesson (3-4) SB p. 14-15 WB P. 10-11	Music is everywhere.	-Interactive discussion -pre-teaching vocabulary - graphic organizer	Ss' Book -WB - a handout from magazine. - sheets- cards
3	Unit (3) Lesson (3-4) SB p. 20-21 WB P.15-16	Our solar system and the universe	-video film -brainstorming activity - pre-teaching the new vocabulary - using the internet.	SB -WB -Word cards -pictures Cassette sheets- video, internet
4	Unit (4) Lesson (3-4) SB p. 26-28 WB P. 22-23	The healthy living quiz	-direct instructions - brainstorming -pre-teaching vocabulary.	SB -WB -Word cards -pictures -Cassette sheets - handouts
5	Unit (5) Lesson (3-4) SB p. 32-33 WB P.28-29	"The beautiful game"	-Brain storming -pre-teaching vocabulary - Interactive discussion.	SB -WB -LCD sheets- B.B. Video film.
6	Unit (6) Lesson (3-4) SB p. 38-39 WB P. 34-35	The meaning of money	-Topic related -Pictures - " K-W-L-H" -pre-teaching vocabulary "Asking questions"	SB -WB Word cards - pictures -Cassette sheets- B.B. Video film.

### **Implementation of the program**

The researcher designed an implementation plan for the program as seen in the chart below. The researcher first explained the aims of the study to teacher who will implement the program. The implementation of the program started at the beginning of the first semester of the scholastic year (2009-2010). The researcher then put the time plan for the experiment.

### **Program time plan:**

One school period (45) minutes was assigned for each lesson. The program consisted of (6) units of (12) lessons, lessons (3+4) from each unit, so it needed (12) periods to be accomplished.

**Chart (3)**

**Program Time Plan**

Week	Day	lesson	period	time
1	3-4	Living with modern communication	3 <sup>rd</sup>	45 Min.
2	3-4	Music is everywhere.	3 <sup>rd</sup>	45 Min.
3	3-4	Our solar system and the universe	3 <sup>rd</sup>	45 Min.
4	3-4	The healthy living quiz	3 <sup>rd</sup>	45 Min.
5	3-4	"The beautiful game"	3 <sup>rd</sup>	45 Min.
6	3-4	The meaning of money	3 <sup>rd</sup>	45 Min.

### **Teaching methods of the program:**

The researcher used a variety of methods and techniques to introduce the (12) lessons. The researcher used the contextual, the situational and the communicative approaches to introduce the lessons. Moreover, the researcher assigned activities and tasks to activate and increase the students' prior knowledge.

### **Teaching Aids**

Different types of teaching aids were used in teaching the lessons of the suggested program such as:

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

## **Program evaluation**

Evaluation is defined as a systematic process of determining the extent to which instructional objectives are achieved by pupils.(Nunan, 1995:184) In this study, it 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. It is the process of collecting outcomes to determine if the program was effective. The researcher used two types of evaluation:

### **1- Formative Evaluation:**

Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening. Formative evaluation focuses on the process (Bhola 1990). Formative evaluation helps the researcher to find out if the objectives were achieved in the formative stages of the experiment. It also helped the researcher to collect data to assess how to make the program better. In this study the formative evaluation took many forms:

- 1- Observe students behavior.
- 2- Have informal talks about the training activities with the students.
- 3- Give short tests to students.
- 4- Hold group discussions with the students to gain feedback.
- 5- Answer the following questions.

### **Summative Evaluation**

Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome (Bhola 1990). In this study it was used at the end of the program. It aimed at examining the effectiveness of the program on the reading comprehension skills. The post-test was used for this purpose.

### **Program Validity**

After the program had been prepared and modified, it was introduced to a group of specialists(appendix 5) who asserted the following points:

- 1- The program is suitable to the level of students grade eight abilities concerning its aims, content, techniques, activities and means of evaluation.

- 2- The techniques and activities are capable to serve the content and the objectives.
  - 3- The objectives, the content, the techniques and the evaluation tools consider the individual differences between students.
  - 4- The program in general is well organized to achieve the aims that it was designed for.
- According to the decision of the referee committee, the program proved valid.

### **Program experimentation**

This step is very important. It aimed to show some points to finalize the program.

- The program suitability for the level of the students.
- The extent of students' interaction with the program and their attitudes towards it.
- The difficulties that may encounter the process of application.
- Putting the time plan of the program depending on the time spent in carrying out the experimented activities and the students' progress in achieving the learning objectives.

After the researcher had explained the aims of the experiment to the students, he applied it upon a group of students (30) who were not included in the sample of the study but had the same characteristics. One unit of the program was chosen for the experiment.

### **Experimentation Results**

- The level of the program was suitable for the students and they showed active interaction and positive attitude towards it.
- Time allocation for the tasks is enough and suitable.
- This application attracted the researcher' attention to the distractions and technical problems that might happen during the program such as electricity cut; especially some of the activities will be introduced by the LCD.
- The experiment revealed the types of activities that were preferable to students and encouraged them to participate.

Concerning the results of the experiment, the researcher decided to prepare alternative activities if the electricity was cut. Regarding to the activities, the researcher decided to replace some of them according to the students' interests.



### 1.3.4.1 Controlling Variables

To affirm the accuracy of the program and to avoid any sudden interference of some factors that may affect the results, the researcher controlled some variables before the study.

#### 1- Age variable:

The researcher recorded the students' ages from the school's files at the beginning of the school year (2009-2010). The mean and the standard deviation were calculated for each group, and then T-test was used to measure the statistical differences. Table (14) shows the comparison between the two groups of the sample concerning the age variable.

**Table (14)**  
**T-test results of controlling age variable**

Variable	Sample	N	Mean	Std. Deviation	T. value	Sig. (2 tailed)	Sig. level
age	Experimental	40	13.312	0.287	0.533	0.596	None
	control	40	13.277	0.299			

"t" table value at ( 78) df. At (0.05) Sig. level equal (2.0)

"t" table value at ( 78) df. 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 statistical significant differences at (0.05) level between the experimental and the control groups.

#### 2- General achievement in English language variable:

To emphasize the equivalence of both groups the experimental and the control in the general achievement in English language, T-test was used to measure the statistical differences between the two groups. The study depended on the total average of the sample member's achievement in the second term exam at the end of the previous year (7<sup>th</sup> grade) that was recorded from the school's files. Table (15) shows the results.

**Table (15)****T-test results of controlling of general achievement in English language variable**

Variable	Sample	N	Mean	Std. Deviation	T. value	Sig. (2 tailed)	Sig. level
English Test	Experimental	40	63.28	23.205	0.249	0.804	None
	control	40	64.55	22.649			

"t" table value at ( 78) df. At (0.05) Sig. level equal 2.00

"t" table value at ( 78) df. At (0.01) Sig. level equal 2.66

Table (15), indicates that there are no statistical significant differences at (0.05) level between the experimental and the control groups owing to the general achievement in English language variable in the second term exam of the previous year (2008-2009). This indicates the equivalence of the two groups.

**3- Reading comprehension skills variable**

To make sure the equivalence of both groups in the previous learning of reading comprehension skills, the study applied the pre-test. T-test was also used to show the means and the standard deviation of each group in reading comprehension skills in previous learning. Table (16) shows the results.

**Table (16)****T-test results of controlling of general achievement "reading comprehension skills" variable on the pre-test**

Variable	Sample	N	Mean	Std. Deviation	T. value	Sig. (2 tailed)	Sig. level
Literal	Experimental	40	3.875	1.588	1.196	.235	None
	control	40	3.475	1.395			
Interpretive	Experimental	40	2.500	1.198	1.312	.194	None
	control	40	2.850	1.188			
Critical	Experimental	40	1.175	1.129	.799	.426	None
	control	40	1.350	.802			
Creative	Experimental	40	.825	1.009	.120	.905	None
	control	40	.800	.853			
Total	Experimental	40	8.375	3.159	.156	.877	None
	control	40	8.475	2.551			

Results of the pre-test (Table 16) shows that there are no statistical significant differences at (0.05) level between the experimental and the control groups owing to the achievement previous learning of reading comprehension skills, so the two groups were equivalent.

#### **5- Teacher variable:**

Teacher has an effective role, so the researcher chose one teacher to teach the two groups, the experimental and the control. The researcher discussed with the teacher these points:

- 1- The nature of the study, aims and its tools.
- 2- The concepts of (prior knowledge, reading comprehension skills).
- 3- The term " the suggested program"

The researcher also provided her with the suggested program, Teacher's Guide, teaching aids, activities and the Student's Book.

#### **Teaching the sample groups:**

The suggested program was taught to the experimental group by the same teacher who taught the control group following these steps.

- 1- The technique of teaching the experimental group was based on prior knowledge to develop reading comprehension skills according to the suggested program, but the control group was taught reading comprehension skills in the normal way.
- 2- The lessons of the suggested program were prepared; each lesson included activates to activate and increase prior knowledge as a general aim in addition to the specific objectives, teaching aids and evaluation tools.
- 3- The Teacher's Guide of the program was prepared by the researcher including the aims of the program, a description of its content, guidelines for using it, key answers to the activities and questions in addition to suitable teaching aids.
- 4- The pre-test of the reading comprehension skills was applied upon the control and the experimental groups. The results were recorded and statistically analyzed.
- 5- The process of teaching the two groups followed the time plan of the program that included (12) school periods for each group.

6- The post test of the reading comprehension skills was applied upon the two groups the experimental and the control in 21/10/2009. The results were recorded and statistically analyzed.

### **1.3.5 Teacher Self-Reflection**

After applying the suggesting program on the eighth graders, a self reflection checklist of question was introduced to the teacher who perform the program to identify areas of improvements and interest in the program. (see Appendix 7)

#### **The teacher added these points**

- There was apparent variation between the two groups performance.
- The experiential group achieved better results in the period itself and in the monthly exam , especially in the reading comprehension activity.
- The variation of the activities enlarged the role of the students and their attentiveness during the lessons.
- The variation of activities such as: spider grams, brainstorming , discussion , pictures ,video films and a layout in students mother tongue increase students' interests and create the atmosphere of pleasure and learning help increase and activate prior knowledge.
- All the activities which used during the program were attractive, simple, helpful, consider the individual differences and help increase and activate prior knowledge.
- The variation of teaching aids which were used as, LCD, computer, internet, pictures, cards encourage students to participate and help activate prior knowledge.
- The good planning of the program and its activities help manage time.
- The activities of the program touched the higher thinking skills of the students, they help them generate ideas from their previous experiences and their prior knowledge.

At the end, I can say that this program increase my experience in teaching English language in general and reading comprehension in particular. I hope that it will be used by ball teachers of English language.

## **2. Statistical treatments:**

The data was collected and computed by using (SPSS), Spearman correlation, Alpha Cronbach, Spilt-half Techniques which were used to confirm the test validity and reliability.

- T-test Independent Sample was used to measure the statistical differences in means between the experimental and control groups.
- T-test Paired Sample was used to measure the differences in achievement between the pre- performance and the post-performance of the experimental group.
- Effect Size Technique was used to show the extent of the program effect on the experimental group.

# **Chapter IV**

## **Results: Analysis of data**

## **Chapter IV**

### **Results: Analysis of data**

The study aimed at examining the effect of a suggested program based on prior knowledge to develop eighth grade English reading comprehension skills. This chapter tackles the procedures, the findings and results of the study in regard with the research questions.

The researcher used different statistic forms using the statistical program (SPSS) to show the final collected data results. Tables were also used to clarify and present these data with analysis and interpretation.

#### **Procedures**

The study is progressing according to the following steps:

- 1- Review literature and previous studies related to prior knowledge, reading comprehension skills and programs used to improve reading comprehension skills.
- 2- Decide on unfamiliar reading texts to eighth graders by consulting specialists, including professors of teaching methodology, supervisors of English language and old experienced teachers who have long experience in teaching eighth graders.
- 3- Decide on the instruments of the study: A checklist of reading comprehension skills to decide the degree of suitability to eighth graders, a questionnaire to decide the degree of importance, achievement test (Pre& post-test) and a suggested program.
- 4- Identify the reading comprehension skills appropriate for the eighth graders.
- 5- Design 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 eighth graders to decide the suitability of these skills to eighth graders.
- 6- Apply the checklist and record results to be used in designing the questionnaire.
- 7- Design 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 eighth graders to decide the degree of importance of these skills to eighth graders.
- 8- Check the validity and the reliability of the questionnaire.

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

10- Design the suggested program which is based on prior knowledge to develop reading comprehension skills through:

- a- Identifying the objectives of the suggested program
- b- Preparing lessons based on activating prior knowledge.
- 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- Prepare the achievement test (pre and post-test).

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

- a- Consulting the specialists.
- b- Apply the test on a pilot sample who have the same characteristics of the study sample and the results are recorded.
- c- Finding out the internal consistency coefficient using "Pearson formula".
- d- Estimating the reliability using Alpha "Cronbach formula".
- e- Identifying the difficulties and the discriminations of the test.

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

14- Apply the pre-test on 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- Apply the post-test on the sample of the study.

17- Analyze and interpreting the results.

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



## The results

### 1. Answer of the first question.

The first question is stated as follows:

#### 1- What are the suitable reading comprehension skills for eighth-grade learners?

To answer this question the researcher depended on different sources to construct a checklist of reading comprehension skills through previous studies, English for Palestine Curriculum and experts' opinions. The checklist includes (48) reading comprehension skills that is divided into four main levels of reading comprehension; the Literal Level, the Interpretive Level, the Critical Level and the Creative Level. Under each main level, there is a list of sub reading comprehension skills. (See appendix 1). Respondents were asked to rate the items of the checklist either suitable or not suitable for eighth grade.

Thirty five reading comprehension skills were chosen from the checklist by the respondents to be introduced in a questionnaire to a group of specialists to be refereed (17) ; including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced eighth grade teachers to decide the degree of importance of the reading comprehension skills for the eighth grade. (See Appendix - 2). The result of the questionnaire as appears in Table (17)

**Table (17)**  
**Degree of importance**

levels	Very important	important	Slightly important	Total
literal	4	3	1	8
interpretive	4	6	2	12
critical	2	3	1	6
creative	2	5	2	9
Total	12	17	6	35

As it is appeared Table (17), the number of the very important skills is (12). These skills were considered when the researcher designed the achievement test.

The results of the questionnaire agree with most results of the previous studies that assure the importance of these skills and the necessity to be developed. These skills are considered as the base for dealing with the reading comprehension texts.

## **2. Answer of the second question.**

**The second question is stated as follows:**

**What is the proposed program which contributes in developing the reading comprehension skills?**

To answer this question, The researcher prepared a suggested program based on prior knowledge to develop reading comprehension skills. The program includes:

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

The teacher's guide provides information and advice to the teacher. It also recommends procedures that the teacher can use in all unites. It contains detailed advice on how to teach each type of activity in the Student's Book and some advice on general teaching techniques, while the unit-by-unit notes contain extra relevant information for each lesson including a rough guide as to how long each activity take. The aims of each lesson are clearly stated, and answers for the Student's Book and Workbook exercises are provided.

### **2- Student's Book**

The Student's Book contains the teaching materials for classroom use. It consists of 6 units of 12 lessons, which provide material for two 45-minute lessons. In addition to the activities of the original textbook, extra activities to activate prior knowledge and develop reading comprehension skills are provided.

### **3- Workbook**

The workbook contains exercises that provide written practice of vocabulary after it has been taught in the Student's Book. These exercises can be done at home or in class if time allows.

### **4- Teaching Aids**

Variety of teaching aids are prepared to be used to introduce the activities during the program such as: LCD projector, OHP projector, pictures, cards, wall charts, cassette, the internet, Authentic materials such as magazines and newspapers. the board and real objects.

## 5- Evaluation tools

Many evaluation tools are used in the program to check the achievement of the objectives. These tools are: Achievement test (pre and post tests), observation, Participating in class discussions and reflection checklist.

## 3. Results of the first hypothesis

**The first hypothesis is stated as follows:**

**1- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total average score in reading comprehension skills in the post-test between the experimental and the control groups.**

To examine this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significant differences. **Table (18)** illustrates this.

**Table (18)**

**T-test result of differences between the experimental group and the control in the post-test**

Sample	N	Mean	Std. Deviation	T. value	Sig. (2 tailed)	Sig. level
Experimental	40	15.65	5.0411	6.024	0.000	Sig. at 0.01
control	40	9.87	3.367			

"t" table value at ( 78) df. At (0.05) Sig. level equal 2.00

"t" table value at ( 78) df. At (0.01) Sig. level equal 2.66

Result of table (18) indicates that the T. computed value is larger than T. table in the test which means that there are significant differences at ( $\alpha \leq 0.01$ ) between the experimental and the control groups in favor of the experimental group. The mean of the experimental group reach (15.65) , where as the mean of the control one was (9.87) This result that was limited to the conditions of the study application, indicates the effectiveness of the suggested program based on prior knowledge to develop reading comprehension skills.

To show the extent of the program effect on the experimental group achievement in the reading comprehension skills, the study applied the "Effect Size" technique ( See

table 19) as a complement dimension of the statistical significance, depending on the following criterion of (Afana, 2000:38)

**Table (19)**  
**Criterion of "Effect Size"**

scale	Effect size		
$\eta^2$	Small	Medium	large
	0.01	0.06	0.14

To measure the "Effect Size" of the program on the experimental group achievement, the following formula was used (Afana, 2000:38)

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

Table (20) shows the effect size of the program of the achievement.

**Table (20)**  
**The Effect Size of the program on the experimental**  
**and the control groups achievement in the post-test**

Test	df	T	$\eta^2$	Effect volume
Total	78	6.024	.32	large

According to  $\eta^2$  value shown in table (20) , 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. This large effect may be due to the types of techniques and activates included in the program which used to activate prior knowledge to develop reading comprehension skills.

It is observed that this finding of the study agrees with the findings of some previous studies as Johanna & Kaakinen (2003) Alvermann & Readence (1985) and Ferguson (2001) that concluded that activating background knowledge before reading is an important step and increase comprehension which refracted on achievement.

#### 4. Results of the second hypothesis

The second hypothesis is stated as follows:

2- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in average score of each level of reading comprehension skills in the post-test between the experimental and the control groups.

To examine this hypothesis, means and standard deviation of the experimental and the control groups' results on the post-test in the four levels (Literal, Interpretive, Critical, and Creative ) of reading comprehension skills were computed. The researcher used Independent Samples T-test to measure the significant differences.

The following table illustrates this.

**Table (21)**

**T-test result of differences in the four levels of reading comprehension skills between the control and the experimental groups**

Variable	application	N	Mean	Std. Deviation	T. value	Sig. (2 tailed)	Sig. level
Literal	Experimental	40	5.27	1.85	2.91	0.005	Sig. at 0.01
	control	40	4.12	1.66			
Interpretive	Experimental	40	4.62	2.41	2.70	0.008	Sig. at 0.01
	control	40	3.40	1.54			
Critical	Experimental	40	2.95	1.10	7.023	0.000	Sig. at 0.01
	control	40	1.25	1.05			
Creative	Experimental	40	2.80	1.18	6.58	0.000	Sig. at 0.01
	control	40	1.10	1.12			

"t" table value at ( 78) df. At (0.05) Sig. level equal 2.00

"t" table value at ( 78) df. At (0.01) Sig. level equal 2.66

Results of the post-test (Table 22) show that there are statistically significant differences at ( $\alpha \geq 0.01$ ) level between the experimental and the control groups in the four levels of

reading comprehension skills in favor of the experimental group . These results may be due to:

- the types of techniques and activates included in the program which used to activate prior knowledge.
- the activities which follow the reading comprehension passages concentrate directly on acquiring students the target skills of the four levels .
- the usage of variety of teaching aids and resources as (internet, LCD, pictures, OHP ,worksheets, and others ).
- the continuous evaluation strategies contribute to immediate correction which increase confidence among students.
- the types of questions which belong to the four levels.

**Table (22)**  
**The Effect Size of the program**  
**on the four levels of reading comprehension skills**

Test	df	T	$\eta^2$	Effect volume
Literal	78	2.91	0.10	Medium
Interpretive	78	2.70	0.09	Medium
Critical	78	7.023	0.39	large
Creative	78	6.58	0.36	large

According to  $\eta^2$  value shown in table (20) , it is observed that the effect size of the suggested program is medium in the first two levels of comprehension skills (Literal, Interpretive). This is due to that these two levels consider as the base for the other levels and always get big attention by the traditional method. In contrast, the size effect of the suggested program on the other two levels (Critical, Creative)is large. This is owing to the techniques and activities which introduced to the experimental group to develop the reading comprehension skills. Whereas these levels are neglected in the traditional method.

## 5. Results of the third hypothesis

The third hypothesis is stated as follows:

**3- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in average score in reading comprehension skills in the pre and post-test of the experimental group.**

To examine this hypothesis, means and standard deviation of the experimental group results on the pre-test and post-test were computed. The researcher used T-test Paired Samples statistics to measure the significant differences, and the following table illustrates this.

**Table (23)**  
**T-test result of differences between the pre and post test of the experimental group**

application	N	Mean	Std. Deviation	T. value	Sig. (2 tailed)	Sig. level
Pre-test	40	8.37	3.359	8.15	0.000	Sig. at 0.01
Post-test	40	15.65	5.0411			

"t" table value at ( 39) df. At (0.05) Sig. level equal 2.03

"t" table value at ( 39) df. At (0.01) Sig. level equal 2.75

Table (21) 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 on the post-test reached ( 15.65), while it was (8.37) in the pre-test.

**Table (24)**  
**The Effect Size of the program on the experimental group achievement in the pre and post-test**

Test	df	T	$\eta^2$	Effect volume
Total	39	8.15	0.63	large

According to  $\eta^2$  value shown in table (20) , 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 activates included in the program which used to activate prior knowledge to develop reading comprehension skills.

## **6. Summary:**

To sum up, 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 who learned reading comprehension by the program became more students centered than the class who learned by the traditional way because there are a lot of activities which activate students' prior knowledge depend on the students themselves.

The results of this study agree with the results of many researchers such as: **Xiaoyan Zhang (2008)** who confirmed the effectiveness of prior knowledge to enhance students' reading comprehension ability. **Hossein Ahmadi (2007)** found that content schemata have a greater effect than lexical or syntactic simplification on both EFL reading comprehension and recall. **Cecilia Chang, (2006)** confirmed that insufficient prior knowledge of the reading topic and under-developed language competence both cast great demand on short-term memory and quickly depletes cognitive capacity. The study results of **Manal Alghazo, (2005)** indicated that the students were more interactive with the culturally familial passage than with the unfamiliar one. Students also tended to have more to say on topics that they already have previous knowledge of research in the field of reading comprehension

According to the findings of the study, activating prior knowledge before reading comprehension skills not only increases and improves students' understanding to reading texts but also help them comprehend better and enhance students' reading comprehension ability.



# **Chapter V**

## **Discussion, Conclusion, Pedagogical Implications, Recommendations**

## Chapter V

### **Discussion, Conclusion, Pedagogical Implications, recommendations**

#### **Introduction:**

This chapter discusses the results of the study. It sums up the conclusions which were deduced in the light of study results and the pedagogical implications that the researcher has reached. It also involves suggestions and recommendations for further study. Such suggestions are expected to be beneficial for course designers, teachers of English eighth grade, supervisors, students, educators. They could help improve teaching English language in general and reading comprehension skills in particular.

#### **1. Discussion**

The main aim of the study was to examine the effectiveness of a suggested program based on prior knowledge to develop eighth graders' English reading comprehension skills.

The experimental and the constructive approaches were attempted to examine the hypotheses of the study where there were two equivalent groups: the experimental and the control groups. Each group included (40) female students, purposively chosen from Al Aishia Higher Essential School for Girls. Both groups the experimental and the control were pre-tested and the results were statistically analyzed to prove that the two groups were equivalent and to be compared with the post-test results.

The population of the study consisted of all eighth grade students in the middle area Directorate of Education. The researcher used five tools to collect the data: A check list, A questionnaire, Achievement test (pre & post test), a suggested program and a reflection.

#### **First: Interpretation of results related to question number one.**

In this study the first research question investigated the suitable reading comprehension skills for eighth graders. The researcher prepared a checklist of (48) reading comprehension skills, (the first instrument) which was divided into four main levels of reading comprehension skills as follows:

## **The Literal Level**

This level includes eight reading comprehension skills which are:

- 1- Identify direct ideas from the reading text.
- 2- Identify numbers, names, places or times in the reading text.
- 3- Locate specific information in the reading text.
- 4- Give facts or details directly from the passage as they read.
- 5- Describe characters or objects, as described in the reading text.
- 6- Define concepts and intended meanings contained in the reading text.
- 7- Identify the supporting detail of a passage.
- 8- Find synonyms of a/ word/s in a sentence.

All of the above reading comprehension skills were introduced to respondents who chose all of them as suitable for eighth graders.

## **The interpretive level**

This level includes seventeen reading comprehension skills which are:

- 1- Interpret the meaning of words and concepts.
- 2- Explain figurative language.
- 3- Use the context, like familiar words, pictures, and the content, to help guess the meanings of unfamiliar words.
- 4- Explain sentences and phrases in the reading text.
- 5- Select the topic sentence of a paragraph.
- 6- Identify the main idea or the essential message of a passage.
- 7- Explain the reasons for the events and phenomena.
- 8- Clarify the similarities and differences in words and ideas
- 9- Make a guided summary for the reading text.
- 10- Figure out terms with significance of certain matters.
- 11- Re-arrange ideas or sentences from the text to narrate a story.
- 12- Explain the author's purpose of writing the text.
- 13- Select conclusions which can be deduced from the text they have read.
- 14- Clarify contrast ideas.
- 15- Identify contrast ideas.
- 16- Predict the coming events or the end of a story.
- 17- This level includes eight reading comprehension skills which are:

These (17) skills were introduced to respondents who chose (12) as suitable for eighth graders and (5) as not suitable which are numbers (2 - 7 - 12 - 15 - 16) .

### **The critical level**

This level includes ten reading comprehension skills which are:

- 1- Judge the truth and logic of what they have read.
- 2- Judge things. "Do you think that ... is suitable? Why? Why not?"
- 3- Determine whether the ideas are true or false according to guided standard.
- 4- Decide that the statement is fact or opinion.
- 5- Follow the writer's arguments. "argumentative essay"
- 6- Check the author's reputation. He is a good person. Why? Why not?
- 7- Respond emotionally to the text.
- 8- Say his point of view towards the text.
- 9- Use illustrations, graphs, and titles from the text to make inferences.
- 10- Constructing an image of what is read by writing and drawing.

These (10) skills were introduced to respondents who chose (6) as suitable for eighth graders and (4) as not suitable which are numbers (1 - 5 - 6 - 7) .

### **The creative level**

This level includes eight reading comprehension skills which are:

- 1- Speculate about the text.
- 2- Make judgment about others' actions.
- 3- Draw new titles for the text.
- 4- Introduce new suggestions to develop the reading text.
- 5- Provide innovative solutions to the problems in the text and culturally accepted.
- 6- Reformulation of ideas in a new way.
- 7- Strengthen the current issues with evidences not mentioned in the text.
- 8- Generalize the main points of the text. Derive the meaning from the language.
- 9- Derive the meaning from the language.
- 10- Discuss why he/she thinks certain events happen.
- 11- Comparing predictions to the outcome in the actual text.
- 12- Formulating ideas as they read.
- 13- Recording ideas and evidence from the text.

These (13) skills were introduced to respondents who chose (9) as suitable for eighth graders and (4) as not suitable which are numbers (2 - 4 - 5 - 8).

The total number of the suitable reading comprehension skills for the eighth graders in the check list were (35). These (35) skills were introduced in a questionnaire (the second instrument) to respondents to rate the degree of importance. (12 ) of them were got the degree of very important (more than 80% of the respondents' approval). The researcher benefited from the results when building the achievement test (the third instrument of the study) and they were developed in the suggested program.

These results about the degree of importance of reading comprehension skills conform to the results of the previous studies and literature conducted by massive number of researchers and writers such as: (Keene, 1997: 153) who assured the importance of Making Inferences, Asking and answering questions, Visualizing. (Harmar, 2001) focused on Prediction and guessing, interpreting texts. Raymond, 2009:32 wrote about the importance of Summarizing. (Debbie, 2009:1) about Visualizing.

## **Second: Interpretation of results related to question number two.**

The researcher investigated the second research question which is about the proposed program based on prior knowledge which contributes to develop the reading comprehension skills.

The researcher designed the suggested program with consideration to reading comprehension skills and a group of activities which used to activate and increase students' prior knowledge. It includes Teacher's Book, Student's Book, 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 researcher designed an implementation plan for the program. The program started at the beginning of the first semester of the scholastic year (2009-2010) and continue for (6) weeks. The researcher used a variety of methods and techniques to introduce the (12) lessons. Moreover, the researcher assigned activities and tasks to activate students' prior knowledge. Three types of evaluation were used:

- Diagnostic evaluation, formative evaluation, summative evaluation.

The program validity was checked. It was introduced to a group of specialists who asserted its validity. After that it was experimented to be finalized. The researcher controlled the variables to affirm the accuracy of the program and to avoid any sudden interference of some factors that may affect the results.

The suggested program was taught to the experimental group while the control one was taught by the normal way. After that, the post-test was applied on the two groups and the results were statistically analyzed using (SPSS).

Finally, results show positive and clear developments in learning reading comprehension skills.

The results of using this program which is based on prior knowledge to develop reading comprehension skills confirm the results of many programs used by other researchers such as: **Lamon (2008)** conducted a study about improving reading achievement through increasing motivation. **Hollingsworth (2007)** proved that reading comprehension in first and second graders could be increased through cooperative learning. **McKown & Barnett (2007)** The researchers intended to improve reading comprehension by using higher-order thinking skills such as predicting, making connections, visualizing, inferring, questioning, and summarizing

### **Third: Interpretation of results related to question number three.**

The researcher investigated the third research question which examined if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the average score in reading comprehension skills in the post-test between the experimental group and the control group.

Results indicated that the T. computed value was larger than T. table in the test which means that there are significant differences at ( $\alpha \leq 0.01$ ) between the experimental and the control groups in favor of the experimental group, and the mean of the experimental group reach (15.65) , where as the mean of the control one was (9.87). This result indicated the effectiveness of the suggested program based on prior knowledge to develop reading comprehension skills. In addition to that the effect size of the program was large on students' achievement according to  $\eta^2$  value. This means that the effect of the program was significant. This large effect may be due to the types of techniques and activates included in the program which used to activate prior knowledge to develop reading comprehension skills.

This result agrees with the findings of some previous studies as Johanna & Kaakinen (2003) Alvermann & Readence (1985) and Ferguson (2001) All these studies assured that activating background knowledge before reading is an important step and increase comprehension.

There are various reasons underlying these results. The highly mean of the scores recorded by the experimental group is likely to be due to the influence of the suggested program. The assisted program proved to be a fertile teaching learning environment that enhanced both conscious learning and subconscious of reading comprehension skills. Conscious learning is represented in the explicit instruction of strategies of activating prior knowledge. Subconscious acquisition of reading comprehension skills results from practicing the activities and techniques which are used to activate prior knowledge.

#### **Fourth: Interpretation of results related to question number four.**

The researcher investigated the fourth research question which examined if there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the average score in reading comprehension skills in the pre and post-test of the experimental group.

Results indicated 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 on the post-test reached ( 15.65), while it was (8.37) in the pre-test. In addition to that the effect size of the program was large on students' achievement according to  $\eta^2$  value. This means that the effect of the program was significant in the post application of the achievement test of the experimental group in favor of the post application. This large effect may be due to the types of techniques and activates included in the program which used to activate prior knowledge to develop reading comprehension skills.

This result confirms to the results of the previous studies witch assured using programs can develop reading comprehension such as: **Berg, et al (1998)** strategies designed to increase reading comprehension. **Ferguson (2001)** described a program designed to increase student's background knowledge in order to improve reading comprehension through the use of technology. **Gabl, et, al (2007)** suggested a program to increase students' reading comprehension and fluency through the use of guided reading.

## 2. Conclusion

This study consists of five chapters. The first chapter starts with an introduction, proceeds to state the problem, the research questions and hypotheses. After that, it deals with 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, Problems of students in reading, the reasons of the weaknesses of students in reading, ways to improve reading comprehension, reading skill in the English for Palestine curriculum, How to Teach Reading skills?. Third, Schemata and prior knowledge: schema theory, schema type, prior knowledge, Definitions, level of prior knowledge, activating prior knowledge, when should prior knowledge be taught?, and finally, the conclusion.

In addition to that, chapter two intended to present the previous studies related to the current study. It includes two scopes of previous studies. The first one deals with the studies which are related to the correlation between prior knowledge and reading comprehension skills, while the second scope deals with the studies related to programs used to improve reading comprehension skills. Finally, comment on the previous studies.

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:

- 1- The results of the first hypothesis proved that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the average score in reading comprehension skills in the post-test between the experimental group and the control group in favor of the experimental group .
- 2- The results of the second hypothesis proved that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in average score of each level of reading comprehension skills



in the post-test between the experimental group and the control group in favor of the experimental group.

3- The results of the third hypothesis proved that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in average score in reading comprehension skills in the pre and post-test of the experimental group in favor of the post test .

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 prior knowledge on the eighth graders' achievement in reading comprehension skills.

### **3- Pedagogical Implications**

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

- 1- Teachers should be aware of their students needs and abilities and choose the suitable techniques for activating their prior knowledge before the reading lessons.
- 2- Multiple instructional strategies and technology are strongly recommended when teaching reading comprehension skills.
- 3- Alternative teaching techniques should be implemented in our schools to enhance better learning.
- 4- Teachers should avoid teacher-centered classes and encourage student-centered classes.
- 5- Teachers should be cognizant of the techniques of activating prior knowledge.
- 6- Teachers should be cognizant of the levels of reading comprehension skills.
- 7- Teachers should be cognizant of their students' individual differences consequently, they introduce materials and use techniques which may foster positive attitudes towards learning English in general and reading comprehension.
- 8- Students should be familiar of the language learning strategies and convinced of the value of the systematic use of those strategies.
- 9- Teachers and students should convinced of the importance of activating prior knowledge to develop reading comprehension skills.
- 10- School and classroom environment should be provided with motivating equipments to enhance students' enthusiasm and increase interest.

#### **4. Recommendations**

In the light of the results, the researcher recommends that:

##### **Course designers and educators**

- 1- Course designers should consider students' prior knowledge activation while building the curricula activities included in the Students' Book or in the Workbook.
- 2- It is important that educators begin to shed lights on comprehension skills in the context of the students' relevant prior knowledge.
- 3- Developing and enriching the Teacher's Guide with activities and techniques which activate and increase prior knowledge.

##### **Teachers**

- 1- English language teachers should be trained to activate students' prior knowledge to develop reading comprehension skills.
- 2- Teachers should use a variety of learning sources that enhance students' experiences and contribute to facilitating their absorption.
- 3- It is very necessary for teachers to pay attention to the reading comprehension skills and their levels and not neglect the higher ones (critical and creative).
- 4- Teachers should work on minimizing their students' reading difficulties by providing them with familiar contents that include relevant cultural information.

##### **Students**

- 1 - Considering students' reading trends when preparing English educational materials.

#### **4. Recommendations for further studies**

In order to have a more comprehensive understanding of this topic, further researches may be considered including the following:

- 1- Conducting studies based on prior knowledge to develop the other skills (listening, speaking and writing).
- 2- Conducting studies based on other strategies as critical reading, metacognitive strategy or thinking aloud strategy to develop reading comprehension skills.
- 3- Conducting studies based on prior knowledge to develop English reading comprehension skills for the lower and advanced grades.
- 4- Conducting an analytical study to the Palestinian English curriculum to identify the main reading comprehension skills that should be focused on during reading comprehension lessons. Conducting a study entitled "A suggested program for training teachers on how to activate prior knowledge to develop reading comprehension skills."

## References

1. Abela (2004). *Black Art of Speed Reading lecture notes*.
2. Adams & Jager. (1990). *Reading\_comprehension: Beginning to Read:Thinking and Learning about Print*.
3. Afana, I. (2000). *Effectiveness of Suggested Program Based on Integrative Approach to Improve Skills of Answering Scientific Sums for Seventh Graders in Gaza*. Sport village, Ismailia: Egyptian Association of Practical Education.
4. Afana, I. (2000). *The Effective Size, and its use in discovering the validity of educational and psychological studies* , Palestinian Educational Researches and Studies Journal, Vol.1, No.3, March.
5. Afflerbach, P. P. (1999). *The Influence of Prior Knowledge on Expert Readers' Main Idea Construction Strategies* Vol. 25, No. 1, International Reading Association, Emory University. Reading Research Quarterly.
6. Ahmadi, H. (2007). *Reading in a Foreign Language, content schemata, linguistic simplification, and EFL readers' comprehension and recall* Mohammad Hossein Keshavarz and Mahmoud Reza Atai Vol. 19 N. 1. Iran: Tarbiat Moallem University.
7. Al-Agha, I. (1996). *Educational Research, its elements, Methodology and Tools*. The Internal Consistency Validity. (4th ed.). Gaza, Palestine: Islamic University.
8. Alderson, C. J. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
9. Alghazo, M. (2005). *The Effect of Background on Reading Comprehension. Studies in Curriculum & Instruction*. Alkarak, Jordan: Mutah University.
10. Al-Jamal, A., & Al-Laqqani (1999). *Dictionary for Educational Terms in Curriculum and teaching Methodology*. Cairo, Egypt: International Books (2nd Edittion).
11. Alkhuli, M. A. (1980). *English as a foreign language, linguistic background and teaching methods*. Riyad University.
12. Alvermann & Readence. (1985). *Prior Knowledge Activation and the Comprehension of Compatible and Incompatible Text*. Chicago, Illinois: International Reading Association.
13. Baddeley, A. D. (1986). *Reading comprehension. Working memory*. Oxford, UK: Oxford University Press.
14. Beare, K. (2009). *Improve Reading Skills*. English as a 2nd language .
15. Beck, et al. (1982). cited in Christen,et, al (1991) ."*Increasing Comprehension by Activating Prior Knowledge*. ERIC Digest.

16. Berg, et al. (1998). *Improving Reading Comprehension Through Vocabulary*. Research project, Saint Xavier University.
17. Beth Lewis (2009) *Activate Prior Knowledge*. About com: Elementary Education.
18. Bhola, H. S. (1990). *Evaluating "Literacy for development" projects, programs and campaigns: Evaluation planning, design and implementation, and utilization of evaluation results*. UNESCO Institute for Education. Hamburg, Germany.
19. Biemans, H. J., Deel, O. R., & Simons, P. R. (2001). *Differences Between Successful and Less Successful Students While Working with the CONTACT-2 strategy*. Learning and Instruction.
20. Brown, Gail , et al. (2005). *Improving Standardized Reading Comprehension: The Role of Question-Answering*. Australia: Self Research Centre, University of Western Sydney.
21. Buunk, K. B. (1996). *Sex Differences in Foreign Language Text Comprehension: The Role of Interests and Prior Knowledge*. The Modern Language Journal, Vol. 80.
22. Chastain, K. (1988). *Developing Second-Language Skills Theory and Practice*. 3rd ed. Orlando: Harcourt Brace Jovanovich.
23. Christen, et, al. (1991). *Increasing Comprehension by Activating Prior Knowledge*, ERIC Digest.
24. Chang, C (2006). *Effects of Topic Familiarity and Linguistic Difficulty on the Reading Strategies and Mental Representations of Nonnative Readers of Chinese*, Journal of Language and Learning. Volume 4 Number 2.
25. Cook, G. (1997). *Schema theory. Key concepts in ELT: Schema*. *ELT Journal* , 51.
26. Cooper, D. J. (1993). *Literacy: Helping Children Construct Meaning*. Second Edition. Boston: Houghton Mifflin Company.
27. Corps, P. (2000). *Tips for Reading, Volunteer On-going Language Learning Manual*.
28. Croll, et al. (1986). *Bridging the Comprehension Gap with Pictures*. Cited in Nicole Strangman and Tracey Hall (2009)National Center on Accessing the General Curriculum. Illinois: Center for the Study of Reading. University of Illinois at Urbana
29. Cuesta Collage, (2004) *"Levels of Comprehension"* Viewed on 05 07, 2009 at:  
<http://academic.cuesta.edu/acasupp/AS/303.HTM>
30. Davis, S. J., & Winek, J. (1989). *Improving Expository Writing by Increasing Background Knowledge*. *Journal of Reading*.
31. Debbie Miller, (2009). *Comprehension Strategies, Making Connection, busy teachers café*.

32. Dill, M. (2009). *Activating Prior Knowledge to Help Struggling Readers*. Bright Hub - Science & Technology Articles. Viewed on 15-6-2009 at:  
<http://www.brighthub.com/education/special/articles/37908.aspx>
33. Dochy, F. J., & Alexander, P. A. (1995). *Mapping Prior Knowledge: A Framework for Discussion Among Researchers*. *European Journal of Psychology of Education*.
34. Dole et al. (1991). *Effects of Two Types of Prereading Instruction on the Comprehension of Narrative and Expository Text*. *Reading Research Quarterly*.
35. Donald, M. (1991). *Reading comprehension*. The origins of the modern mind: Three stages in the evolution of culture and cognition. Cambridge MA: Harvard University Press.
36. Droop, M., & Verhoeven, L. (1998). Background Knowledge, Linguistic Complexity, and Second-Language. Reading Comprehension. University of Nijmegen, the Netherlands. *Journal of Literacy Research* , Vol. 30 N. 2.
37. Education Atlas (2009). Pre-reading survey. Improving Reading Comprehension. Viewed on 05 07, 2009 at:  
<http://www.educationatlas.com/reading-comprehension.html>
38. Education Oasis. (2006). Curriculum/Reading/glossary\_reading\_terms. Viewed on 08 03, 2009, at:  
[http://www.educationoasis.com/curriculum/Reading/glossary\\_reading\\_terms.htm](http://www.educationoasis.com/curriculum/Reading/glossary_reading_terms.htm)
39. Encyclopedia of Education. (2002). *Reading: Prior Knowledge, Beliefs, and Learning*. The Gale Group, Inc.
40. Englert, C. S., & Mariage, T. V. (1991). Making Students Partners in the Comprehension Process: Organizing the Reading "posse", *Journal of Disability Policy Studies*.
41. Farlex. (2009). *Definitions for reading* encyclopedia. Viewed on 05 04, 2009, from The free dictionary at: [http://www.thefreedictionary.com/ Reading](http://www.thefreedictionary.com/Reading).
42. Ferguson, I. (2001). *Building Background Knowledge to Improve Reading Comprehension Through Use of Technology*. Chicago, Illinois: Saint Xavier University & Pearson Achievement Solutions.
43. Fincher-Kiefer, E. (1992). The role of prior knowledge in inferential procesing. *Journal of Research in reading*.
44. Foertsch, M. (1998). *Three Definition of Reading*. A Study of Reading Practices, Instruction, and Achievement in. District 31 Schools, North Central Regional Educational Laboratory. Oak Brook, Illinois.

45. Fuhong, T. (2004). *Cultural Schema and Reading Comprehension*. Carrel, Patricia. Nankai University.
46. Gabl, et, al. (2007). *Improving Reading Comprehension and Fluency Through the Use of Guided Reading*. Chicago, Illinois: Saint Xavier University.
47. Gallagher, K. (2005). *Communication Skills Expectations for Students and Parents*. Viewed on 05 06, 2009, at:  
[http://www.ccboe.net/Teachers/kirkland\\_judy/files](http://www.ccboe.net/Teachers/kirkland_judy/files)
48. Gough, P. B., & Tunmer, W. E. (1986). *Decoding, Reading, and Reading Disability*. Remedial and Special Education. Vo. 7, No 1
49. Grabe William. (1991). *Current developments in second language reading research*. TESOL Quarterly. Vo. 25, No. 3
50. Hafiz, F. M. & Tudor, Ian. (1989). "Extensive reading and the development of language skills." *English Language Teaching Journal* 43(1)
51. Harmer, J. (1999). *The Practice of English Language Teaching*. Identifying the topic, third edition, Cambridge, UK. Longman.
52. Harmer, J. (2001). *The Practice of English Language Teaching*. Reading Process (3rd ed.). Essex: Pearson Education Limited.
53. Harris, A. (2007). *The Importance of Reading*. Viewed on 05 04, 2009, at:  
<http://ezinearticles.com/?The-Importance-of-Reading&id=404734>.
54. Hodges, H. a. (1995). *Reading comprehension*. Reading Comprehension Defined. Monitoring Comprehension.
55. Hollingsworth, A. (2007). *Increasing Reading Comprehension in First and Second Grades Through Cooperative Learning* . Saint Xavier University & Pearson Achievement Solutions, Inc. Field-Based Master's Program , Chicago, Illinois.
56. Janac, et al. (1997). *Prior Knowledge Activation, Learning Strategies Matrix*.  
[http://edweb.sdsu.edu/courses/et650\\_online/mapps/Strats.html](http://edweb.sdsu.edu/courses/et650_online/mapps/Strats.html)
57. Johanna K. & Kaakinen, J. H. (2003). *How Prior Knowledge, WMC, and Relevance of Information Affect Eye Fixations in Expository Text*. Journal of Expenmental Psychology: Learning, Memory and Cognition , Vol. 29. No. 3.
58. Keene and Zimmerman. (1997). *When Should Prior Knowledge be Taught? Activating Prior Knowledge*. Viewed on 05 18, 2009, from Teacher Vision at:  
<http://www.teachervision.fen.com/skill-builder/reading-comprehension/48540.html>
59. Kirby, J. R. (2006). *Reading Comprehension, What have we learned about reading comprehension?* Faculty of Education, Queen's University .

60. Koh Moy Yin (1985). *The role of prior knowledge in reading comprehension*. Nan yang technological institute, Singapore.
61. Koldewyn, E. A. (1998). *Building the Prior Knowledge of Disadvantaged First-grade Students Through the Use of Field Experience*. Education. Ogden: Weber State University.
62. Kujawa, & Huske. (1995). *The Strategic Teaching and Reading Project Guide To Prior Knowledge* .
63. Lamon, B. K. (2008). *Improving Reading Achievement Through Increasing Motivation, Specific Skill Enhasment, and Practice Time for Elementary*. Chicago, Illinois: Saint Xavier University & Pearson Achievement Solutions, Inc. Field-Based Master's Program.
64. LearningRx, (2009). *Reading comprehension skills and strategies: Assessment*. Viewed on 229,2009 <http://www.learningrx.com/reading-comprehension-skills-and-strategies-faq.htm>
65. Locke, J. (2007). *"Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours"* N 19. Washington, DC.
66. Logsdon, A. (2009). *Tips to Improve Your Reading Comprehension*.
67. Lysynchuk, L. M., Pressley, M., and Vye, N. J. (1990). *Reciprocal teaching improves standardized reading-comprehension performance in poor comprehenders*. Elementary School Journal 90.
68. Mackey, & Gass. (2005). *Reliability*, Second language research, Methodology and Design, Georgetown Univercity. Lawrence Erlbaum Association, Publishers Mahwah, New Jersey.
69. Macmillan, (2006). *English for Palestine Curriculum*, Ministry of Education. Palestine. Teacher's Book, 12<sup>th</sup> Grade.
70. Macmillan, (2007). *English for Palestine Curriculum*, Ministry of Education, Palestine. Teacher's Book, 9<sup>th</sup> Grade.
71. Macmillan, (2004). *English for Palestine Curriculum*, Ministry of Education, Palestine. Teacher's Book, 5<sup>th</sup> Grade.
72. Manz, A. L. (2002). *Thieves A Strategy for Previewing Text*. Teaching ideas, Vol 55, No 5.
73. Mark. (2005). *What is Extensive Reading*. Types of reading Doubting to shuo. Viewed on 05 08, 2009, at: <http://toshuo.com/2005/what-is-extensive-reading/>
74. McKeown, M. G. (1993). *The Contribution of Prior Knowledge and Coherent Text to Comprehension*. Reading Research Quarterly.

75. McKown, B. A., & Barnett, C. L. (2007). *Improve Reading Comprehension Through Higher-order Thinking Skills* . Chicago, Illinois.: Saint Xavier University.
76. Mikhailov, S. (2008). *Word by word type reading*. Viewed on 05 10, 2009, at Speed reading articles: [http://www.ababasoft.com/speedreading/five\\_types\\_of\\_reading.htm](http://www.ababasoft.com/speedreading/five_types_of_reading.htm)
77. Millrood, R. (2001). *Teacher Development Series*, Modular Course in English Teaching Methodology,
78. Mori, S. (2002). *Redefining Motivation to Read in a Foreign Language. Increasing Reading Comprehension in First and Second Graders Through Co-operative Learning*. Japan: Kyoto Tachibana Women's University.
79. National institute of literacy (2009). *What is reading?* Reading Components. Department of Education. Viewed on 12/8/0-2009 at: <http://www.nifl.gov/adult/adultreadingc.html>
80. Neumann, V. (2008). *Increasing Reading Comprehension of Elementary Students Through Fluency-based Interventions*. Chicago, Illinois: Saint Xavier University & Pearson Achievement Solutions.
81. Nofal, K. (2003). *The Reasons of the Weaknesses of Students in Reading, Problematic Area in Teaching/ learning Reading*. Amman: UNRWA-HQ.
82. Nunan, D. (1995). *Research Methods in Language Learning*. Cambridge Language Teaching Library. Cambridge University Press
83. Ogle, D. M. (1986). *The K-W-L strategy: A Teaching Model that Develops Active Reading of Expository Text*. Reading Teacher.
84. Olson, D. R. (1994). *Reading Comprehension the World on Paper: The onceptual and cognitive implications of writing and reading*. Cambridge UK: Cambridge University Press.
85. Oxford English Dictionary. (2009). *Definition of Knowledge*. Wikipedia. Viewed on 05 15, 2009, at: <http://en.wikipedia.org/wiki/Knowledge>
86. Ozyaka, S. G. (2001). *The Significance of Cultural Content in EFL Reading Comprehension: The Role of Schemata*. Izmir: Ege University.
87. Pressley, et al. (1992). *Encouraging Mindful Use of Prior Knowledge: Attempting to Construct Explanatory Answers Facilitates Learning*. Educational Psychologist.
88. Rabel, N. (2005). *Reading to Children is Essential* . Viewed on 05 05, 2009. at: <http://ohioline.osu.edu/hyg-fact/5000/5287.html>
89. RAZI (2004). *The Effects of Cultural Schema and Reading Activities on Reading Comprehension*. Turkey: Canakkale Onsekiz Mart University.



90. Raymond J. (2009). *What is summarizing.*\_Strategies for Reading Comprehension Summarizing. Reading . Org. Making Since Social Studies.
91. Readinganswers (2006). *Intensive Reading*. Types of reading. Viewed on 05 08, 2009, at:[http://www.readinganswers.com/display.php?cat\\_id2=18&flag=1&cat\\_id3](http://www.readinganswers.com/display.php?cat_id2=18&flag=1&cat_id3)
92. Recht, D., & Leslie, L. (1988). *Effect of Prior Knowledge on Good and Poor Readers' Memory of Text*. *Eric*. Viewed on 05 04, 2009, at:  
<http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp>
93. Rowe, D. W., & Rayford, L. (1987). Activating Background Knowledge in Reading Comprehension Assessment. *Reading Research Quarterly*, 22(2).
94. San Antonio College (2006). *four levels of comprehension*, Mt. San Antonio College Learning Assistance Centre. Viewed on 05 06, 2009, at:  
<http://www.mtsac.edu/instruction/learning/lac/pdf/4level.pdf>
95. Schallert, D. L. (1982). *The Significance of Knowledge: A Synthesis of Research Related to Schema Theory*. In W. Otto & S. White (Eds.), *Reading expository prose*. New York: Academic.
96. Schmidt, H. G., & Patel, V. L. (1987). *Effects of Prior Knowledge Activation Through Small-group Discussion on the Processing of Science Text*. Washington, D.C: American Educational Research Association. Viewed on 14/8/2009 at:  
[http://www.cast.org/publications/ncac/ncac\\_backknowledge.html](http://www.cast.org/publications/ncac/ncac_backknowledge.html)
97. Scholastic parents (2007). *Supplement Class Reading*, Ways to Improve Reading Comprehension. Viewed on 05 08, 2009, at:  
<http://www2.scholastic.com/browse/article.jsp?id=1534>
98. Seet, S. (2006). *The role of background knowledge in reading comprehension*. Viewed on 05 04, 2009, at:  
[http://www.melta.org.my/modules/newbb/viewtopic.php?topic\\_id=368&forum=1](http://www.melta.org.my/modules/newbb/viewtopic.php?topic_id=368&forum=1)
99. Shoebottom, P. (2007). *The importance of reading (a guide to learning English)*. Viewed on 05 04, 2009, at Frankfurt International School.  
<http://esl.fis.edu/parents/advice/read.htm>
100. Singhal, M. (1998). *Content schema*, A Comparison of L1 and L2 Reading: Cultural Differences and Schema. *The Internet TESL Journal*.
101. Singleton, A. (2001). *Benjamin Bloom's Taxonomy of Comprehension*. *Comprehension in Crisis: Processing Contemporary Issues*.
102. Spires, H. A., & Donley, J. (1998). *Prior Knowledge Activation: Inducing Engagement with Informational Texts*. *Journal of Educational Psychology*.

103. Stahl, et al. (1991). *The Role of Prior Knowledge and Vocabulary in Reading Comprehension*. Georgia: Center for the study of reading, University of Georgia.
104. Stevens, R., Slavin, R. E., & Farnish, A. M. (1991). *The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification*. Journal of Educational Psychology.
105. Swales, John M. (1990). *Schema Genre Analysis*. CAMBRIDGE: Cambridge University Press.
106. Merkle & Jefferies (2001). *Graphic Organizers*, Cited in Terri Siqueza (2005). *Activating prior knowledge*, Colorín Colorado.
107. Wagaman, J. (2008). *How to Teach Reading?* Viewed on 05 13, 2009, at: [http://www.suite101.com/writer\\_articles.cfm/djwagaman](http://www.suite101.com/writer_articles.cfm/djwagaman)
108. Webb, S. A. (2009). *The Effects of Pre-learning Vocabulary on Reading Comprehension and Writing*. The Canadian Modern Language Review.
109. Weisberg, R. (1988). *A Change in Focus of Reading Comprehension Research: A Review of Reading/Learning Disabilities Research Based on an Interactive Model of Reading*. Learning Disability Quarterly.
110. Wesley, Sh. (2001). *Ed.D. Read aloud for comprehension*. Viewed on 05 10, 2009, at Education World: [http://www.education-world.com/a\\_curr/curr383.shtml](http://www.education-world.com/a_curr/curr383.shtml)
111. Westwood, P., (2008). *Direct Instruction (DI), What teachers need to know about Teaching methods*. ACER Press
112. Wikipedia (2009) *Picture book Wikipedia the free encyclopedia*. Viewed on 05 10, 2009 [http://en.wikipedia.org/wiki/Picture\\_book](http://en.wikipedia.org/wiki/Picture_book)
113. Woolley, G. (2005). *Reading Comprehension Difficulties After Year Four: Actioning Appropriately*. University of Canberra.
114. Yin, K. M. (1985). *The Role of Prior Knowledge in Reading Comprehension*. Singapore: Nan Yang Technological Institute.
115. Yule, G. (1996). *Cultural schemata Pragmatics*. Oxford: Oxford University Press.
116. Zhang, X. (2008). *The Effects of Formal Schema on Reading Comprehension—An Experiment with Chinese EFL Readers*. The Association for Computational Linguistics and Chinese Language Processing, Vol. 13.

# Appendixes

## Appendix (1)

### Checklist for reading comprehension skills

**The Islamic University of Gaza**

**Postgraduate Studies Deanship**

**Faculty of Education**

**English Curriculum & Methodology Department**



Dear Supervisor, /Expert teacher,

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 and English teaching methods.

One of the requirements of this study is to prepare a list of reading comprehension skills to build the achievement test. So the researcher has prepared a reading comprehension skills' list. Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list to:

- 1- determine the degree of suitability of each skill for the eighth grader students.
- 2- modify the language if necessary
- 3- add other skills not mentioned in the list
- 4- suggest ideas or issues to enrich the list

Please tick (√) if the skill is suitable or (×) if the skill is not suitable

(Key: 1 = suitable, 2 = not suitable)

Thanks a lot for your co-operation,

Supervisor

Teacher

years of experience

Researcher,

Kamal Abu Shaml

## Checklist for reading comprehension skills

No	<b>reading comprehension skills</b>	Degree of suitability	
		<b>1</b>	<b>2</b>
<b>A</b>	<b>The Literal level "Read and understand exactly what is on the page"</b>		
1	Identify direct ideas from the reading text.		
2	Identify numbers, names, places or times in the reading text.		
3	Locate specific information in the reading text.		
4	Give facts or details directly from the passage as they read.		
5	Describe characters or objects, as described in the reading text.		
6	Define concepts and intended meanings contained in the reading text.		
7	Identify the supporting detail of a passage.		
8	Find synonyms of a/ word/s in a sentence.		
<b>B</b>	<b>The interpretive level "Read between the lines. "</b>		
9	Interpret the meaning of words and concepts.		
10	Explain figurative language.		
11	Use the context, like familiar words, pictures, and the content, to help guess the meanings of unfamiliar words.		
12	Explain sentences and phrases in the reading text.		
13	Select the topic sentence of a paragraph.		
14	Identify the main idea or the essential message of a passage.		
15	Explain the reasons for the events and phenomena.		
16	Clarify the similarities and differences in words and ideas		
17	Make a guided summary for the reading text.		
18	Figure out terms with significance of certain matters.		
19	Re-arrange ideas or sentences from the text to narrate a story.		
20	Explain the author's purpose of writing the text.		
21	Select conclusions which can be deduced from the text they have read.		
22	Explain the causes and the effects.		
23	Clarify contrast ideas.		
24	Identify contrast ideas.		
25	Predict the coming events or the end of a story.		

No	reading comprehension skills	Degree of suitability	
<b>C</b>	<b>The critical level "Read beyond the lines."</b>	<b>1</b>	<b>2</b>
26	Judge the truth and logic of what they have read.		
27	Judge things. "Do you thing that ... is suitable? Why? Why not?"		
28	Determine whether the ideas are true or false according to guided standard.		
29	Decide that the statement is fact or opinion.		
30	Follow the writer's arguments. "argumentative essay"		
31	Check the author's reputation. He is a good person. Why? Why not?		
32	Respond emotionally to the text.		
33	Say his point of view towards the text.		
34	Use illustrations, graphs, and titles from the text to make inferences.		
35	Constructing an image of what is read by writing and drawing.		
<b>D</b>	<b>The creative level "Read beyond the lines."</b>		
36	Speculate about the text.		
37	Make judgment about others' actions.		
38	Draw new titles for the text.		
39	Introduce new suggestions to develop the reading text.		
40	Provide innovative solutions to the problems in the text and culturally accepted.		
41	Reformulation of ideas in a new way.		
42	Strengthen the current issues with evidences not mentioned in the text.		
43	Generalize the main points of the text.		
44	Derive the meaning from the language.		
45	Discuss why he/she thinks certain events happen.		
46	Comparing predictions to the outcome in the actual text.		
47	Formulating ideas as they read.		
48	Recording ideas and evidence from the text.		

## Appendix (2)

### A questionnaire of degree of importance

**The Islamic University of Gaza**

**Postgraduate Studies Deanship**

**Faculty of Education**

**English Curriculum & Methodology Department**



Dear Supervisor, /Expert teacher,

The researcher is conducting a study entitled "The Effectiveness of a Suggested Program Based on 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 prepare a list of reading comprehension skills to build the achievement test. So the researcher has prepared a reading comprehension skills' checklist. Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of this questionnaire to determine the degree of importance of each skill for the eighth grader students.

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

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

Thanks a lot for your co-operation,

Supervisor

Teacher

Years of experience

Researcher,  
Kamal Abu Shamla

No	reading comprehension skills	Degree of importance		
		1	2	3
<b>A</b>	<b>The Literal level "Read and understand exactly what is on the page"</b>			
1	Identify direct ideas from the reading text.			
2	Identify numbers, names, places or times in the reading text.			
3	Locate specific information in the reading text.			
4	Give facts or details directly from the passage as they read.			
5	Describe characters or objects, as described in the reading text.			
6	Define concepts and intended meanings contained in the reading text.			
7	Identify the supporting detail of a passage.			
8	Find synonyms of a/ word/s in a sentence.			

<b>B</b>	<b>The interpretive level "Read between the lines. "</b>	<b>1</b>	<b>2</b>	<b>3</b>
9	Interpret the meaning of words and concepts.			
10	Use the context, like familiar words, pictures, and the content, to help guess the meanings of unfamiliar words.			
11	Explain sentences and phrases in the reading text.			
12	Select the topic sentence of a paragraph.			
13	Identify the main idea or the essential message of a passage.			
14	Clarify the similarities and differences in words and ideas			
15	Make a guided summary for the reading text.			
16	Figure out terms with significance of certain matters.			
17	Re-arrange ideas or sentences from the text to narrate a story.			
18	Select conclusions which can be deduced from the text.			
19	Explain the causes and the effects.			
20	Predict the coming events or the end of a story.			
<b>C</b>	<b>The critical level "Read beyond the lines."</b>			
21	Judge things. "Do you thing that ... is suitable? Why? Why not?"			
22	Determine whether the ideas are true or false according to guided standard.			
23	Decide that the statement is fact or opinion.			
24	Say his point of view towards the text.			
25	Use illustrations, graphs, and titles from the text to make inferences.			
26	Constructing an image of what is read by writing and drawing.			
<b>D</b>	<b>The creative level "Read beyond the lines."</b>			
27	Speculate about the text.			
28	Draw new titles for the text.			
29	Reformulation of ideas in a new way.			
30	Strengthen the current issues with evidences not mentioned in the text.			
31	Derive the meaning from the language.			
32	Discuss why he/she thinks certain events happen.			
33	Comparing predictions to the outcome in the actual text.			
34	Formulating ideas as they read.			
35	Recording ideas and evidence from the text.			



## Appendix (3)

**The Islamic University of Gaza**

**Postgraduate Studies Deanship**

**Faculty of Education**

**English Curriculum & Methodology Department**



# **English Reading Comprehension Skills Test "Eighth Grade"**

**Prepared by**

**Kamal Abu Shamla**

**Supervised by**

**Dr Awad Kishta**

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 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 eighth graders' level.			
3- There is coherence between the test items and the table of specification.			
4- The layout is acceptable.			
5- The rubrics are clear.			
6- The time assigned is suitable.			

Any further comments are highly appreciated.

.....  
.....

Best regards

The researcher: Kamal Abu Shamla

## Reading Comprehension Skills Test

### Eighth Grade "Passage 1"

24
----

Time / 2hours

Name: ..... Class: ..... Date: .....

=====

**Read the text and answer the questions:**

**(12 Marks)**

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

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

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

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

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

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

**Question 1: Choose the right answer:**

(4 points)

1- The closest planet of the solar system to the sun is.....

- a) Jupiter                      b) Venus                      c) Mercury

2- The first step towards space were taken by.....

- a) The Soviet Union      b) Americans                      c) The Soviet Union and Americans

3- The underlined word "others" refer to.....

- a) Armstrong and Edwin    b) scientists                      c) Moon and on Mars

4- The best title for the passage is .....

- a) Our solar system and the universe  
b) Mars, our second home  
c) The story of human in space
- 

**Question 2: True or False:**

(4 points)

5- There are eighty planets in orbit around the sun.                      (    )

6- Arab Sat. 1 is one of thousands of Satellites used by the world.                      (    )

7- Apollo 11 carried Neil Armstrong and Aldrin to the moon before forty years.                      (    )

8- According to the passage, it is impossible to have a second home far from Earth.                      (    )

---

**Question 3: Complete the following sentences:**

(4 points)

9- ..... is considered as the center of the solar system.

10- American followed the Soviet Union after .....

11- ISS refers to .....

12- If I had the chance to visit one of the planets, I would visit .....

Because .....

## "Passage 2"

**Read the passage and answer the questions below:**

**(12 Marks)**

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

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

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

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

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

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

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

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

**Question 1: Choose the right answer:**

(4 points)

13- In Mesopotamia, people were already using money – pieces of silver by .....

- a) 1600BC    b) 2500 BC    c) 100 AD

14- Bartering means..... .

- a) giving something in exchange for another thing.  
b) giving something in exchange for nothing.  
c) taking something by force.

15- When the soldiers ran out of money, local shops closed their doors. This means: ...

- a) There were no enough goods to sell.  
b) Shopkeepers refused to sell soldiers because they had no money.  
c) People no longer bought from local shops.

16- The story about the French army in Canada shows that .....

- a) money can be anything with a value that everyone accepts.  
b) the army accepted them and the shops did too  
c) people knew they could exchange them for 'real money'
- 

**Question 2: True or False:**

(4 points)

- 17- By 1600 BC people in Greek were using Pieces of silver.    (    )  
18- Real money for the country is banknotes.    (    )  
19- Trade began when people started to exchange goods without money.    (    )  
20- The text doesn't provide any historical background for development of money.    (    )
- 

**Question 3: Complete the following sentences:**

(4 points)

- 21- "ran out" means .....
- 22- The army accepted them and shops did too. "them" refers to .....
- 23- The story of the French army shows that the king was .....
- 24- If I had been the king of France, I would have .....

## **Appendix (4)**

**The Islamic University of Gaza**

**Postgraduate Studies Deanship**

**Faculty of Education**

**English Curriculum & Methodology Department**



### **A Suggested Program Based on Prior Knowledge to Develop Eighth Grader English Reading Comprehension Skills**

**Presented by**

**Kamal Abed Alfatah Abu Shamla**

**Supervised by**

**Dr. Awad Kishta**

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: -----

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.			

Any further comments are highly appreciated.

.....  
.....

Best regards

The researcher: Kamal Abu Shamla



## **English for Palestine (8)**

### **(A) Teacher's Guide**

**For teaching lesson (3) and (4) in units 1, 2, 3, 4, 5 and 6 from English for Palestine Grade 8 based on prior knowledge.**

Dear teachers,

As you know, English for Palestine (8) curriculum concentrates a lot on the reading skills. Whereas there are two reading passages per unit, in addition to six poem spread over the eighteen units of the book as an extensive reading. Lesson one is reading with listening, after the students listen to the dialogue, they answer pre listening questions. Then they read the dialogue to answer comprehension questions.

Lesson three which the researcher focused on, is reading with optional listening. The students read a text on the unit topic and answer comprehension questions. This is often followed by word-building activities such as looking in the text to find the opposites of words or by the other reading comprehension skills. In this way the students are encouraged to:

- see reading texts as learning opportunities;
- become aware of how they can improve their learning in general and reading comprehension skills.
- expand their vocabulary.

This guide was prepared to aid the teachers to teach lesson 3 in units 1, 2, 3, 4, 5, 6, 7 and 8. It provides teachers with variety of activities which may increase and activate the students' prior knowledge about the content area, context of materials presentation, and lexical items in the text. These activities will also encourage a more learner-centered approach to learning: the students are encouraged to develop an awareness of how they learn a language with more concentration on the reading comprehension skills. And to recognize that they are responsible for their own progress.

The teacher's guide contains the following:

- 1- The general aims of the eight lessons included in this program.
- 2- Learning objectives of each lesson.
- 3- Teaching aids.
- 4- Activities used to activate students' prior knowledge
- 5- Procedures and activities to be followed during implementing each lesson.
- 6- Evaluation tools.

**Aims of the program:****General aim of the program:**

The program aimed at increasing and activating students' prior knowledge to improve eighth graders' English reading comprehension skills.

**Specific Objectives:**

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

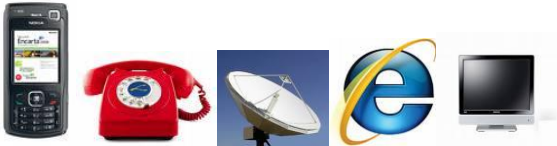
- 1- identify direct ideas from the reading text.
- 2- identify numbers, names, places or times included in the reading text.
- 3- give facts or details directly from the passage as they read.
- 4- describe characters or objects, as described in the reading text.
- 5- interpret the meaning of words and concepts.
- 6- make a guided summary for the reading text.
- 7- find synonyms and antonyms from the text.
- 8- re-arrange ideas or sentences from the text to narrate a story.
- 9- explain the causes and the effects.
- 10- guess the meanings of unfamiliar words and phrases in the text.
- 11- select the topic sentence of a paragraph.
- 12- constructing an image of what is read by writing and drawing.
- 13- clarify the similarities and differences in words and ideas.
- 14- describe things or objects, as described in the reading text.
- 15- predict what may happen in the future.
- 16- decide that the statement is fact or opinion.
- 17- comparing predictions to the outcome in the actual text.
- 18- formulating ideas as they read.
- 19- draw new titles for the text.
- 20- record ideas and evidence from the text.

## English for Palestine (8)

### Unit (1) Lessons (3-4) Hello world!

SB. P. 8-9    WB. P4-5    Class / 8<sup>th</sup> ....    Date: ..... /9/2009

<p><b>Objectives:</b> By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> <li>- predict what may happen in the future.</li> <li>- identify the main idea or the essential message of the passage.</li> <li>- find synonyms and opposites of a/ word/s in a sentence.</li> <li>- judge things, bad and good things of television and mobile phone.</li> <li>- talk about the programmes they like or don't like.</li> </ul>	<ul style="list-style-type: none"> <li>- describe things or objects, as described in the reading text.</li> <li>- To find antonyms from the text.</li> </ul> <p><b>Key Structure:</b> Present continuous tense (decreasing – increasing – growing – rising – falling – getting – becoming)</p> <p><b>Key words:</b> teenager – forecast – escape – documentaries – only – like – in contact with – text - project – serious – speed.</p> <p><b>Revised words:</b> hurricane – communication – modern – internet – expensive – direction – size – turn on</p> <p><b>T. A.:</b> Ss' Book –WB – LCD – sheets- cards</p>
---	--

Steps	Procedure	Time
<b>Warming up</b>	Greetings – A game about nationalities and countries A: I am from Palestine. B: You are ----- and so on.	4M
<b>HW checking</b>	<b>T checks homework.</b>	3M
<b>Revision</b>	T revises the main words by reading and matching words with pictures.( hurricane – direction – expensive – internet) <b>Finish the following sentences</b> ( turn on – size – communication – internet) 1- We get a lot of information from the ----- 2- I can't sleep in darkness. Please ----- the light. 3- We use the language for -----. 4- This shirt is small. My ----- is 36. T does a model. Ss work in groups. T checks Ss' answers.	3M
<b>Prior knowledge activation</b>  <b>"Topic-related pictures"</b>	T: presents pictures of modern means of communication and answer questions to activate and increase students' prior knowledge. 1- What are these things? <div style="text-align: center;">  </div> 2- What are they used for?	5M

<p><b>Prior knowledge activation</b>  ( pre-teaching new vocabulary)</p>	<p>T: presents the new vocabulary (teenager – forecast – escape – documentaries – only – like – in contact with – text - project – serious – speed) through the LCD projector and pictures. T: holds each picture with its word reading it three times. Ss: repeat as Class/groups / pupils. T: uses the words in simple sentences. For example: * People who are 13 to 19 are <b>teenagers</b>. * We can't <b>forecast</b> the future. * He stole the bag and <b>escaped</b>. * I'm always <b>in contact with</b> my friend. * I watched a wildlife <b>documentaries</b> film. * My father is abroad. I always <b>text</b> him. * Mona isn't funny. She is <b>serious</b>. * This car is very fast. It's <b>speed</b> is 300 km ph.</p>	<p>4M</p>
<p><b>Drill</b></p>	<p>Ss repeat as C/G/P.</p>	<p>3M</p>
<p><b>Practice</b></p>	<p>T with Ss say words, numbers and meanings. T asks Ss some questions: Are you a teenager? Can you forecast the future? Do you text you friends? Have you ever seen a documentary program? T checks answers.</p>	<p>2M</p>
<p><b>Formative evaluation</b></p>	<p><b>Fill in the gaps:</b> 1. You are funny. You are not -----. 2. People know weather -----from the satellites. 3. People who are 13 to 19 are----- 4. The thief stole the bag and ----- T: explains what to do. T: does a model. Ss do another model. Ss do the last ones in pairs. T: checks answers.</p>	<p>3M</p>
<p><b>Prior knowledge activation</b>  "Review Previous Learning"</p>	<p>T: reminds learners of past experience that the present lesson will build on by asking some question(s) about specific experiences that would lead to the current topic such as: 1- Do you have Satellite at home? 2- Is your mobile modern or ancient? 3- What will the weather forecast for tomorrow be? 4- Which programs do you like to watch on TV? 5- Do you know how to use the internet? T: discusses answers. T: with Ss elicits the title of the lesson. T: says we are going to learn about living with modern communications.</p>	<p>5M</p>
<p><b>Text Book Activity 1</b></p>	<p>Ss open their books and read the rubrics, pictures and the first activity. T: explains what to do. T: does a model . Ss do another model. Ss do the last ones in pairs.</p>	<p>3M</p>

	T: checks answers.	
<b>Activity 2</b> "Read to find the types of modern communications these people discuss"	The teacher divides the text into parts and deals with each in separate. <b>Paragraph 1</b> ( Hello ----- some people) Ss read the paragraph and answer the following questions: <b>Do as shown:</b> 1. People between thirteen and nineteen are -----( finish) 2. "Young world" is a-----programme for teenagers.( finish) 3. Are the internet and TV modern communications? ----- ( Answer) 4. "Young World" is about the things that are happening now.(T/F) 5. Find the opposite of ancient x ----- good x -----	3M
<b>Paragraph 2</b> ( Anna Torres)	<b>Do as shown:</b> 1. The good thing of TV is the -----forecast. ( finish) 2. The weather forecasters get lots of information from the ----- (finish) 3. TV weather forecasts are better now than they were in the past. (T/F) 4. Find: the meaning of runaway = ----- The opposite of unluckily x -----	3M
<b>Paragraph 3</b> ( Enya Kiyonga , Uganda)	<b>Do as shown:</b> 1. Enya is a ----- on Lake Victoria. (finish) 2. Enya gives his mobile to his family when he goes fishing.( T/F) 3. What is making his life better? How ?----- ( Answer) 4. Find the opposite of worse x ----- cheaper x -----	3M
<b>Paragraph 4</b> ( Sameer and Hanan Qudsi)	<b>Do as shown:</b> 1- Mum and Dad like to watch serious programmes like wild life --- -- ( finish) 2- What does Hanan love?----- ( answer) 3- Does Sameer love sports programme?( Answer) 4- Find the opposite of funny x ---- hate x -----.	3M
<b>Paragraph 5</b> ( Lyn Mark Lomax, Australia)	<b>Do as shown:</b> 1- The problem with Lyn and Mark is that they are -----and ---- ----- ( finish) 2- Is mobile phone important? ----- ( answer) 3- What is it used for? ----- (answer) 4- Find the opposite of calm x -----.	3M
<b>Activity 3</b>	<b>Read and mark the sentences true (√) or (×) Correct the ones that are false.</b> a. Young Word is about things that are happened in the world. ( ) b. TV weather forecasts are better now than they were in the past. ( ) c. Mr and Mrs Qudsi think their children should watch cartoons, sports and serious documentary programs, too. ( ) d. Eyn's gives his mobile to his family when he goes fishing. ( ) e. Lyn'sand Mark's phones are always busy because Mum and Dad are calling them more and more. ( )	4M

<b><u>Activity 4</u></b>	<b><u>Read and complete the table:</u></b> T: explains what to do. T: does a model. Ss do another model. Ss work in groups. T: checks answers.	4 M
<b><u>Activity 5</u></b>	Ss read the table above to discuss the good and bad things of TV and mobiles. T: presents the activity and the models. Ss repeat as C/G/P. T: does a model. Ss do another model. Ss work in pairs. T: discusses Ss' answers. <b><u>Evaluation:</u></b> Write about the good and the bad things of the TV.	4M
<b><u>Activity 6</u></b>	T: revises the types of TV programmes by reading and giving the Arabic meaning with examples. T: presents the activity. T: explains what to do. T does a model. Ss do another model. Ss work in pairs. T: checks answers.	4M
<b><u>Activity 7</u></b>	T: presents the key structure: What types of programme do /don't you like? Give examples. Ss repeat as C/G/P. T-S.G.P. T and good student do a model. S-S.G.P. Two good students do another model. Ss work in pairs. T discusses answers. <b><u>Evaluation:</u></b> Answer: What types of programme do /don't you like? Give examples.	4M
<b><u>Reading aloud</u></b>	Ss read the part which the teacher has given. T checks reading.	3M
<b><u>WB page 4</u></b>	<b><u>Activity: 1</u></b> T: presents the activity. T: does a model. Ss do another model. Ss: do the last ones in pairs. T: checks answers.	3M
<b><u>WB page 5</u></b>	<b><u>Activity: 2</u></b> T: presents the activity. T: does a model. Ss do another model. Ss: do the last ones alone. T: checks answers.	3M
<b><u>WB page 5</u></b>	<b><u>Activity: 3</u></b> T: presents the activity. T: does a model. Ss do another model. Ss: do the last ones alone. T: checks answers.	3M
<b><u>Post reading</u></b>	Ss sum up what they have learned and talk about the good and the bad things of modern communications and the programmes they like or don't like.	4M

## English for Palestine (8)

### Unit 2 Lesson (3+4) A taste of Arab Culture

SB. P. 14-15 WB. P10-11 Class / 8<sup>th</sup> .... Date: ...../9/2009

<p><b>Objectives:</b> By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> <li>- describe characters or objects, as described in the reading text.</li> <li>- identify types of music included in the reading text.</li> <li>- clarify the similarities and differences between musical instruments.</li> <li>- classify words to complete a table.</li> <li>- learn the words highlighted in the text.</li> <li>- recording ideas and evidence from the text.</li> <li>- find synonyms and antonyms from the text.</li> </ul>	<p>- draw a titles for the text.</p> <p><b>Methods of activating prior knowledge:</b> A handout tin Arabic, Interactive discussion, pre-teaching new vocabulary, graphic organizer.</p> <p><b>Key words:</b> classical – folk – jazz- pop – rock – calm – show – used to – without - musician – 'oud – lute – guitar – improved - poetry</p> <p><b>Revision words:</b> music – feelings – culture – singer – writer – screen –</p> <p><b>Adjectives:</b> (boring – exciting – happy – interesting – modern – powerful – quite – sad – serious – traditional).</p> <p><b>T. A.:</b> Ss' Book –WB – LCD – sheets- cards</p>
--	---

Steps	Procedure	Time
<b>Warming up</b>	Greetings – a game/ Ss write adjectives beginning with the letters of beautiful	4M
<b>HW checking</b>	T checks homework.	3M
<b>Revision</b>	T with Ss revises the main words of adjectives by reading and acting the feelings.	3M
<p><b>Prior knowledge activation</b></p> <p><b>"Handout in Arabic Language"</b></p> <p>" Interactive discussion"</p>	<p>A handout about music and Farid Al-Atrash written in the Arabic Language was distributed to the experimental group a day before the lesson. Ss are asked to read the article at home.</p> <p>Ss/ prepare the handout at home.</p> <p>T/Ss discuss the article at the beginning of the lesson.</p> <ol style="list-style-type: none"> <li>1- ما أصل كلمة الموسيقى؟</li> <li>2- اذكر بعض الأدوات الموسيقية المستخدمة قديما و حديثا ؟</li> <li>3- ما وجه الشبه بينها؟</li> <li>4- هل كانت الموسيقى معرفة عند العرب قبل الإسلام؟</li> <li>5- تحدث عن أنواع الموسيقى الأوربية القديمة و الحديثة؟</li> <li>6- اذكر ماتعرف عن فريد الأطرش؟</li> <li>7- ما هي أهم الآلات الموسيقية التي اشتهر فريد الأطرش باستخدامها؟</li> <li>8- ما هي الآلة الموسيقية التي تقابل العود في أوروبا؟</li> </ol>	5M
<b>Presentation</b>	T: presents the types of music by listening to a cassette.	4M

<b>Drill</b>	( classical – folk – jazz- pop )  T: holds the cards of words and read them 3 times.  Ss: repeat as C/G/P.	
<b>Practice</b>	T – Ss say words, numbers and meanings.	2M
<b>Introduction</b> <b>SB Activity 1</b>	T asks Ss," Do you like music? What type of music do you like? Ss: elicit a title of the lesson. Ss: open their books and read the rubrics.  T: explains what to do.  Ss: listen and number the types of music they hear.  T: does a model. Ss do another model. Ss do the last ones alone. T checks answers.	2M
<b>Activity 2</b>	Ss read the main words of adjectives and discuss their Arabic meaning. T: explains what to do. Ss: listen and match words with music. T: presents the model " Number ( ) is a piece of ( ). It sounds ( ). T: does a model .Ss make statements as another model.  Ss: do the last ones in pairs .T: checks the answers.	3M
<b>Prior knowledge activation " graphic organizer "</b>		<b>5 M</b>
T: introduces the graphic organizer and ask students to complete the spaces.		
<b>Prior knowledge activation</b>  Pre-teaching of	T: presents the new words by using pictures, instruments and in contexts: feelings - calm – show – without - used to – poetry – singers - improved - musician – 'oud – lute – guitar. For example: 1. Father isn't angry. He is <b>calm</b> .	5 M



the new vocabulary	<p>2. The teacher shows the <b>map</b> to the students.</p> <p>3. I <b>used to</b> be rich. I am poor now.</p> <p>4. I can't live <b>without</b> water.</p> <p>5. Sara likes music .She hopes to be <b>a musician</b>.</p> <p>6. I like to read the <b>poetry</b> of El Motanaby.</p> <p>7. His handwriting was not good. It became beautiful. He <b>improved</b> it.</p> <p>8. The '<b>oud</b> is often called the king of <b>instruments</b> and it became the European <b>lute</b>.</p>	
<b>Formative evaluation</b>	<p><b>Fill in the space:</b></p> <p>1. He likes music. He hopes to be a -----.</p> <p>2. I love to read the Arabic -----for El Motanaby.</p> <p>3. The European musicians have-----the 'oud to the lute.</p> <p>4. Nader is always angry, but Nora is -----.</p>	3M
<b>Activity 3</b>	<p><b>Read to find all the types of music that is mentioned in the text.</b></p> <p>T: asks students what the text is about.</p> <p>T: asks general scanning questions such as:</p> <ul style="list-style-type: none"> <li>- Does it talk about musical instruments?</li> <li>- Does it talk about musicians?</li> <li>- Does it talk about music in other countries?</li> </ul> <p>Play the cassette. The students listen and read the text and make a list of all the types of music in it.</p> <p><b>Answers:</b> folk music, jazz, rock music, Arab classical music, Arab music.</p>	3M
<b><u>Pre reading discussion</u></b>	<p><b>Discussion is created about the title and the pictures as:</b></p> <ul style="list-style-type: none"> <li>- What does the title mean?</li> <li>- Could you draw a new title?</li> <li>- Do you know the man in the picture? Who is he?</li> <li>- Have you ever seen or used any of the instruments in the pictures below?</li> </ul>	5M
<b><u>Activity 4</u></b> <b><u>Part 1</u></b>	<p><b>Read to find all the musical instruments that are mentioned.</b> ( Music ----- rock music)</p> <p>Ss read the first part and answer the following questions:</p> <p><b><u>Do as shown:</u></b></p> <ol style="list-style-type: none"> <li>1. Music is at the ----- of life. ( Finish)</li> <li>2. Does music help us show our feelings? ( answer)</li> <li>3. What did people use to do as they worked? ( answer)</li> <li>4. What did jazz and rock music grow out of? ( answer)</li> </ol> <p>Find two opposite words in the text ----- x -----</p>	4M
<b><u>Part 2</u></b>	<p>(Arab classical---today)</p> <p><b><u>Do as shown:</u></b></p> <ol style="list-style-type: none"> <li>1. Arabic classical music came from ancient Arabic----- --and music. ( finish)</li> <li>2. What was at the heart of music? ( answer)</li> </ol>	4M

	<p>3. Two great Arab singers are ----- and -----</p> <p>4. Find the meaning very old = -----</p>										
<b><u>Part 3</u></b>	<p>(Arab music--- ones)</p> <p><b><u>Do as shown:</u></b></p> <p>1. The person who plays music is a -----( finish)</p> <p>2. The 'oud and the guitar are musical -----( finish)</p> <p>3. Where did Classical Arab music come from? (Answer)</p> <p>4. What did the Arab musicians do in the 8th and 10th centuries? ( answer)</p>	4M									
<b><u>Part 4</u></b>	<p>( perhaps -----instrument)</p> <p><b><u>Do as shown:</u></b></p> <p>1. The ----- is often called the king of instruments.( Finish)</p> <p>2. The 'oud is very modern.(T /F)</p> <p>3. The 'oud became the European lute.(T/F)</p> <p>4. When did the 'oud reach its modern shape? ( answer)</p> <p>T discusses answers with Ss.</p>	4M									
<b><u>Activity 5</u></b>	<p><b><u>Answer these questions.</u></b></p> <p>T / reads the first question to the students. The students find the answers.</p> <p>T / repeats with the other questions.</p> <p>T /plays the cassette. Ss / listen and read. Practice difficult pronunciations.</p> <p><b>Answers:</b></p> <p>a- They used to sing.</p> <p>b- Folk music.</p> <p>c- The ancient poetry and music of the Middle East and North Africa.</p> <p>d- New types of musical instruments.</p> <p>e- 6,000 years ago.</p> <p>f- Several things, including instruments such as the 'oud.</p>	4M									
<b><u>Activity 6</u></b>	<p><b><u>Complete the table with these words and other words from this unit.</u></b></p> <ul style="list-style-type: none"> <li>- Read the words in the list to the students.</li> <li>- Point to the first thing noun (song), and ask students to say the person noun (singer).</li> <li>- The students complete the rest of the table individually.</li> <li>- T / points out the three ways of making a person noun from a thing noun (-er, -ist, -ian).</li> <li>- T. asks students to think of other examples.</li> </ul> <p><b>Answers:</b></p> <table style="width: 100%; border: none;"> <tr> <td>Song, singer</td> <td>work, worker</td> <td>build, builder</td> </tr> <tr> <td>guitar, guitarist</td> <td>science, scientist</td> <td>art, artist</td> </tr> <tr> <td>Music, musician</td> <td>electricity, electrician</td> <td>Library , librarian</td> </tr> </table>	Song, singer	work, worker	build, builder	guitar, guitarist	science, scientist	art, artist	Music, musician	electricity, electrician	Library , librarian	4M
Song, singer	work, worker	build, builder									
guitar, guitarist	science, scientist	art, artist									
Music, musician	electricity, electrician	Library , librarian									


<p><b><u>Formative Evaluation</u></b></p>	<p><b><u>Finish the following sentences:</u></b></p> <ol style="list-style-type: none"> <li>1. He studies science. He likes to be a -----.</li> <li>2. They went to the ----- to borrow some books.</li> <li>3. Adel imam is an -----.</li> <li>4. The builder is a person who makes a lot of-----.</li> </ol>	<p>5M</p>
<p><b><u>WB 1 page 10</u></b></p>	<p><b><u>Use pairs of words from exerciser 6 in the Student's Book, page 15, to complete the following.</u></b></p> <ul style="list-style-type: none"> <li>- Read the first sentences to the students. Ask students to complete it with a word pair from ex 6.</li> <li>- The students complete the rest of the sentences with word pairs.</li> </ul> <p><b>Answers:</b></p> <p>a- song, singer      b- science, scientist    c- music, musician  d- guitar, guitarist    e- library, librarian    f- work, worker  g- electricity, electrician    h- art, artist      i- builders, building</p>	<p>5M</p>
<p><b><u>WB 2 page 11</u></b></p>	<p>T explains what to do.  T does a model.  Ss do another model.  Ss do the last ones alone in the same way.  T checks answers..</p> <p><b>Answers?</b></p> <p>a- kebabs, pizza.    b, c    students' own answers.</p>	<p>4M</p>

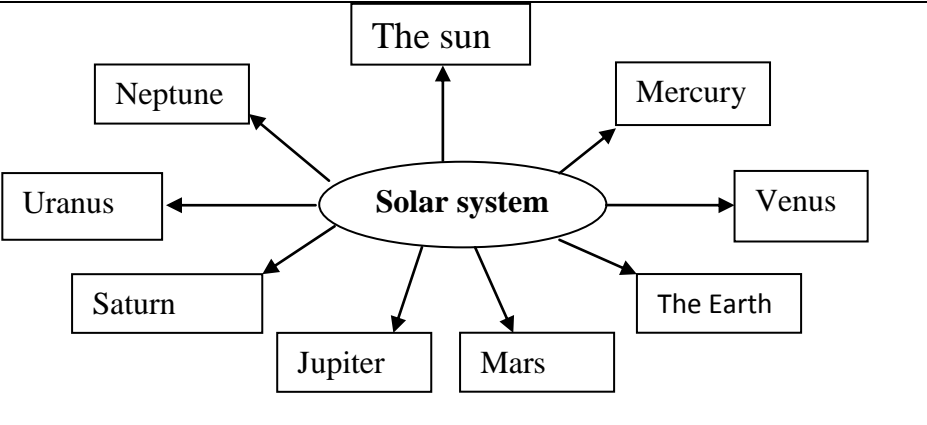
## English for Palestine (8)

### Unit (3) Lesson (3-4) Hello world!

SB. P. 20-21    WB. P16-17    Class / 8<sup>th</sup> ....    Date:...../9/2009

<p><b>Objectives:</b> By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> <li>- identify direct ideas from the reading text.</li> <li>- use the highlighted words in meaningful sentences.</li> <li>- give facts or details directly from the passage as they read.</li> <li>- predict what may happen in the future.</li> <li>- draw a new title for the text.</li> <li>- identify the names of the planets.</li> <li>- find synonyms and antonyms from the text.</li> <li>- make a guided summary for the reading text.</li> </ul>	<ul style="list-style-type: none"> <li>- clarify the similarities and differences in words and ideas</li> <li>- find synonyms and antonyms from the text.</li> <li>- clarify the similarities and differences in words and ideas</li> </ul> <p><b>Key words:</b> solar system, universe, systems, exploration, already, a lot, possible valuable, minerals, billion</p> <p><b>Revised words:</b> launch, rocket, spacecraft, cabin, fuel, gravity pulls, center, trip, a mission, international, edge</p> <p><b>T. A.:</b> Ss' Books –WB –Word cards –pictures –Cassette – working sheets- video, internet cite</p>
---	---

Steps	Procedure	Time
<p><b>Warm-up</b> Prior knowledge activation</p>	<p><b>" the Internet Websites"</b></p> <p>T. asks students to use the internet to get information about the solar system.</p> <p>T: guides students to look for this website and watch a video film about the subject.</p> <div style="text-align: center; margin: 10px 0;">  <p>The image shows the Google logo with 'Video BETA' underneath. Below it is a search bar containing the text 'Solar system video' and a 'Google Search' button.</p> </div> <p>- Student <b>Search recent TV programs online.</b> at home as preparation.</p> <p>- Interactive discussion is created about what they have learned from the internet.</p>	5M
<p><b>Prior knowledge</b></p>	<p><b>"Brain storming"</b></p> <p>T. brainstorms the names of the planets.</p>	4M

<b>activation</b>		
<b>HW</b>	T checks homework.	3M
<b>Revision</b>	T. asks questions to revise L 1,2 as: - What is the title of lesson 1 and 2? - Where has Omar watched space launches? - Has he watched a real space launches? - What does The Earth gravity do?	3M
<b>Prior knowledge activation</b>	<p><b>" pre-teaching the new vocabulary"</b></p> - T. uses word cards, picture cards, context to presents the new words. - T. drills the words three times C. / G. / I. (solar system, universe, systems, exploration, already, a lot, possible valuable, minerals, billion) <p>T. says a word, a student points to and says the word.  T. checks the meaning.  T. uses the words in simple sentences.  Ss. use the words using their own ideas.</p>	3M
<b>Formative evaluation</b>	<p><b>Complete the sentences with words from the box.</b></p> <p>1- The ----- is our small part of the -----.</p> <p>2- Scientists then started using satellite in new communication -----.</p> <p>3- People share the huge costs of space -----.</p> <p>4- Scientists say that it is possible to get ----- metals and other ----- from the moon.</p>	6M
<b>Prior knowledge activation</b>	<p><b>" Inter active discussion"</b></p> T. asks the students some questions as: - What do you know about the solar system? - How many planets are there in the universe? - Which is the largest planet? - Which planet is the closest to the sun? etc.	2M
<b>Text Book Activity 1</b>	<p><b>Look at the diagram and answer the questions.</b></p> -T. points to the picture and asks, what is it? - Individual students read the names of the planets and teacher checks	5M

	<p>pronunciation.</p> <p>- Ss read the questions and others answer them.</p> <p><b>Answers</b></p> <p>a- the sun. b- eight. c- Earth</p> <p>(some students want to add Pluto as a planet. T. explains that in 2006 Pluto was officially reclassified as asteroid, not a planet.</p>	
<b>Prior knowledge activation</b>	<p><b>Pre- reading questions</b></p> <p>Ss turn over their books and read the following questions and discuss them before reading.</p> <p><b>Answer these questions</b></p> <p>1- Who went first to space Americans or Russians?</p> <p>2- Do you think that human might in the future have a second home far from Earth?</p>	5M
<b>Activity 2</b>	<p><b>Students read the text silently and choose the best title.</b></p> <p><b>Answer</b></p> <p>The story of humans in space</p>	4M
<b>(part1)</b>	<p><b><u>Part1 (The solar system... now uses)</u></b></p> <p>- Ss read part one and answer the following questions:</p> <p><b>(T) or (x)</b></p> <p>1- The solar system is the universe. ( )</p> <p>2- Our journey into space began in 1957. ( )</p> <p>3- TV pictures around our planet were being sent in 1961. ( )</p> <p>4- Yuri Gagarin was the first American who went to space. ( )</p>	5M
<b>(part 2 )</b>	<p><b><u>Part 2 (The Soviet Union ... (ISS).</u></b></p> <p>- Ss read part two and answer the following questions:</p> <p><b>(T) or (x)</b></p> <p>1- In 1969, Apollo 11 carried the Soviet Neil Armstrong and Edwin Aldrin. ( )</p> <p>2- Spacecrafts have sent back pictures and information from all over the solar system-even far-away Neptune. ( )</p> <p>3- (ISS) refers to international space station. ( )</p>	4M
<b>(part 3 )</b>	<p><b><u>Part 3 (We have already done ... far from Earth).</u></b></p> <p>- Ss read part two and answer the following questions:</p> <p><b>(T) or (x)</b></p> <p>1- Scientists are also planning for people to live on the sun. ( )</p> <p>2- Scientists say that it is possible to get valuable metals and other minerals from the moon. ( )</p> <p>3-Humans might in the future have a second home far from Earth. ( )</p>	4M

<p><b><u>Activity 3</u></b></p>	<p><b><u>Complete the summary with words from the text</u></b></p> <ul style="list-style-type: none"> <li>- Explain that a summary is a short version of a text which includes all the important information.</li> <li>- Teacher asks students to look at the text in exercise 2 again and identify some of the important information.</li> <li>- The students complete the summary with words from the text.</li> </ul> <p><b>Answers</b></p> <p>1- USA 2- 1957 3- human 4- weather 5- satellite 6- moon  7- exploration 8- international 9- missions 10- valuable 11- atmosphere  12- Earth</p>	<p>5M</p>
<p><b><u>Activity 4</u></b></p>	<p><b><u>Question 1: Choose the right answer:</u></b></p> <p>1-The closest planet of the solar system to the sun is.....</p> <p>a) Jupiter      b) Venus      c) Mercury</p> <p>2- The first step towards space were taken by.....</p> <p>a) The Soviet Union   b) Americans   c) The Soviet Union and Americans  a) Armstrong and Edwin   b) scientists      c) Moon and on Mars</p> <p><b><u>Question 2: True or False:</u></b></p> <p>1-There are eighty planets in orbit around the sun. (   )</p> <p>2- Arab Sat. 1 is one of thousands of Satellites used by the world. (   )</p> <p>3- Apollo 11 carried Neil Armstrong and Aldrin to the moon before forty years. (   )</p> <p>4- According to the passage, it is impossible to have a second home far from Earth. (   )</p> <p><b><u>Question 3: Complete the following sentences:</u></b></p> <p>1- ..... is considered as the center of the solar system.</p> <p>2- American followed the Soviet Union after .....</p> <p>3- ISS refers to .....</p> <p>4- If I had the chance to visit one of the planets, I would visit .....  Because .....</p>	<p>5M</p>
<p><b><u>Reading aloud</u></b></p>	<p>Ss read the parts which the teacher has given. T checks reading.</p>	<p>5M</p>
<p><b><u>WB page 14</u></b></p>	<p><b><u>Put these words in order, from the largest to the smallest.</u></b></p> <ul style="list-style-type: none"> <li>- T. reads the words in the box to the students.</li> <li>- The students write the words in order.</li> </ul> <p><b>Answers</b></p> <p>a- the universe b- the solar system c- the sun d- Jupiter e- Earth f- the moon</p>	<p>4M</p>

<p><b><u>WB page 2</u></b> <b><u>14</u></b></p>	<p><b>Add the correct names of the planets.</b></p> <p>- Point to one of the planets and ask students to name it. - The students write the name of the planets.</p> <p><b>Answers</b> a- Mercury b- Mars c- Saturn d- Neptune e- Jupiter f- Earth</p>	<p>5M</p>
<p><b><u>WB page 3</u></b> <b><u>14</u></b></p>	<p><b>Add the correct ordinal numbers (first, second, third, etc).</b></p> <p>T. reads the first sentence to the students. Ask them to supply the missing ordinal number. - The students complete the rest of the sentences.</p> <p><b>Answers</b> a- second b- eighth c- third d- fifth e- seventh f- first g- sixth h- fourth</p>	<p>5M</p>
<p><b><u>WB page 4</u></b> <b><u>15</u></b></p>	<p><b>Add these words</b></p> <p>- T. reads the words in the box to the students. - The students complete the text with the words in the box.</p> <p><b>Answers</b> 1- but 2- or 3- because 4- so 5- and 6- but 7- although 8- However 9- therefore</p>	<p>3M</p>



## English for Palestine (8)

### Unit (4) Lesson (3-4) Hello world!

SB. P. 26-27    WB. P22-23    Class / 8<sup>th</sup> ....    Date:    /9/2009

<p><b>Objectives:</b> By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> <li>- guess the meanings of unfamiliar words and phrases in the text.</li> <li>- use the highlighted words in meaningful sentences.</li> <li>- learn about types of food</li> <li>- skim and scan the text for information about a healthy life.</li> <li>- use different ways of giving advice.</li> <li>- identify direct ideas from the reading text.</li> </ul>	<ul style="list-style-type: none"> <li>- explain the causes and the effects.</li> </ul> <p><b>Key words:</b> Why not? Putting on, carbohydrates, coffee, worrying, instead, cut, what about? , could, anything, tonight.</p> <p><b>Revised words:</b> (healthy, eating, food, coffee, lose, weight, exercise, body )</p> <p><b>T. A.:</b> Ss' Books –WB –Word cards –pictures –Cassette – working sheets- handouts</p>
--	--

Steps	Procedure	Time
<p><b>Warm-up</b> Prior knowledge activation</p>	<p><b>" direct instructions"</b></p> <ul style="list-style-type: none"> <li>- After the teacher brain storms the students about the healthy living, students are presented with introductory material before they read the texts. It will include background information about the healthy living in the form of some tips about:               <ul style="list-style-type: none"> <li>- Diet and weight management</li> <li>- Physical activity and exercises</li> <li>- Nutrition, Food and Recipes</li> </ul> </li> </ul>	5M
<p><b>HW</b></p>	<p>T checks homework.</p>	4M
<p><b>Revision</b></p>	<p>T revises the main words of the previous lesson by reading and matching the words with pictures and BB dictation. (healthy, eating, food, coffee, lose, weight, exercise, body ), in addition to the words in ex 1 SB P. 24 T checks Ss' answers.</p>	4M
<p><b>Prior knowledge activation</b></p>	<p><b>" pre-teaching new vocabulary"</b></p> <p>Using word cards, T. presents the new words (Why not? Putting on, carbohydrates, coffee, less, worrying, instead, cut, what about? , could, anything, tonight and then). T. drills the words three times C. / G. / I. T. says a word, a student points to and says the word. T. checks the meaning. T. uses the words in simple sentences. Ss use the words using their own ideas. Ss activate the words in short role play tasks.</p>	6M

<b>Formative evaluation</b>	Role play (giving advice) A: I have been putting on some weight recently, and I want to lose two kilos. B: <u>You should stop eating carbohydrates.</u> A: I eat a lot of bread. B: <u>I think you should eat less.</u>	6M
<b>Prior knowledge activation</b>	<b>" Interactive discussion"</b> T. talks with SS about healthy and unhealthy lifestyles by asking Ss some questions: - What food is healthy? - What food is unhealthy? - How can you become healthier? - Is your diet healthy? T. discusses answers and encourages students to express their opinions.	5M
<b>Text Book Activity 1</b>	<b>Before you read, answer these questions. Then read to check your answers.</b> T. points to the pictures and read the questions to the students. Encourage the students to make guesses about the problems. - Play the cassette. Ss read and listen. - T. deals with any small comprehension queries. <b>Answers</b> a- She has put on weight. b- He's been working late. c- It probably says the girl should exercise and eat healthy food and the body should go to bed earlier.	5M
<b>Prior knowledge activation</b>	<b>Pre- reading questions</b> Ss turn over their books and read the following questions and discuss them before reading. <b>Tick true or false:</b> 1. We should stop eating carbohydrates to lose 2 to 3 kilos. ( ) 2. Drinking lot of coffee stops us from going to sleep. ( ) 3- Coffee does not contain caffeine. ( )	5M
<b>Activity 1 (paragraph1)</b>	<b>Paragraph 1 (You _____ exercise?)</b> - Ss read the paragraph and answer the following questions: - To lose two or three kilos, you should stop eating ..... and shouldn't start missing complete ..... . ( complete ) 3- The natural way to lose weight is to:----- -----	5M
<b>(paragraph2)</b>	<b>Paragraph 2 (You - bed )</b> <b>Tick (T) or (F)</b> 1- Drinking coffee stop ourselves from going to sleep. ( ) 2- Regular exercise every day can help you to sleep. ( ) 3- When your brain is tired you can't learn anything. ( ) 4- Doing something quiet gets your brain ready to sleep. ( )	5M

<p><b><u>Activity 2</u></b></p>	<p><b>Look at these people and think of answers to their idea</b>  T. gets good student read the rubric and then explains it.  T. asks Ss. to look at the children's faces.  T. explains what to do and explains that each of these people is going to do something that isn't a good idea.  T. reads the speech bubble number 1 and asks Ss., what is wrong with her idea? And why should go to bed earlier.  Bubbles 2 and 3, T. asks Ss. work in pairs to read and answer what's wrong with idea? And what they could do instead.  <b>Answers</b>  1- You can't study well when you are tired. You should sleep normally and then work.  2- Missing meals is bad for your body. You should do more exercise.  3- Doing exercise before you go to bed wakes you up. You should do exercise during the day, and do something quiet before you go to bed.</p>	<p>5M</p>
<p><b><u>Activity 3</u></b></p>	<p><b>Match the food item to types of food 1, 2 and 3. Make statements like this.</b>  T. gets Ss. to read the rubric.  T. explains the activity to the Ss.  T. reads the three food types and writes them on the board. (Protein, fat, carbohydrate).  T. gets Ss. read the words in the box.  T. does a model.  Ss. do another model.  Ss. work in pairs.  T. moves around and discusses Ss' answers.  <b>Answers</b>  1- protein: eggs, meat, 2- fat: butter, cheese, milk, 3- carbohydrates: bread, potatoes, rice</p>	<p>5M</p>
<p><b><u>Activity 4</u></b></p>	<p><b>Talk about what you eat and drink.</b>  T. gets Ss. read the rubric and then explains it.  T. present and explains the activity.  T. gets Ss. to read the table and makes sure that all Ss. understand it.  T. makes sentences about himself with the table.  T. asks good Ss. to do other sentences about themselves.  Ss work in pairs.  Ss. write sentences about themselves in their notebooks.  T checks answers.</p>	<p>5M</p>
<p><b><u>Reading aloud</u></b></p>	<p>Ss read the parts which the teacher has given. T checks reading.</p>	<p>5M</p>

<p><b><u>WB page</u></b> <b><u>22</u></b></p>	<p><b>Add the twin nouns and verbs to the sentences. Change their forms if necessary.</b>  T. gets some good students to read the rubric.  T. presents and explains the activity.  T. gets Ss. to read the two lists verb and noun.  T. makes a model.  A good student makes number b.  Ss do number c and d in pairs.  Ss do number e and f on their books.  T moves around the class and checks answers.  <b>Answers</b>  b- answered, answers c- walk, walks d- diets, diet e- help, help f- started, start</p>	<p>5M</p>
<p><b><u>WB page</u></b> <b><u>22</u></b></p>	<p><b>2- Advice and suggestions Add you had (You'd) better of You had (You'd) better not.</b>  T. gets some good students to read the rubric.  T. presents and explains the activity.  T. discusses the picture with Ss.  T makes a model.  Good student does next one.  Ss. Do the next in pairs.  Ss do the rest of activity  T checks answers.  <b>Answers</b>  - You'd better not to go to school today. You'd better take this medicine.  You'd better stay in bed. You'd better not to try to get up.</p>	<p>5M</p>
<p><b><u>WB page</u></b> <b><u>23</u></b></p>	<p><b>3- Write replies. Add should/ should not (shouldn't) or the strong form must/ must not (mustn't).</b>  T. gets some good students to read the rubric.  T. presents and explains the activity.  T. discusses the pictures with Ss.  T. points to the first picture and makes a reply as a model.  T. asks Ss. to work in pairs to do the next reply b.  Ss do the rest of activity  T checks answers.  <b>Answers</b>  a- You shouldn't, You should b- You mustn't, You must c- You shouldn't, You should d- You mustn't, you must</p>	<p>5M</p>
<p><b><u>WB page</u></b> <b><u>23</u></b></p>	<p><b>4: Complete the conversations with suggestion. Choose between these forms. Use the words in brackets.</b>  T. gets some good students to read the rubric.  T. presents and explains the activity.  T. gets Ss. to read or he reads the expressions.</p>	<p>5M</p>

	<p>T makes the first one as a model. Ss do the rest of the activity in pairs. T checks answers. T. gets pairs of Ss. to read the conversations before the students in the class.</p> <p><b>Example Answers</b></p> <p>a- What about having some beans- or what about having some onions?</p> <p>b- You could get some apples-or you could get a pineapple.</p> <p>c- Why not go swimming-or why not go running?</p> <p>d- What about reading this leaflet-or what about going in the internet?</p>	
--	--	--

## English for Palestine (8)

### Unit (5) Lesson (3-4) Hello world!

SB. P. 8-9 WB. P4-5 Class / 8<sup>th</sup> .... Date: ...../9/2009

<p><b>Objectives:</b> By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> <li>- describe characters or objects, as described in the reading text.</li> <li>- guess the meanings of unfamiliar words and phrases in the text.</li> <li>- find synonyms from the text.</li> <li>- Skim and scan the text for information.</li> <li>- locate specific information in the reading text.</li> <li>- Practice a pattern reading phase correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- form compound words from the text.</li> <li>- interpret the meaning of words and concepts.</li> </ul> <p><b>Key words:</b> game, beautiful, different, national, international, popular, sorts, dribble the ball, Right now, leagues, competition, Professional, fans, amateur, A coach.</p> <p><b>Revised words:</b> training, so have I, neither can I, matches, heard of, mine, champions.</p> <p><b>T. A.:</b> Ss' Books –WB –LCD projector, working sheets- F. C.- magnetic board. B.B. Video film.</p>
--	---

Steps	Procedure	Time
<p><b>Warming up</b> Prior knowledge activation " Interactive discussion "</p>	<ul style="list-style-type: none"> <li>- Teacher creates <b>Interactive discussion</b> about sport by asking funny questions as:</li> <li>- Who is your favourite player?</li> <li>- What do you think of the match between Egypt and America?</li> <li>-What sort of sports do you like to watch on TV?</li> <li>- Do you have a favourite team?      - Which that?</li> <li>- Who is your best player?</li> </ul>	4M
<p><b>HW</b></p>	<p>T checks homework.</p>	3M
<p><b>Revision</b></p>	<p><b>Practice this dialogue.</b>                      A: I've just remembered: I've got training this evening.                      B: So have I.                      A: Neither can I.</p>	3M
<p><b>Prior knowledge activation</b> " brain storming technique</p>	<pre>                     graph TD                         Games((Games)) --&gt; boots[boots]                         Games --&gt; training1[training]                         Games --&gt; matches[matches]                         Games --&gt; champions[champions]                         Games --&gt; racing[racing]                         Games --&gt; Volleyball[Volleyball]                         Games --&gt; football[football]                         Games --&gt; basketball[basketball]                         Games --&gt; TableTennis[Table tennis]                         Games --&gt; training2[training]                     </pre>	5M

Prior knowledge activation	<p><b>" pre-teaching new vocabulary"</b></p> <p>T. introduces the new vocabularies using the LCD projector.</p> <p>"game, beautiful, different, national, international, popular, sorts, dribble the ball, Right now, leagues, competition, Professional, fans, amateur, A coach"</p>	6M
<b>Formative evaluation</b>	<p><b>Fill in the gaps:</b></p> <p>(popular – leagues – professional – compete – Amateur – sorts)</p> <p>1- People have been playing different ----- of football since the ancient time.</p> <p>2- Football has become the most -----sport.</p> <p>3- Football teams everywhere ----with each other in local or national-----</p> <p>4- Some clubs are -----, and their players often become rich and famous.</p> <p>5- -----is a player who plays for enjoyment and without paid for it.</p>	5M
<b>Text Book Activity 1</b>	<p>T asks Ss:</p> <p>1- What game is this? 2- Do you watch / play football? 3- Do you have a favourite team?</p> <p>- T asks Ss about the picture like this/ What is number 5 doing? He is passing the ball. What is number 9 doing? He is scoring a goal. What is the goalkeeper doing? He is trying to make a save.</p> <p>The Ss complete the short text.</p> <p>- discusses answers.</p> <p><b>Answers.</b> Number 2, 3, 4 and 5 are defenders. Number 9, 8 and 10- are attackers. Right now, Number 9 is scoring a goal.</p>	5M
<p><b>Activity 2</b></p> <p>" Read the text"</p> <p>(paragraph 1)</p>	<p>Paragraph1 From( People to----- a goal)</p> <p>-T plays the cassette and Ss listen to the text.</p> <p>-T asks Ss to read the text silently.</p> <p>-Ss read paragraph 1 then answer the questions.</p> <p><b>True or False:</b></p> <p>1- Modern football started in 1886 in Britain. ( ) (F) in 1863</p> <p>2- Football is the most popular sport. ( ) (T)</p> <p>3- The opposite of popular is common. ( ) (F)</p> <p>T checks answers.</p>	5M
(paragraph2)	<p><b>Paragraph 2 From ( Football team to----- love the game)</b></p> <p>- T asks Ss to read paragraph 2 silently.</p> <p>Ss read paragraph 2 then answer the questions.</p> <p><b>True or False:</b></p> <p>1- Football teams compete with each other in local leagues only. ( ) (F) and in national leagues.</p> <p>2- There are no international matches between clubs and countries. ( ) (F)</p> <p>3- The Olympic Games happens every four years ( ) (T)</p> <p>4- Players often become rich and famous. ( ) (T)</p> <p>5- Most clubs are professionals. ( ) (F)</p> <p>. Ss work in pairs. T checks answers.</p>	5M

<b>(paragraph3)</b>	<p><b>From (Amateur to ----- international star.)</b></p> <p>- T asks Ss to read the text silently.</p> <p>Ss read paragraph 3 then answer the questions. <b>True or False.</b></p> <p>1- Amateur clubs have teams with young people. ( ) ( T )</p> <p>2- Players in amateur clubs don't have to be good to play. ( ) ( T )</p> <p>3- With the help of coaches amateur players become big international stars. ( ) ( T )</p>	5M
<b><u>Activity 3</u></b>	<p><b><u>Read the text again and answer the questions.</u></b></p> <p>a- About how long have people been playing the modern game of football? About 150 years.</p> <p>b- In what two different ways is football the most popular game in the world? More people play it than any other game./ More people watch it than any other game.</p> <p>c- What does a football team do when it joins a league? They play each other and try to become league champion.</p> <p>d- How is the World Cup competition like the Olympic Games? They both happen every four years.</p> <p>e- How can a professional player become rich from football but an amateur player cannot? Professional players get paid, amateur players don't get paid.</p> <p>f- How can a young person take the first step on the road to life as a big international star? He can join amateur club.</p>	5M
<b><u>Activity 4</u></b>	<p><b><u>Say what the underlined words mean in these phrases.</u></b></p> <p>- Students find the words in the text and try to work out the meaning. Give them to expressing the meaning in English.</p> <p><b>Answers</b></p> <p>Line 13 the football season - the period of the year when teams play football</p> <p>Line 22 the World Cup Final – the last match of a competition, which decides the winner</p>	5M
<b><u>Activity 5</u></b>	<p><b><u>Make words from Units 1-5 that are really pairs of words.</u></b></p> <p>- read the words in the box to the students. Show the students how basket and ball combine to form basketball.</p> <p>- The students find other compensations of words.</p> <p><b>Answers</b></p> <p>a- basketball b- football c- somebody d- volleyball</p> <p>e- weekend f- wildlife</p>	5M
<b><u>Reading aloud</u></b>	<p>Ss read the parts which the teacher has given. T checks reading.</p>	5M



<p><b><u>WB page 28</u></b></p>	<p><b>Activity: 1 match the number dates to the written forms. Read them out.</b></p> <ul style="list-style-type: none"> <li>- T points to the first date (2010) and asks the students to say and find the written form (i)</li> <li>- The students match the rest of the numbers with the written forms.</li> </ul> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>- a- 1863 b- 1896 c- 1900 d- 1912 e- 1996 f- 2000 g- 2004 h- 2008 i- 2010 j- 2012</li> <li>- T asks individual students to say the dates</li> </ul> <p><b>T: e</b> <b>S: 1996</b></p>	<p>5M</p>
<p><b><u>WB page 28</u></b></p>	<p><b>Activity: 2 Add the correct capital letters. Then read out the text.</b></p> <ul style="list-style-type: none"> <li>- Read the rules in the box to the students.</li> <li>- The students complete the text with capital letters.</li> <li>- Ask individual students to read a sentence each to the class.</li> </ul> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>a- Like the World Cup, the Olympic Games happen every four years.</li> <li>b- The ancient Games were also every four years _at a place called Olympia in western Greece.</li> <li>c- The first modern Olympics were in the city of Athens, the capital of Greece, in 1896.</li> <li>d- Since then they have moved from country to country and from continent to continent. in 1966. For example, they were in the United States of America.</li> <li>e- Then, in 2000, they were in Australia, and in 2004, they returned to Greece in Europe.</li> <li>f- In recent years the international Olympic Committee has chosen places for further games – first, china, in Asia, for 2008, and then Britain, in Europe, for 2112.</li> </ul>	<p>5M</p>
<p><b><u>WB page 28</u></b></p>	<p><b>Activity: 3 Find 18 "football" words from student's Book pages 30-33.</b></p> <ul style="list-style-type: none"> <li>- T. asks the students to identify some of the football words on pages 30-33 of the Student's Book.</li> <li>- The students find these words in the activity, and work out the other ones.</li> </ul> <p><b>Answers</b></p> <p>Club, coach, league, shirt, team member, fan, competition, cup final, star, score, pass, socks, boots, shorts, team, play, player.</p>	<p>5M</p>
<p><b><u>WB page 29</u></b></p>	<p><b>Activity 4: Complete the network with words from activity 3.</b></p> <p>T. reads the categories of the network to the students. Ask them to suggest words for each category.</p> <p><b>Answers</b></p> <p>Clothes for football: shirt, socks, boots, shorts  football actions: kick, score, pass, play  the football 'system': club, league, competition, cup final</p>	<p>5M</p>

	people in football: coach, team member, fan, player	
<b><u>WB page 29</u></b>	<p><b><u>Activity 5:</u> Complete the following with words from the language Box on page 33 of your student's Book.</b></p> <p>- Read the first part of the conversation to the students and ask them to suggest the word for 1.</p> <p>- The students complete the rest of the text.</p> <p><b>Answers</b></p> <p>1- everybody 2- something 3- somebody 4- everywhere 5- somewhere 6- everything</p>	4M

## English for Palestine (8)

### Unit (6) Lesson (3-4) Hello world!

**SB. P. 38-39    WB. P34-35    Class / 8<sup>th</sup> ....    Date:    /9/2009**

<p><b>Objectives:</b> By the end of this lesson, Ss are expected to be able to:</p> <ul style="list-style-type: none"> <li>- To identify direct ideas from the reading text.</li> <li>- To give facts or details directly from the passage as they read.</li> <li>- Transfer information to a table correctly.</li> <li>- To find synonyms and antonyms from the text.</li> <li>- To recording ideas and evidence from the text.</li> <li>- To guess the meanings of unfamiliar words and phrases in the text.</li> </ul>	<ul style="list-style-type: none"> <li>- To clarify the similarities and differences in words and ideas between pictures.</li> <li>- To predict what may happen in the future.</li> </ul> <p><b>Key words:</b> Farmer, exchange, barter, BC, AD, accept, true, army ran out of, same, commander, promise.</p> <p><b>Revised words:</b> (coin, banknotes, trade, instead, valuable, king, wait, angry, gold, national bank)</p> <p><b>T. A.:</b> Ss' Books –WB –Word cards –pictures –Cassette – working sheets- F. C.- magnetic board. B.B. Video film.</p>
---	---

Steps	Procedure	Time
<b>Warming up</b> Prior knowledge activation	<b>"Topic related pictures"</b> - Introducing different pieces of money from different countries. - Teacher creates discussion about them by asking funny questions.	5M
<b>HW checking</b>	T checks homework.	3M
<b>Revision</b>	<b>Finish the following sentences:</b> 1- How do you keep your money? 2- What do you usually spend your money on?	3M
Prior knowledge activation  <b>" K-W-L-H"</b>  technique	- Teacher discusses what students have written on the K-W-L-H form which was given to them two days before the lesson. - Students fill the form at home prepared.	5M
Prior knowledge activation  (pre-teaching vocabulary)	T. introduces the new vocabularies using the suitable technique to convey the meaning. (pictures – word cards- in context ...)  <b>(Farmer, exchange, barter, BC, AD, accept, true, army ran out of, same, commander, promise )</b>	5M

<b>Drill</b>	T. drills the words three times C. / G./ I.	3M
<b>Practice</b>	T. says a word, a student points to and says the word. A student says a word, T. points. Ss. then work in pairs in the same way	3M
<b>Formative evaluation</b>	Fill in the gaps: 5. ----- means Before Christ 6. ----- stands for Anno Domini. 7. Two ----- might ----- thirty sheep for ten cows. 4. The men ----- of money.	4M
<b>Introduction</b> <b>Prior knowledge activation</b> <b>"Asking questions"</b>	T asks Ss some questions to activate their prior knowledge about the subject of the text. 1- There were no coins, no banknote. How could people trade in the past? 2- What is money? 3- Have you ever trade without money? 4- If you don't have money and you want something from your friend, what would you do? T. discusses answers and encourages students to express their opinions.	5M
<b>Text Book</b> <b>Activity 1</b>	Students look at the pictures and compare between them. T: guides students to say sentences such as: - The first picture below could be from any period in history. - They aren't using money. The picture at the start of the unit shows a modern shop where Sami is going to pay for a CD with money.	5M
<b>Activity 2</b>	Students look at the page and the title. And answer these questions. a- Where might the text be from, and who might it be for? b- What do you think the text will be about?	4M
<b>Activity 3</b> <b>Part one</b>	T. asks Ss to look at the pictures and create discussion. T. brainstorms Ss. by asking them certain questions about the pictures in the text book. - What can you see in the two pictures? - What do you think the text will be about? T. discusses the answers. T. asks students to read the first part from "Every day ... use it to pay for things " <b>Tick True or False (T.F)</b> 1- The barter means that two farmers might exchange, thirty sheep for ten cows. ( ) 2- People were already using money – pieces of silver by 1500 B.C. ( ) 3- By 1600 B.C., the modern Iraq were making coins. ( ) 4- Money means anything with a value that everybody accepts. ( )	5M

<p><b><u>Part 2</u></b></p>	<p>Ss read silently the second part from "A true story shows this ....everybody as their pay" and find the opposite from the text. Ss. works in groups to give the opposite. <b><u>Give the opposite from the text: -</u></b> International × ..... Calm × ..... Distribute ×..... Take ×..... T checks answers.</p>	<p>5M</p>																
<p><b><u>Part 3</u></b></p>	<p>T asks Ss to read the last paragraph silently from (The army accepted ..... have real value) and fill the spaces: <b><u>Fill in the space: -</u></b> 1- The army and the shops ..... Playing cards instead of money. 2- The army could exchange playing cards for "real money" when the ..... Arrived. 3- The real money is the ..... that every country's national bank keeps. T checks Ss. answers on B.B.</p>	<p>5M</p>																
	<p><b><u>Students read the text quickly and complete the table.</u></b> - Teacher shows the students the details of the table. - Ss scan the text. - The students complete the text with suitable notes.</p> <table border="1" data-bbox="443 1122 1294 1464"> <thead> <tr> <th>How money developed</th> <th>who</th> <th>What</th> <th>when</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> step</td> <td>People in Mesopotamia</td> <td>Piece of silver</td> <td>By 2500 BC</td> </tr> <tr> <td>2<sup>nd</sup> step</td> <td>People in Greece</td> <td>coins</td> <td>By 1600 BC</td> </tr> <tr> <td>3<sup>rd</sup> step</td> <td>People in Canada</td> <td>Playing cards</td> <td>In 1685</td> </tr> </tbody> </table>	How money developed	who	What	when	1 <sup>st</sup> step	People in Mesopotamia	Piece of silver	By 2500 BC	2 <sup>nd</sup> step	People in Greece	coins	By 1600 BC	3 <sup>rd</sup> step	People in Canada	Playing cards	In 1685	<p>5M</p>
How money developed	who	What	when															
1 <sup>st</sup> step	People in Mesopotamia	Piece of silver	By 2500 BC															
2 <sup>nd</sup> step	People in Greece	coins	By 1600 BC															
3 <sup>rd</sup> step	People in Canada	Playing cards	In 1685															

<p><b><u>Activity 4</u></b></p>	<p><b><u>Read the text again and answer the questions.</u></b> - Students read the text again and answer the questions. a- Why did people first need money? - Because the needed something to use instead of sheep and cows. b- What does the story about the French army in Canada show? - Money can be anything with a value that everyone accepts. c- What happened while the men were waiting for their pay? - They ran out of money. d- When this happened, what did the local shops do? - They closed their doors.</p>	<p>5M</p>
---------------------------------	--	-----------

	<p>e- While the men were getting hungry and angry, what suddenly happened?</p> <p>- Their commander had an idea.</p> <p>f- Why did everybody accept use the card money?</p> <p>- Because the cards were promise to pay 'real' money</p>	
<b><u>Reading aloud</u></b>	Ss read the parts which the teacher has given. T checks reading.	5M
<b><u>WB page 34</u></b>	<p><b><u>Activity: 1 Read the diary and answers these questions.</u></b></p> <p>T asks students to look at the diary texts and answer the questions.</p> <ul style="list-style-type: none"> <li>- The commander of the French army in Canada in 1685.</li> <li>- On Monday 21<sup>st</sup> November in the evening, and on Tuesday 29<sup>th</sup> November in the morning.</li> </ul>	5M
<b><u>WB page 34</u></b>	<p><b><u>Activity: 2</u></b> Complete the diary. Add the prepositions to the time expressions. (But two expressions do not take prepositions: Just write x).</p> <p><b>Answers</b></p> <p>1 for, 2 since, 3 in, 4 until, 5 a from, 5 b to, 6 by, 7 on, 8 at, 9 in, 10 × , 11 in, 12 ×</p>	5M
<b><u>WB page 35</u></b>	<p><b><u>Activity: 3</u></b> Complete the statements with example, using the expression <b>For example</b>.</p> <ul style="list-style-type: none"> <li>- T. asks the students to find sentences with For example in the text in the Student's Book.</li> <li>- T. reads the first sentence to the students. T. asks them to complete the For example sentence with information from the text.</li> <li>- Ss write the other For example sentences.</li> </ul> <p><b>Answers</b></p> <p><b>a-</b> For example, they have used stones, seashells and feathers.</p> <p><b>b-</b> For example, they have made coins with gold, silver and copper.</p> <p><b>c-</b> For example, they developed money in Greece, Rome and Mesopotamia.</p> <p><b>d-</b> For example, they use euros in the EU, dinars in Jordan and dollars in the USA.</p>	5M

## English for Palestine 8

### (B) Student's Book

The researcher designed this suggested text book to meet the needs of eighth grade students during the implementation of the study. It includes six reading comprehension passages. It represents lesson 3 and 4 in each unit and introduces in two periods.

Each reading lesson consists of three parts:

The first part includes activities drawn before the reading passages. The aim of these activities is to activate prior knowledge. The answers of them are not directly from the reading passage but they are around the passage.

The second part is the reading text. This text includes highlighted new words, pictures, diagrams. Students are asked to read it to answer the questions in the third part,

The third part includes activities 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 passage as they read.
- find synonyms and antonyms from the text.
- guess the meanings of unfamiliar words and phrases in the text.
- select the topic sentence of a paragraph.
- clarify the similarities and differences in words and ideas.
- describe things or objects, as described in the reading 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.

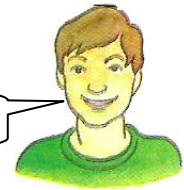
1 Say the nationality



Egypt - USA – Australia – Uganda – Italia - Jordan

I am from Palestine.

You are Palestinian.



Look at the people on the TV screen, and do these activities.

a Find their countries on the map at the front of the book.

b Ask and answer these questions.

1- Do you have Satellite at home?

2- Is your mobile modern or ancient?

3- Do you know how to use the internet?

4- Which programs do you like to watch on TV?

3

Read to find the types of modern communications these people discuss.

## Living with modern communications

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



**Anna Torres, the USA**

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



**Enya Kiyonga, Uganda**

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

**Sameer and Hanan Qudsi, Palestine**



'Satellite TV's great, and we get hundreds of channels .

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

**Lyn and Mark Lomax, Australia**



'Mum and Dad want to stay in contact with us

when we're not At home, so they've given us mobiles, and I think that's a good thing. The problem is that we're also calling the texting friends more and more. 'Mum and Dad are getting angry. They say we're always on the phone when they call, and we're using them for the wrong thing!'



**4 Read and complete the sentences.**

- 1- People between thirteen and nineteen are .....
- 2- "Young world" is a-----programme for teenagers.
- 3- The good thing of TV is the -----forecast.
- 4- The weather forecasters get lots of information from the .....
- 5- Enya is a ----- on Lake Victoria.
- 6- Mum and Dad like to watch serious programmes like wild life .....

**5 Read and mark the sentences true (√) or (×) Correct the ones that are false.**

- a. Young Word is about things that are happened in the world. ( )
- b. TV weather forecasts are better now than they were in the past. ( )
- c. Mr and Mrs Qudsi think their children should watch cartoons, sports and serious documentary programs, too. ( )
- d. Eyn's gives his mobile to his family when he goes fishing. ( )
- e. Lyn's and Mark's phones are always busy because Mum and Dad are calling them more and more. ( )

**6 Read and answer these questions.**

- a- Are the internet and TV modern communications?  
-----
- b- What is making *Enya's* life better? How?  
-----
- c- What does Hanan love?  
-----
- d- Does Sameer love sports programme?  
-----
- e- Is mobile phone important?  
-----

**7 Write the opposite.**

- a- ancient    x -----                      cheaper    x -----
- b- good        x -----                                funny      x -----
- c- unluckily x -----                            hate        x -----
- d- worse      x -----                                calm        x -----

**8 Read and complete the table.**

Speaker	Anna	Sameer and Hanan	Enya	Lyn and Mark
Equipment	TV	TV		
Good things	Weather forecast			
Bad thing	bad TV	hate turning off		

1 Listen and number the types of music as you hear them.

Classical \_\_\_\_ folk \_\_\_\_ jazz \_\_\_\_ pop \_\_\_\_ rock \_\_\_\_

2 Listen again. Match the words to the music. Then make statements.

Boring	exciting	happy	interesting	modern
Powerful	quiet	sad	serious	traditional

Number (one) is a piece of (rock music). It sounds (exciting).

3 Read to find all the types of music that are mentioned.

4 Read to find all the musical instrument that are mentioned.

### Music is everywhere.

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

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

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

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

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

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



**5 Read and complete the sentences.**

- a- Music is at the ----- of life.
- b- Arabic classical music came from ancient Arabic----- --and music.
- c- Two great Arab singers are ----- and -----.
- d- The person who plays music is a -----.
- e- The ----- is often called the king of instruments.

**6 Read and mark the sentences true (✓) or (×) Correct the ones that are false.**

- a. The 'oud is very modern. ( )
- b. The 'oud became the European lute. ( )
- c. Music doesn't change our feeling, but helps us show our love. ( )
- d. The 'oud reached its modern shape about thousand years ago. ( )

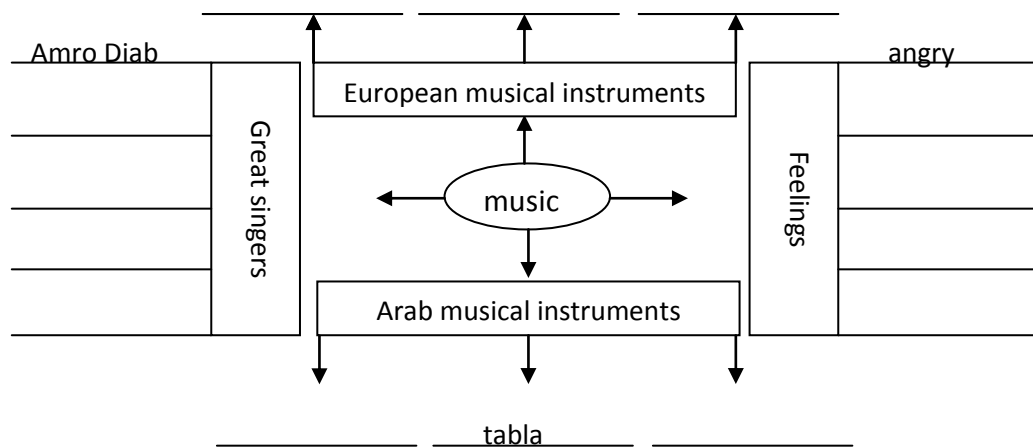
**7 Read and answer these questions.**

- a- What did people use to do as they worked?  
-----
- b- What did jazz and rock music grow out of?  
-----
- c- Where did Classical Arab music come from?  
-----
- d- What did the Arab musicians do in the 8th and 10th centuries?  
-----
- e- When did people first use to play a simple type of 'oud?  
-----
- f- What did Europeans get from Arab music?  
-----

**8 Write the synonyms.**

- a- maybe = -----
- b- very old = -----
- c- all over the world = -----
- d- preferred = -----

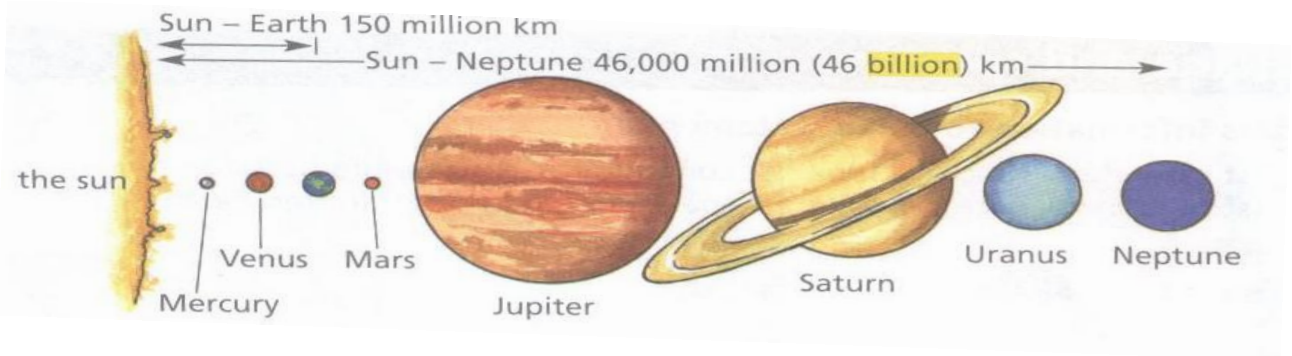
**9 Read graphic organizer and complete the spaces.**



## Unit 3 lesson 3 and 4 Reading

1 Look at the diagram and answer these questions.

- What is the center of the solar system?
- How many planets are there in orbit around it?
- Which planet's name is not shown? What is its name?



2 Read the text and choose the best title.

- Our solar system and the universe
- Mars, our second home
- The story of humans in space

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

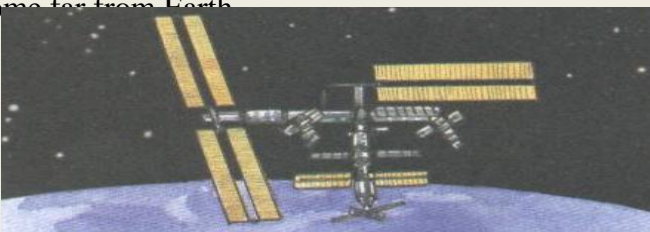
Our journey into space began long ago. In 1957, the Soviet Union launched the first satellite into orbit. This was Sputnik 1. Four years later, the first spacecraft with a human followed. This was the Soviet astronaut, Yuri Gagarin.

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

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

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

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



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

**3 Choose the right answer.**

- 1- The closest planet of the solar system to the sun is.....  
a) Jupiter      b) Venus      c) Mercury
- 2- The first step towards space were taken by.....  
a) The Soviet Union    b) Americans    c) The Soviet Union and Americans
- a) Armstrong and Edwin    b) scientists      c) Moon and on Mars

**4 Read and mark the sentences true (√) or (×) Correct the ones that are false.**

- 1- There are eighty planets in orbit around the sun.
- 2- Arab Sat. 1 is one of thousands of Satellites used by the world.
- 3- Apollo 11 carried Neil Armstrong and Aldrin to the moon before forty years.
- 4- According to the passage, it is impossible to have a second home far from Earth.

**5 Question 3: Complete the following sentences:**

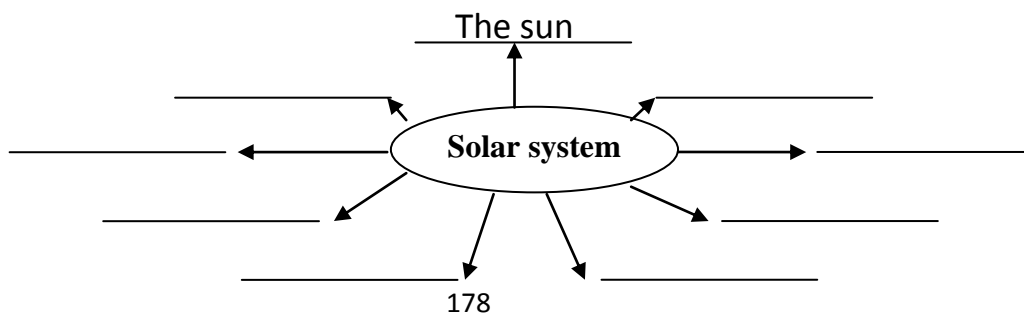
- 1- ..... is considered as the center of the solar system.
- 2- American followed the Soviet Union after .....
- 3- ISS refers to .....
- 4- If I had the chance to visit one of the planets, I would visit .....  
Because .....

**6 Complete the summary with words from the text.**

For many years, the Soviet Union and the (1) USA were in a race to space. The Soviets were first to put a satellite into orbit in the year (2) ----- . In 1961, they also put a (3) ----- into space. At about the same time, the Americans started doing important work with satellites. From one, they got the first (4) ----- pictures in 1960, and two years after that, the first communications (5) ----- started sending pictures around the world. Then, at the end of the 1960, the Americans also successfully put two men on the (6) -----.

The cost of space (7) ----- is very high. As a result, many countries are now sharing the costs and working together to build the new (8) ----- space station. There will also be new (9) ----- into space. Scientists hopes to get (10) ----- minerals from the moon. They also think that it might be possible to develop an (11) ----- on Mars, and that this planet could in the future look like (12) -----.

**7 Complete the network.**



1 Before you read answer these questions. Then read to check your answers.

- a- What is the girl's problem?  
 b- What is the boy's problem?  
 c- Look at the text title. What might the text say that these teenagers should do?

TEEN TIMES

15<sup>th</sup> November

## The healthy living quiz

BY Julic Good

Do you live a healthy life? Why not do the quiz and find out?

Read the question and tick (✓) the best answer.



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

a: start missing complete meals ?

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

c- start doing more exercise ?

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

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

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

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

### Answers

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

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

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

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

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

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

**2** Read and mark the sentences true (✓) or (×) Correct the ones that are false.

- 1- Drinking coffee stop ourselves from going to sleep. ( )
- 2- Regular exercise every day can help you to sleep. ( )
- 3- When your brain is tired you can't learn anything. ( )
- 4- Doing something quiet gets your brain ready to sleep. ( )

**3** Read the quiz and complete.

- a- To lose two or three kilos, you should stop eating ----- and shouldn't start missing complete -----.
- b- The natural way to lose weight is to: -----

**4** Look at these people and think of answers to their ideas.

- a- Say what is wrong their ideas.      b- Say what they could do instead.

1

2

3

I'm going to study until 12.00 tonight. Then I'm going to get up again at 3.00 in the morning and go on studying.



I really want to lose weight quickly, so I'm just going to stop eating for a week.



I need to go to sleep quickly, so I'm going to go running before I go to bed and make myself tired.



**5** Match the food items to types of food 1, 2 and 3. Make statements like this.

Eggs, ... and ... all provide ...

bread	butter	cheese	eggs	fish	meat	potatoes	rice
-------	--------	--------	------	------	------	----------	------

**Three types of food that your body needs:**

**1 protein**

**2 fat**

**3 carbohydrates**

		bread

**6** Talk about what you eat and drink.

I eat	a lot of about the right amount of	(bread)	I think I should eat less.
I don't eat enough			I think I should eat more.

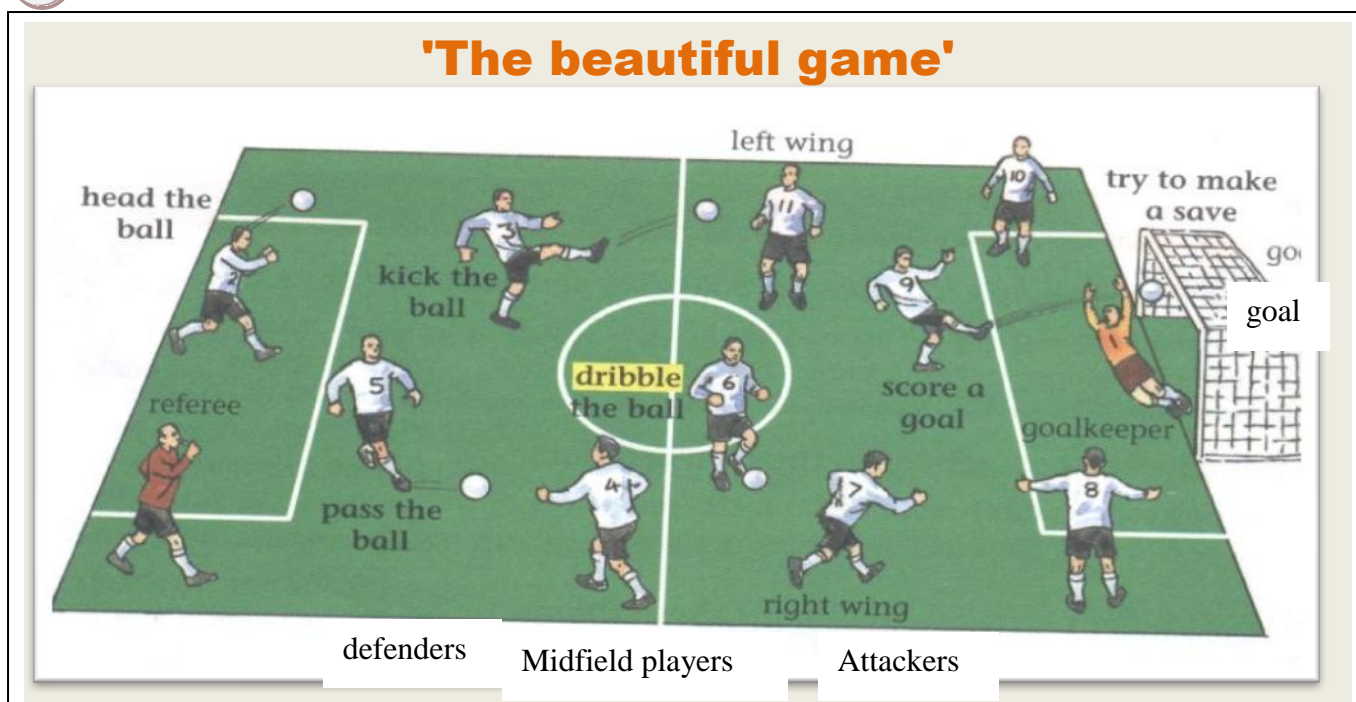
1 Look at the picture and explain something about the game to a person who does not know it.

Number 2, 3, 4, and ... are defenders. They have to defend their team's goal.

Number 9, and ... are attackers. They have to attack the other team's goal.

Right now, Number 9 is scoring ...

2 Read the text.



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

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

Football teams everywhere **compete** with each other in local or national **leagues**. Through the football season, each team plays every other and tries to beat all of them and become league champion. Then there are big international matches between clubs and also

between countries. Finally, there is the World Cup. Like the Olympic Games, this happens every four years, and it is the greatest.

**Competition** of all in football. Every player dreams of playing for his country and scoring the winning goal in the World Cup Final!

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

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



- b- Football is the most popular sport. ( )
- c- The opposite of popular is common. ( )
- d- Football teams compete with each other in local leagues only. ( )
- e- There are no international matches between clubs and countries. ( )
- f- The Olympic Games happens every four years ( )
- g- Most clubs are professionals. ( )

**3 Complete**

- a- A team of young people can join a -----
- b- It is not necessary to be a ----- player in the amateur club.
- c- The ----- is the person who discovers good players.
- d- A player in the amateur club will perhaps become ----- star.

**4 Read and answer these questions.**

- a- About how long have people been playing the modern game of football?
- b- In what two different ways is football the most popular game in the world?
- c- What does a football team do when it joins a league?
- d- How is the World Cup competition like the Olympic Games?
- e- How can a professional player become rich from football but an amateur player cannot?
- f- How can a young person take the first step on the road to life as a big international star?

**5 Find the opposites from the text.**

- a- modern ----- b- finished -----
- c- local ----- d- win -----
- e- amateur ----- f- may be -----

**6 Find the meaning of these words from the text.**

- a- types ----- b- at once -----
- c- in the end ----- d- unpaid -----

**7 Say what the underlined words mean in these phrases.**

Line 13 The footall season                      Line 22 the world Cup Final

**8 Make words that are really pairs of words.**

where	life	ball	body	end
-------	------	------	------	-----

- a- football    b- some -----    c- week -----    d- wild -----    e- every-----

1 Compare the first picture below and the picture on the right at the start of the unit.

2 Look at the 'page below and the title. Answer these questions.

a- Where might the text be from, and who might it be for?

b- What do you think the text will be about?

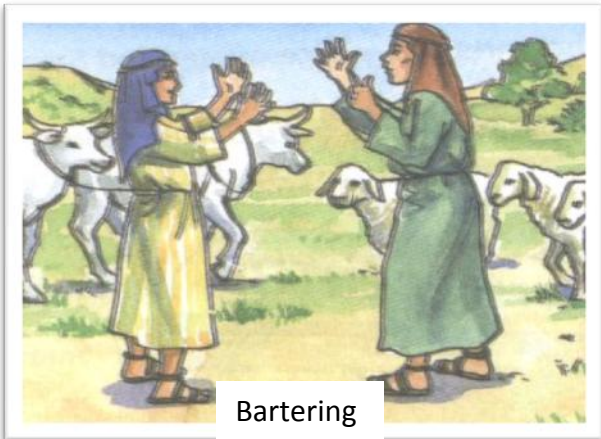
TEEN TIMES

15<sup>th</sup> November

## The meaning of money

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

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



Bartering

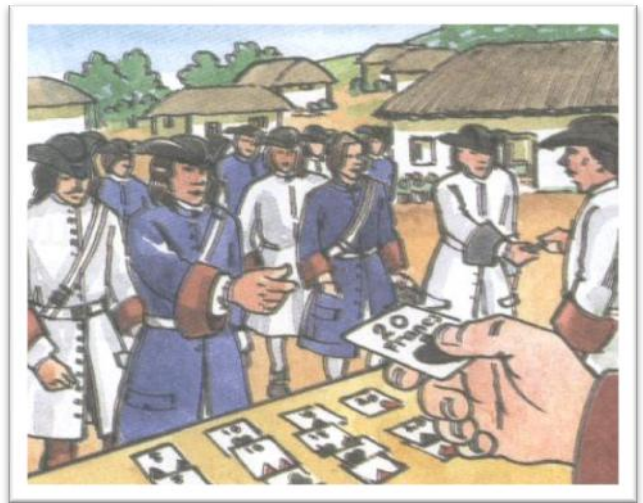
But one farmer might have nothing that the other wants. Then they need something that they can use instead of sheep or cows. They need money. And in Mesopotamia (modern Iraq), people were already using money – pieces of silver – by 2500 BC.

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

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

A true story shows this clearly. In 1685, the king of France did not send any money to pay his army in Canada. While the

men were waiting for their pay, they ran out of money. Then this happened, the local shops closed their doors. Soon the men were getting hungry - and angry. While this was going on, their commander suddenly had an idea. Many of the men had playing cards, and the commander told the officers under him to collect the cards and cut them into pieces. They then wrote money values on them and gave them to everybody as their pay.



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

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

**3 Read and mark the sentences true (√) or (×) Correct the ones that are false.**

- a- The barter means that two farmers might exchange, thirty sheep for ten cows. ( )
- b- People were already using money – pieces of silver by 1500 B.C. ( )
- c- By 1600 B.C., the modern Iraq was making coins. ( )
- d- Money means anything with a value that everybody accepts. ( )

**4 Give the opposite from the text.**

- a- International × -----
- b- Calm ×-----
- c- Distribute ×-----
- d- Take ×-----

**5 Fill in the space: -**

- a- The army and the shops ----- playing cards instead of money.
- b- The army could exchange playing cards for "real money" when the ----- Arrived.
- c- The real money is the ----- that every country's national bank keeps.

**6 Choose the right answer.**

- a- In Mesopotamia, people were already using money – pieces of silver by .....
  - a) 1600BC
  - b) 2500 BC
  - c) 100 AD
- b- When the soldiers ran out of money, local shops closed their doors. This means: ...
  - a) There were no enough goods to sell.
  - b) Shopkeepers refused to sell soldiers because they had no money.
  - c) People no longer bought from local shops.

**7 Read the text quickly and complete this table.**

How many developed	who	what	when
1 <sup>st</sup> step	People in	Pieces of	<b>by</b>
2 <sup>nd</sup> step			
3 <sup>rd</sup> step			

**8 Read the text again and answer the questions.**

- a- Why did people first need money?
- b- What does the story about the French army in Canada show?
- c- What happened while the men were waiting for their pay?
- d- When this happened, what did the local shops do?
- e- While the men were getting hungry and angry, what suddenly happened?
- f- Why did everybody accept use the card money?

## Appendix (5)

### Referee Committee for study tools

Checklist =1    Questionnaire = 2                    Achievement test =3                    The suggested program = 4

No	Name	Qualification	1	2	3	4
1	Mohamad Atya	Lecturer (MA)	√	√	√	√
2	Dr. Jamal Al Faleet	Supervisor (PHD)	√	√	√	√
3	Dr. Asaad Atwan	Supervisor (PHD)	√	√	√	√
4	Abed Al Hadi Masalha	Teacher (PHD)	√		√	√
5	Dr. Basem Abu Qamar	Supervisor (PHD)		√		√
6	Hassan Al Nabeeh	Lecture (IUG) (PHD)		√		√
7	Mohammed Abd El Hady	Lecturer (IUG) (MA)	√	√		√
8	Asem Abu Shawish	UNRWA (MA)	√	√		√
9	Mostafa Abu Atwan	Supervisor for E. L.(MA)	√	√		√
10	Ashraf Gahzal	Head teacher (MA)	√	√	√	√
11	Hidaia Al Bohaisi	Teacher of English (BA)				√
12	Amro Abou Al Awar	Teacher of English, (MA)	√		√	
13	Ifaf Al Taweel	Teacher of English (BA)		√	√	
14	Iad Aquil	Teacher of English (MA)	√			√
15	Ahmad Al Habash	Supervisor for E. L. (BA)	√	√	√	
16	Moneer Saleh	Supervisor for E. L. (BA)	√	√		
17	Abdel Kareem Al Ejla	Supervisor for E. L. (BA)	√	√		
18	Moneen Kahail	Supervisor for E. L. (BA)	√	√	√	
19	Amro Abou Al Awar	Teacher of English (MA)	√			√
20	Mohammed Isifan	Teacher of English (BA)	√			
21	Hani Al Helo	Supervisor for E. L.(MA)		√	√	
22	Awni Abu Aun	Teacher of English (BA)		√		
23	Arafat Jarwan	Teacher of English (BA)		√		

**Appendix (6)**

**(A) Permission from the Ministry of Education**

**(B)**

**Subject/ To whom it may concern**

## (Appendix 7)

### Teacher Self-Reflection Checklist

The Teacher Self-Reflection Checklist has been designed to be used by the teacher who performed the suggested program to capture her opinion and attitude towards the effect of the program which based on prior knowledge to develop reading comprehension skills. The goal of the checklist was to be used by the teacher as a self-evaluation tool to identify areas of improvements. It was introduced to the teacher at the end of the program. Here is a checklist of questions that the teacher answered them after she had finished the program.

No	Questions	Yes	NO
1	Were the objectives met?	√	
2	Was the time allocation for the activities enough?	√	
3	Was students' prior knowledge about the reading text activated and increased before the lesson?	√	
4	Were the activities and the techniques which were used to activate and increase prior knowledge suitable?	√	
5	Were the students productively engaged?	√	
6	Did students practice some of the reading comprehension skills?	√	
7	Did you provide sufficient opportunities and time for students to work independently, in pairs or in groups?	√	
8	Were the individual differences considered?	√	
9	Were the activities of the suggested program interesting and enjoyable.	√	

# CURRICULUM VITAE FOR THE RESEARCHER

## KAMAL ABU SHAMLA

Contact details Address: Nuseirat camp, Gaza

Home Tel: 2554023

Mobile: 0598899679

E-mail: [k.shamla@hotmail.com](mailto:k.shamla@hotmail.com)

Personal data Date of birth: 26/10/1962

Nationality: Palestinian

### Education

### Qualification

1981-3	Gaza Institute of Teachers (2-years)	Certificate Diploma Teaching English for Elem. Students
1995-9	The Islamic University	BA, Teaching English as a foreign language
2007-9	The Islamic University	MA, English Curriculum & Teaching Methods

### Work experience

1984-1999	Teacher for English language in the three stages (Elem- Prep- Sec) schools (16) yea	
1999-2000	Head Teacher Assistance (Secondary school) (1 year)	
2000-2004	Head Master (Shuhda' Al Nuseirat Sec. School) (4 years)	
2004- now	Supervisor of English language in the Ministry of Education (5 years)	