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The Effects of a Guided Program on Improving Fourth Grade English Reading Comprehension Skills in the UAE.

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**United Arab Emirates University
Faculty of Education
Curriculum and Instruction Department
Masters of Education Program**

**THE EFFECTS OF A GUIDED PROGRAM ON IMPROVING
FOURTH GRADE ENGLISH READING COMPREHENSION
SKILLS IN THE UAE**

**Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education
(Curriculum & Instruction-English)**

By

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**Supervised by
Prof., Mohammed H. El Mekhlafi,**

May 2011

United Arab Emirates University

Faculty of Education

**THE EFFECTS OF A GUIDED PROGRAM ON IMPROVING
FOURTH GRADE ENGLISH READING COMPREHENSION
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A Thesis in

Education (Curriculum and instruction)

By Mohammed Salhyyah

Supervised by:

Prof. Mohamed Hatem al-Mekhlafy, Ph.D

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Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Master of Education

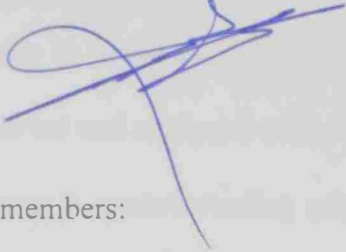
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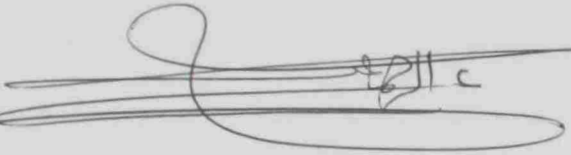
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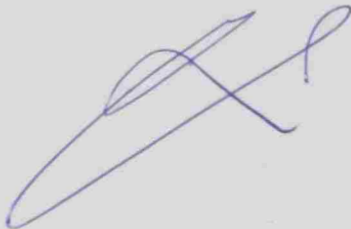
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ABSTRACT

The purpose of this study was to identify the effects of implementing a guided reading program for promoting reading comprehension skills of grade four pupils in the UAE. This program was based on intensive practice of the targeted skills followed by a gradual release of teacher's role to have more pupils' independence while reading. The participants of this study were sixty pupils in grade four who were divided into a control group and a treatment group. Data were collected and analyzed using the results of both the pretest and posttest. The treatment was implementing a guided reading program which lasted for three weeks to improve pupils' reading comprehension skills. The difference in the results of the two groups was statistically significant. Mean scores of the experimental group rose significantly from 40.16 in the pretest to 62.66 in the posttest. The results prove that the guided program is an effective instructional strategy which can enhance pupils' reading comprehension skills. The results of the participants in the control group rose slightly from 41.00 in the pretest to 47.16 in the posttest. Regarding reading comprehension sub skills such as reading for gist, specific information and details mean scores of results of the experimental group increased sharply in comparison with the same results of the control group which increased slightly. Mean scores of results of reading comprehension sub skills of the experimental group increased from 8.16 to 12.33 regarding reading for gist, from 16.16 to 25 concerning reading for specific information and from 15.83 to 25 regarding reading for details. The researcher recommended the implementation of the guided program to improve pupils' reading comprehension skills. Teachers can implement the guided program to improve pupils' reading comprehension skills.

DEDICATION

This work is dedicated to every pupil whose reading comprehension improves and reading attitudes become more positive because of the results of this study. It is dedicated to my wife who has supported me in all my educational endeavors. It is also dedicated to my sons and daughters.

AKNOWLEDGEMENTS

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Chapter one: Introduction

Reading is an important language skill. As learners of a second language, pupils are demanded to read, understand the content in the second language and express their own ideas regarding what they read. Pupils need to read texts and understand their meanings. They need to advance through a series of increasingly difficult levels of reading materials. This would help pupils improve their reading comprehension skills.

Instructors need to vary their instructional practices to help pupils become more proficient readers and overcome their reading comprehension obstacles. The guided program can facilitate the process of enhancing pupils' reading comprehension skills in a systematic and organized manner. With the aid of the guided program, teachers can help their pupils read different texts and comprehend them without translating key vocabulary items, phrases or concepts into their first language to facilitate comprehending these texts. The guided program helps pupils to become more confident readers.

Adopting a program that allows for intensive training of the targeted reading comprehension skills represents a kind of scaffolding that can aid students improve their reading skills under the supervision of the teacher. Eliminating that scaffolding gradually would enhance pupils' skills while reading for comprehension.

Instructors are required to help their pupils become more confident while performing reading tasks. This would allow them to minimize their role gradually as pupils perform tasks in a desired way. In addition, this technique increases the role of pupils and their classroom interaction and minimizes the role of the teacher in a systematic and organized manner. When

pupils realize that they can perform reading tasks well, they become more eager to read and learn.

Weak pupils who suffer from certain obstacles while performing reading tasks need certain emphasis and instructional strategies that would help them overcome their reading problems. Helping this category of pupils requires teachers to adopt the techniques that can enhance their reading skills gradually. This strategy would also improve their self-confidence and increase their classroom participation and engagement. It improves the interaction among pupils while performing reading tasks.

Purpose of study

The purpose of this research was to initiate a study regarding the improvement of reading comprehension skills of pupils in the UAE schools. This purpose was achieved through the adaptation and implementation of a guided program to enhance pupils' reading comprehension skills. This study aimed at exploring the methods and techniques of the implemented program that can be used in order to enhance the reading skills of learners in grade four. The implemented program focused on enhancing pupils' reading skills when they read for gist, specific information and details. This study discussed the methods used to enhance the performance of pupils while reading for comprehension in general and reading for gist, specific information and details in specific.

Statement of problem

There are different types of reading comprehension problems that face pupils while reading for comprehension. Some pupils cannot skim texts to elicit the main ideas or themes of the texts they read. They face certain obstacles while identifying their general ideas or what these

texts are about. Other pupils cannot scan texts appropriately to identify specific information found in these texts like word categories or certain structures. Other pupils cannot read texts deeply and comprehend them. This would prevent them from eliciting detailed information found in these texts or interpreting such texts well.

These problems were acknowledged by different stakeholders like the supervisor of English as well as teachers of English at the researcher's school. The feedback they gave confirmed the existence of these reading comprehension problems. A large number of pupils cannot perform reading comprehension tasks as desired. These varied reading comprehension obstacles led to low results in reading comprehension achievement tests.

The low results of pupils' reading comprehension test scores forced all educators to take immediate steps to find appropriate solutions for such problems. Pupils' performance in the varied reading comprehension tests indicated these problems. Their scores in monthly reading comprehension tests and mid-year as well as end-of year reading comprehension achievement tests emphasized these problems, too.

The supervisor of English at the researcher's school held a variety of meetings to discuss instructions received from Abu Dhabi Education Council concentrating on how to improve pupils' reading comprehension skills. This discussion focused on the appropriate solutions that can be implanted to overcome pupils' reading comprehension obstacles. Abu-Dhabi Education Council demanded teachers of English to concentrate more on improving pupils' reading comprehension skills due to the low results of pupils' reading comprehension achievement tests that were held at Abu Dhabi schools.

Significance of study

This study was of great significance since it aimed at improving a very important language skill which is reading for comprehension. It could add some helpful insights that would help instructors and teachers while teaching reading comprehension. Teachers of English could apply the same program while teaching reading comprehension after studying its results and evaluating its effects on learners. They could benefit from the results of this study while planning how to improve pupils' reading comprehension skills.

This study could be of great significance while initiating remedial and enrichment programs to help grade four pupils improve their reading comprehension skills. Teachers could help weak pupils benefit from this program while trying to improve their reading capabilities in a gradual way. Pupils could enhance their performance in a gradual manner under the supervision of teachers who could minimize their role and interference once pupils become more proficient readers and can perform reading comprehension tasks more independently.

Moreover, this study was significant since it concentrated on improving pupils' self-confidence when they realize that they can accomplish different reading comprehension tasks appropriately with the aid of guided instruction. Even weak pupils can maximize their own engagement in lesson activities and increase their participation. With the aid of the guided program, teachers could also promote gifted pupils' performance and improve their reading comprehension capabilities to include much more advanced tasks.

Research questions

This research study tried to answer the following questions:

- A. Can the implemented guided program improve fourth grade pupils' skills in reading for comprehension?
- B. Can the implemented guided program improve fourth grade pupils' skills in reading for gist?
- C. Can the implemented guided program improve fourth grade pupils' skills in reading for specific information?
- D. Can the implemented guided program improve fourth grade pupils' skills in reading for details?

Research hypotheses

This research study tried to test the following null hypotheses:

- A. There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for comprehension and those pupils who receive traditional instruction.
- B. There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for gist and those pupils who receive traditional instruction.
- C. There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for specific information and those pupils who receive traditional instruction.
- D. There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for details and those pupils who receive traditional instruction.

Study rationale

Improving pupils' reading comprehension skills is a major concern for teachers of English at Al Ain Model School and other UAE schools. These teachers discuss the problems which pupils face while reading for comprehension in their regular and irregular meetings. Teachers of English spare no effort to help pupils enhance their reading comprehension skills. This study tried to investigate the effectiveness of a guided reading program that is intended to participate effectively in helping pupils improve their skills in skimming, scanning and reading for detailed information.

Overcoming pupils' reading comprehension obstacles is the desire of Abu-Dhabi Education Council in order to create proficient readers who can read and interpret texts more effectively. In addition, it is ADEC's interest to help pupils become more independent readers. For these reasons, ADEC asked teachers of English to improve pupils' reading comprehension skills. Supervisors of English are holding continuous workshops and training sessions to improve teachers' instructional strategies to enhance pupils' reading comprehension skills. These workshops and training sessions cope with ADEC's intention and desire to make an advancement and progress in the way pupils read and comprehend texts.

This study intended to reach the goal of enhancing pupils' reading comprehension skills. The feedback provided to other teachers of English and to schools' administrations about the results and findings of the study could benefit all stakeholders, pupils and parents. The rationale of this study was based on idea that all teachers need to determine specific goals regarding enhancing pupils' reading comprehension skills and initiate appropriate intervention to achieve such goals in a gradual manner as long as pupils advance in their performance.

The researcher strongly believes that the findings and recommendations of this study would also benefit other teachers of English at UAE schools because such reading comprehension obstacles are common among pupils. Other students suffer from similar reading obstacles and problems. Teachers of English can take into consideration the findings of the study and implement its recommendations once approved by the supervisor of English and the school principal. This would lead to a strategy that can be used with weak pupils to help them improve their reading skills. It can also be used with gifted and talented pupils to enrich their reading capabilities in a gradual and systematic way.

This study is intended to find appropriate solutions for primary reading comprehension problems when pupils skim, scan or read texts for details. It is considered as part of the varied programs which are implemented at the researcher's school to enhance the performance of students. Teachers and educators need to spare no efforts to pave the way for finding appropriate solutions that hinder learners' reading abilities, so this study can be of great help for students because it offers a strategy that would improve their reading comprehension skills, promote their collaborative work, enhance their self-confidence and increase their classroom engagement.

Research assumptions

Implementing the guided program to develop pupils' reading comprehension skills raised a variety of important issues that needed to be discussed in order to achieve the desired results of the intervention. The first issue was related to the level of applicability of the program. Good application of the program would lead to the desired results. Another issue associated with this program focused on how to overcome the varied obstacles that would challenge both teachers and pupils. A third issue concentrated on the instructional practices and procedures that would

enhance the performance of pupils and maximize their engagement while accomplishing reading tasks.

Different assumptions were associated with this study. The first one was related to the effectiveness of the implemented program in developing pupils' reading comprehension skills to the degree that would allow for gradual release of the teacher's role and responsibility while they perform reading tasks. This assumption was associated with the concept that pupils could enhance their reading comprehension capabilities through decreasing the teacher's role gradually and increasing pupils' role to promote their own class involvement in a gradual manner. According to this assumption, pupils could improve their understanding of the texts they read as long as they increase their class engagement and participation.

The teacher needed to facilitate that process by introducing the text and explaining some difficult vocabulary items that might hinder understanding in the pre-reading phase. The teacher then had to ask some pre-reading questions to guide pupils during the reading –phase which could be done individually, in pairs or in groups. After that, the teacher had to ask pupils to carry a variety of tasks in the post-reading phase like summarizing the text, retelling main ideas or answering comprehension questions. Pupils needed to take the role of asking and answering questions to facilitate their understanding of the texts they read and to help them carry out tasks appropriately.

This program demanded pupils to do a variety of tasks with the help of the teacher especially in the initial phases before this supervision or scaffolding is reduced gradually depending upon the progress of the pupils while accomplishing tasks well. They could skim, scan or read texts as it is required. This strategy required pupils to adjust and enhance their own speeding rate while reading. They had to make certain inferences and interpretations of the read

texts. In addition, it allowed pupils to make synthesis related to the texts they read by combining and joining relevant pieces of information in appropriate way. It permitted pupils to use analogy while studying new or difficult vocabulary items.

The second assumption of this study was that this program allowed pupils to work collaboratively to do tasks under appropriate supervision of the teacher. This program increased the desired pupil –to- pupil interaction and enhanced the social relationships among pupils. In addition, this program encouraged less active pupils to participate more actively during all the phases of the lesson. They become less reluctant to participate in accomplishing tasks. Pupils become more eager to read and interpret texts well. Moreover, collaborative work creates pleasant classroom conditions and environment which make the reading process more enjoyable for all pupils. Furthermore, good collaborative work reduces the role of the teacher and facilitates the creation of pupil-centered lessons.

Another assumption of this study was that this program increased pupils' sense of self-confidence. Pupils' success in reading well and doing tasks appropriately enhanced their own sense of self. They felt that they were able to read and comprehend. They started to have positive attitudes towards reading as a skill they could enjoy and master. It improved pupils' strategies to deal with difficult words and developed their linguistic abilities. In addition, shy pupils became more willing to increase their class engagement and enhance their performance while they were trying to become good readers.

There were certain assumed obstacles for this study. The first one was that some students who were involved in the program might not take the program seriously despite the researchers' efforts to convince them of the positive effects of this program on improving their reading skills. This would negatively affect their overall achievement because they did not participate

effectively in reading activities as it is required according to the program. Another assumed obstacle was that some parents might be less enthusiastic to allow their sons participate in the program. The researcher explained the positive effects of this program for pupils' parents during their visits to school. He explained how their sons could overcome their reading obstacles with the aid of this program. A third assumed obstacle is related to implementing this program in all UAE schools. Some teachers may lack the abilities to implement it appropriately in their schools.

Definition of terms

A number of terms were used and highlighted in this study to facilitate the process of understanding its basic elements and components as follows:

Reading comprehension: The strategy pupils implement to skim, scan and read texts and understand them. It helps pupils read and understand how the parts of reading texts are connected to each other. This process would allow learners depend on themselves gradually to read and comprehend the texts they read.

Guided reading program: The instructional reading strategy which teachers follow that enables pupils to depend upon themselves when they skim, scan and read for details. It needs to be implemented in a gradual and systematic manner. This program helps pupils become more independent and proficient readers through decreasing teacher's role gradually. This would help pupils read and understand reading comprehension texts.

Gradual Release Theory: It is the way teachers implement to shift the responsibility for completing the tasks of skimming, scanning and reading for details to pupils in a systematic way under their observation. This procedure would allow pupils to be more proficient readers.

Reading for gist (skimming): A reading sub skill that pupils develop gradually with the aid of guided instruction. It helps pupils to have the ability to view a text quickly and then elicit its general theme. It helps pupils understand the general meaning of the text and its message. It allows pupils to find out what the text is about.

Reading for specific information (scanning): A reading sub skill which pupils improve in a gradual manner through guided instruction to elicit certain pieces of information found in the reading texts like colors, nouns or adjectives. It is a reading technique which can be developed gradually to identify specific important elements in the texts pupils read.

Reading for details: A reading sub skill which can be improved systematically and gradually with the aid of the guided reading program to help pupils read and comprehend detailed information in the texts pupils read. It helps pupils understand increasingly difficult texts.

Chapter Two: Review of related literature

Improving reading comprehension skills is a main concern for many teachers of English because of its importance for appropriate language acquisition. It promotes learning new words, concepts and ideas that would facilitate the process of learning languages well. The literature related to the process of improving reading comprehension skills is varied and covers nearly all the aspects that are involved in that process. Researchers focused on the obstacles that hinder appropriate reading comprehension practices and how to overcome them.

The researcher divided this chapter into two sections. The first one is the theoretical part which is related to the different approaches, theories and strategies that focus on improving reading comprehension skills like guided reading which is considered as the base for the implemented program of this research study. The second section includes current theses, dissertations and studies directly related to guided reading and its relationship to reading comprehension.

The philosophy behind improving reading comprehension skills is tackled from different perspectives by researchers and educators because of its importance and its effects on academic success for most of pupils. Educators and researchers, in this chapter, identify the obstacles that hinder reading comprehension and offer a variety of instructional strategies, procedures, methods and techniques that would form appropriate solutions to overcome such reading comprehension obstacles.

This chapter also includes a summary and conclusion part at the end of each section in order to summarize it, compare and contrast the studies with each other and come up with conclusions to facilitate the process of enhancing reading comprehension skills. In this chapter,

the researcher concentrated on reading comprehension skills and how to improve them. He also focused on guided reading and related it to reading comprehension and how to enhance it.

Theoretical background

Teachers work hard to improve learners' reading comprehension skills. Different strategies and methods were proposed to help pupils improve their reading comprehension skills. Palincsar & Brown (1992) suggested the guided practice as an appropriate procedure that would enhance pupils' reading comprehension skills. It involves the instructional methods and strategies of modeling support or scaffolding as pupils start performing tasks. It also demands pupils to support each other under the supervision and guidance of the teacher. There is a systematic and gradual extension and release of the teacher's role and responsibility as the teacher realizes that pupils developed the required competence and improved their performance while accomplishing reading tasks in a desired or satisfactory manner.

Inappropriate reading comprehension skills have bad impacts on the learning achievement and class participation of ethnic groups. Research that tackles how to prevent reading comprehension difficulties of subgroups of bilingual pupils is significant because a lot of pupils cannot perform reading tasks well. Dealing with this problem effectively facilitates their reading comprehension and understanding (Shepherd, 2000). A variety of preventive measures and techniques have been taken by teachers to help this category of pupils overcome their reading comprehension difficulties and become good readers. Yet, such efforts seemed to be challenging for teachers involved in this process because of the pupils' diverse cultural and linguistic backgrounds (Donovan & Cross, 2002).

To help this category of pupils improve their reading comprehension skills well, a number of instructional strategies were implemented. For example, Peer-Assisted Learning

Strategies were conducted in order to improve reading comprehension skills of Spanish speaking pupils (Saenz, Fuchs, & Fuchs, 2005). This is considered as culturally effective instructional strategy for improving the extent of classroom reading comprehension instruction for these pupils. Peer-teaching is closely related the Hispanic culture which is based on powerful community relationships and consistent with it.

In this cultural context, children often see their parents look for support and guidance from the other relatives and friends . It is considered as a strong inclusion method to increase and enhance pupils' social integration at school (Fuchs, Fuchs, Mathes, & Martinez, 2002). Peer-teaching proved to be an effective strategy to develop pupils' own vocabulary and enhance their self-concept.

One of the most fundamental issues regarding improving pupils' reading comprehension skills is helping them in their attempt to construct the needed vocabulary competence. This is a very essential procedure in order to help them comprehend texts well. This technique is also important because it allows pupils to use these vocabulary items in meaningful contexts when they need to reflect on what they have read. Pupils need effective oral vocabulary skills to help them become proficient when they read for reading comprehension (National Institute of Child Health and Human Development [NICHD], 2000).

Oral vocabulary drills enable pupils who read a word for the first time understand it. Repeating new vocabulary items makes it easy for readers to recognize its written form. On the long run, readers build up their print vocabulary so that their reading becomes smoother and more automatic. Consequently, appropriate oral vocabulary training is highly needed to create good readers because it allows them to understand texts. Farkas & Beron (2004) claim that

child's oral vocabulary skills proved to be a primary factor for appropriate reading comprehension skills.

The NICHD Early Child Care Research Network (2005) indicates the importance of improving oral vocabulary skills to enhance pupils' reading comprehension skills. Since oral vocabulary practice is important to cause later reading proficiency, it is necessary for teachers to interfere as early as possible when readers face obstacles regarding delayed oral vocabulary skills. Risk factors include different aspects like autism, hearing problems, mental retardation, having a parent with a learning disability, speaking a language different than the planned language in the curriculum, and living in a household where exposure to spoken or written language is not enough (Justice & Pence, 2004). Pupils with such disabilities and backgrounds need assistance to improve their oral vocabulary skills to become proficient readers.

One of the issues closely related to reading comprehension obstacles is poor phonological awareness. It hinders successful reading comprehension in particular as well as the ability to use the phonemic segments of uttered words appropriately (Muter, Hulme, Snowling, & Stevenson, 2004). Obstacles regarding phoneme knowledge are popular among pupils who join schools from low-social backgrounds, those who face speech and language development problems (Catts & Kamhi, 2005) and with pupils at family danger of dyslexia (Pennington & Lefly, 2001). Such results provide the theoretical motive and drive for intensive reading programs which can foster phoneme awareness and the knowledge of letters. These two aspects are considered as the two key pillars of the alphabetic principle that would facilitate reading comprehension skills of pupils, (Hatcher, Hulme, & Snowling, 2004).

The most influential reading intervention programs to overcome the problem of poor phonological awareness are the ones that include explicit instruction in phonological awareness

and structured reading texts. The level of difficulty of such texts should match the level of learners' reading capabilities. In addition, several recommendations were offered for policy makers calling for programs to teach reading to all pupils in the USA (National Reading Panel, 2000). The implementation of these programs enables all pupils to have a good start to literacy improvement once they enter school. However, there are still pupils who lack the ability to respond appropriately to such programs. This indicates that these pupils need more individualized instructional programs (Torgesen, 2005).

Summary

To sum up, it was clear from this study that different types of approaches focused on improving the varied reading comprehension skills and overcoming reading comprehension obstacles. These efforts can be categorized in the following trends. The first trend concentrates on providing pupils with the needed scaffolding especially in the initial stages of instruction. Teachers then need to withdraw their scaffolding gradually and provide pupils with the opportunities to work more independently in later stages once they show progress in their performance while reading. It engages pupils in varied tasks to interpret texts like summarizing the main ideas of the texts.

The second trend concentrates on ethnicity and bilingualism and their effects on improving reading comprehension skills of pupils who belong to diverse ethnic groups. There are certain instructional practices that can be implemented to help this category of pupils improve their reading comprehension skills. These strategies demand high classroom interaction based on peers helping peers. They initiate high enrichment of vocabulary items to facilitate the reading comprehension process. Systematic and friendly peer-tutoring techniques need to be

implemented to reach the desired learning outcomes and make the interaction among peers much more pleasant and fruitful.

The third trend focuses on oral vocabulary skills. It indicates the fact that appropriate vocabulary drills lead to good reading comprehension performance. Educators initiated certain instructional procedures that would improve pupils' vocabulary skills. Pupils can read texts and comprehend them when they have the ability to understand words from context. They can accomplish tasks successfully.

The fourth trend focuses on dealing with poor phonological awareness which has negative impacts on pupils' reading comprehension skills. This obstacle minimizes pupils' abilities to read more effectively. It prevents them from accomplishing reading comprehension tasks in an appropriate manner. To overcome this obstacle, effective reading intervention programs that include explicit teaching in phonological awareness and high structured reading texts can be implemented. These programs can promote pupils' reading comprehension skills and enhance their performance.

This study belonged to the first trend. It concentrated mainly on implementing a program based on the guided practice which was proposed by Palincsar and Brown (1992) in order to improve pupils' reading comprehension skills. This program starts with modeling from the instructor, intensive pupils' practice with the help of the teacher and gradual release of teacher's role to let pupils work more independently.

The guided practice is a procedure to enhance reading. It involves modeling and the gradual and systematic extension of teacher's role of support as the learner develops the required competence. The implemented program of this study was based on guided practice in a way that

suits pupils' language level and capabilities. It also included instructional strategies mentioned in reciprocal reading like modeling and forming dialogues.

Different approaches and instructional strategies adopt certain procedures and techniques to overcome the varied reading obstacles and enhance pupils' performance. For example, comprehension-monitoring instructional approach focuses on developing pupils' abilities to observe and evaluate their own cognitive accomplishments. It views meta-cognition as both knowledge and control components that would allow pupils read and understand texts. It develops learners' abilities to possess certain cognitive skills to engage in cognitive activities in an effective manner to facilitate the reading comprehension process.

Researchers as well as educators work hard to improve pupils' abilities to scan, skim, read, and understand texts appropriately. They tackle the issue of improving readers' abilities to read for gist, specific information, detailed information, comprehension and enjoyment from different perspectives. Their main emphasis is to create active readers who can read and interpret texts well. The varied strategies aim at enhancing pupils' capabilities to read well and accomplish tasks appropriately. The guided program is meant to cope with all these goals in order to create readers who enjoy better reading comprehension skills.

Different obstacles and problems hinder appropriate reading comprehension skills like the lack of domain knowledge. This problem includes not understanding the themes or main ideas of reading texts as well as lacking the ability to understand the meaning of key vocabulary items. In addition, this problem involves not understanding the chronological order of the events of the reading texts or losing the ability to sequence a story. Comprehension problems arise from difficulties in knowing word meanings in the particular context in which they occur.

Related Studies

This section will discuss a number of relevant studies related to Guided Reading that deal with specific themes. The first theme is related to guided reading and its effects on reading comprehension. Higgins (2009) conducted a study related to this theme. The aim of this study was to find out the effects of guided reading on reading comprehension skills. The participants of this study were 546 students who were taught guided reading for eight months in the school year 2007-2008 on daily basis. The results of the study indicate that guided reading levels and reading comprehension and scores are positively related to each other in a linear manner. The results also show that gender, guided reading levels, and reading comprehension are positively correlated to each other in a linear way, too. The study results indicate that pupils' guided reading levels, gender, and ethnicity have an impact on their reading comprehension scores. This study also shows that guided reading levels have a significant positive correlation with reading comprehension skills.

This study recommended that schools systems need to search for reading strategies to meet the demands of their pupils. By investigating some of the variables that may affect learners' reading achievement, instructors may get certain insights related to the factors that influence pupils' reading success. Noticing these variables may benefit the way teachers present reading texts to their students. It also recommended that instructors need to pay attention to the way male pupils read texts and cooperate with the group members. They should encourage male pupils to participate more effectively in class discussions. Furthermore, it recommended that instructors of

Hispanic pupils have to adjust their instructional practices to meet the needs of their pupils (Higgins, 2009).

In a further study related to the same theme, Deegan (2010) conducted a case study associated with the effects of guided reading groups in second grade on comprehension improvement of pupils. The aim of this study was to find out the effects of guided practices on improving learners' reading skills in second grade Guided Reading groups. The researcher used both qualitative and quantitative methods. The qualitative methods included teacher interviews and focused observation of guided reading instruction. The quantitative methods included an investigation of the effects of story town theme tests on learners' comprehension advancement.

The study recommended the use of Guided Reading to improve pupils reading comprehension skills. It also recommended that primary teachers need to have additional training regarding the best implementation of this program. They need to observe other instructors while instructing pupils using this strategy and discuss with them procedures, outcomes and obstacles. It also recommended that teachers need to observe and discuss with their peers the possible alternatives while implementing Guided Reading teaching styles. The study also recommended the use of Guided Reading groups to help struggling readers overcome their reading obstacles (Deegan, 2010).

In addition, Montoya (2008) conducted a study that concentrated on the effects of guided reading on reading comprehension scores of primary students who are considered disabled English language learners. The researcher selected four sixth grade students based on their needs to improve their reading comprehension skills. Thirty guided reading sessions and independent sessions were held.

The results of the study indicate that pupils who face reading obstacles during the first three years of their school study may face great obstacles when they were asked to read for comprehension in later years. Guided reading helps this category of pupils improve their reading comprehension skills. It helps them to become more active readers and independent ones through shifting the responsibility of their learning from instructors to them gradually.

In addition, the findings of the study show that pupils demonstrate significant improvement in their literacy outcomes. They can enhance their reading comprehension skills. They can also improve their skills in reading and retelling what they read. Moreover, the researcher concludes that Guided Reading helps learners to become more independent readers when they work in their zone for maximum learning. They become more proficient readers in a way that teachers begin to withdraw their scaffolding procedures to allow pupils depend on themselves.

This study recommended that teachers need to prepare and plan specific lessons on daily basis to initiate small group instruction which is based on pre-assessment of students' needs. Guided Reading group requires having leveled books that can meet students' reading ability. This study also recommended the use of both explicit and focused instruction (Montoya, 2008).

Dowdell (2007) conducted a study related to the same theme. It focuses on the effects of guided reading on pupils' reading comprehension of elementary school. The aim of the study was to find the effects of Guided Reading on the way elementary school learners comprehend texts. The researcher used both qualitative and quantitative methods. Identical pretest and posttest were administered to evaluate the progress of the performance of participants after

of pupils comprehend or understand texts appropriately. The gradual extension of teacher's role does not create more independent readers. Moreover, the findings of the study show that guided reading instruction does not significantly change the attitudes of at-risk pupils towards reading comprehension. It recommended that educators need to implement effective reading practices while teaching at-risk students like Literature Circles. The researcher called for conducting further researches that can include additional schools with related student demographics and at-risk pupils to facilitate the process of generalizing results (Bruce, 2010).

In a further study related to the same theme, Meneghetti, Carretti & De Beni (2006) conducted a study regarding the components of reading comprehension and their impacts on the scholastic achievement of pupils. The aim of this study was to determine whether reading comprehension is better explained by a single or by multiple elements and how these elements would affect pupil's scholastic achievement. A large sample of pupils was administered to a battery test consisting of 10 tasks in order to measure different aspects related to reading comprehension skills. Students were allowed to read texts silently and answer questions. The results of the tasks performed by participants were analyzed.

The findings of the study indicate that the basic aspects and complex aspects of reading comprehension complete each other and create proficient readers. This would lead to the enhancement of the scholastic achievement of pupils who become more able to read better and understand texts well. Also, the findings of the study show that pupils can improve their reading skills when they are transferred from direct responses related to the basic aspects to deeper ones associated with complex aspects. The study recommended that training for better reading

comprehension should consider both the 'Basic' and 'Complex' aspects since these aspects result in specific consequences to scholastic performance (Meneghetti, Carretti & De Beni, 2006).

McGinley (2008) conducted a study related to the same theme which aimed at studying the effects of Guided Reading on fostering pupils' motivation and enhancing their reading comprehension skills while reading expository texts. The researcher divided pupils into groups of four or five and taught them the skills which were required to read and comprehend expository texts well. Participants were guided to identify important information and facts using graphic organizers. The study lasted for nine weeks. The results of the study indicate that Guided Reading is an influential strategy to enhance pupils' comprehension skills while reading expository texts and consequently increase their motivation.

In addition, the findings of the study indicate the fact that pupil's intrinsic motivation to read and comprehend increases as a result of adopting guided reading techniques. Moreover, pupils' interaction and cooperation is also promoted once their motivation to read is enhanced. This would lead to the enhancement of their reading comprehension skills. Pupils become more able to accomplish tasks well. Their overall performance in reading comprehension is enhanced. This study recommended that educators need to consider the use of guided reading strategy as a way of influential instruction when four graders read expository texts (McGinley, 2008).

Lester (2008) conducted a study related to this theme. The aim of this study was to discover the effects of using Modified Guided Reading on enhancing Standard English literacy acquisition of students. The researcher used both quantitative and qualitative methods to collect and analyze data. Both pretests and posttests were used and analyzed to measure the advancement in reading and writing attainment after MGR treatment.

The results of the study indicate that teaching inflectional morphemes in Standard English has a positive impact on reading, writing, and the general acquisition of students. The study proves that modified guided reading treatment has a positive effect on the reading attainment of the pupils. The results also show that the impact of the treatment cause an increase in participants' intrinsic motivation to read and learn.

The study recommended that teachers need to encourage collaborative learning because the findings of the study support the idea that small group instructional settings create meaningful teaching. Small groups offer chances for explicit teaching based on the needs of the learners. It leads to the formation of a trusting atmosphere that helps learners learn well. It also recommended that instructors need to teach the curriculum and the needs of the students. Teachers can teach both with the suitable preparation (Lester, 2008).

Devine (2009) conducted another study related to this theme. The aim of the study was to examine the impacts of aligning additional classroom treatments on classroom reading comprehension. The researcher implemented a mixed methodology approach to investigate the effectiveness of fluency treatment strategies on the reading outcomes of 90 second-grade participants. The program was implemented over eight weeks.

The results of this study show that the treatment, associated with classroom instruction, is an efficient procedure and effective one to make significant difference in reading fluency of struggling readers. Pupils become more fluent readers as a result of the intervention. Moreover, learners' attitudes towards reading also show significant improvement. Pupils show more positive attitudes towards reading as a result of the intervention. They develop good ideas and

Souvignier & Mokhlesgerami , (2006) conducted another study related to this theme. The purpose of this study was to examine the effects of self-regulated learning as a powerful scaffold to enhance and improve pupils' reading comprehension skills. The researcher involved 593 five grade students aged 11 years in the study. They sat for a pretest, posttest, and a retention-test. The study indicates a variety of results. Regarding the implementation of strategy-oriented programs, they improve learners' reading competence, understanding of reading practices and the ability for applying reading strategies appropriately. They have positive effects on pupils' accomplishment of reading comprehension tasks. They allow pupils to be more independent readers who can do tasks well.

In contrast, gains in self-efficacy do not differ from the control group. In regard to the retention test, the program that involved all aspects of strategy instruction shows the most powerful effects as anticipated by self-regulation theory. Though the total program indicates the strongest results according to cognitive variables, it does not show significant effects on motivational variables. The results show that pupils can employ better cognitive process while performing tasks. This program does not enhance pupils' motivation to read better and accomplish tasks as desired.

The study recommended that teachers need to work under the circumstances which meet the all features of self-regulation approaches in order to enhance the instructional quality of their teaching practices. It also recommended the implementation of strategy-oriented reading and self-regulation skills to all pupils as early as possible (Souvignier & Mokhlesgerami.2006).

The second theme focuses on improving reading comprehension skills through making mental images of the texts pupils read. Using guided mental imagery to improve reading

comprehension was the subject of a further study conducted by Schauer (2005) associated with this theme. The aim of the study was to examine the effect of using guided image on learners who suffer from problems in reading comprehension.

The targeted pupils were fluent readers with large number of vocabulary items but faced problems in answering comprehension questions related to the texts they read. The treatment involved dual coding, integration between language and mental images, direct interaction between readers and texts to help them form representations of the events and objects that are depicted in the texts.

The results of the study show that the pupils demonstrate progress in their reading abilities as a result of making mental imagery of what they read. Learners' right and left brain sides successfully connect in concert to facilitate the reading comprehension. This connection enables the right side of the brain to make mental images of what the words say and understand their context. In addition, the findings show that pupils demonstrated the ability to guide and direct themselves to make images of what the texts imply.

The study recommended initiating more researches to investigate how the two sides of the brain connect during the process of reading to form mental images. Moreover, the study recommended creating a variety of different reading units to improve the reading comprehension achievement of below grade level pupils (Schauer, 2005).

The third theme concentrates on the effects of teaching text structure on reading comprehension skills of pupils. Identifying the effects of teaching text structure on reading comprehension of informational texts was the aim of a study done by Gilder (2005) connected to

this theme. The aim of this study was to determine the impacts of using graphic organizers on improving pupils' reading comprehension.

The treatment lasted for one week and a half. It included explicit teaching methods, demonstration, modeling, group work, pair work and individual work. The pupils received guided instruction. The researcher collected surveys, a baseline evaluation, a mid-treatment test, and two sets of graphic organizers that were done in pairs or independently, a final evaluation and a final survey.

The results indicate that knowledge of text structure can lead to better reading comprehension skills. Pupils' average of performance improves significantly on the final evaluation after the implementation of this strategy. Pupils show better understanding of texts and better accomplishment of reading comprehension tasks when they become familiar with text structures. On the final evaluation, pupils make less reading comprehension errors. This shows that pupils use this learning technique to facilitate their reading comprehension skills.

The study recommended initiating more studies regarding the use of graphic organizers to improve reading comprehension skills. In addition, the researcher recommended the use of graphic organizers by teachers to teach cause-effect text structure to improve pupils' reading comprehension skills (Gilder, 2005).

The fourth theme focuses on the effects of literature circles on improving reading comprehension skills. Chun-Su (2009) prepared a study related to this theme. The objectives of the study were to examine students' points of view regarding the literature-based discussion classroom activities and the attitude variances by gender. Moreover, the relationship between learners' attitudes regarding Literature Circles and their course accomplishment was also

investigated. Participants of the quantitative stage included 71 Applied English learners enrolled in a Western Literature course in a private university of Southern Taiwan in 2008.

The results of the study indicate that learners' responses regarding Literature Circles are optimistic and students' attitudes are significantly affected by gender. In addition, the findings indicate that learners' attitudes towards Literature Circles were positively connected with their course scores. The results also show that Literature Circles enhances pupils' reading comprehension skills. Pupils' understanding of texts is also enhanced.

The researcher recommended that future researches need to engage a larger population, varied English classes, diverse educational environments, a variety of variables, and qualitative study methods (Chun-Su, 2009).

The fifth theme focuses on the effects of nonfiction guided interactive read-aloud and think-aloud strategy on reading comprehension. Hanna (2008) conducted a study related to this theme. The aim of this study was to examine the effects of guided interactive vocabulary teaching while using informational texts as alternatives to conventional basal science textbooks on the learning outcomes of four-graders. The researcher involved 127 fourth graders in the study. Participants sat for a pretest and a posttest. They had a 2-week postponed posttest.

The results show that guided interactive vocabulary teaching enhances pupils reading comprehension skills. The results also show that using basal science textbooks and or supplemental nonfiction text sets in combination with basal science textbooks increases pupils' knowledge and awareness of vocabulary. This can enhance pupils' multiple-choice comprehension scores in comparison with the control group that was not instructed using guided interactive vocabulary teaching. The study recommended that instructors need to pay attention to

the planned combination of the language arts processes with content area science to generate the desired results (Hanna, 2008).

Summary

A number of studies tackle different issues related to the effects of guided reading on reading comprehension. These studies present a variety of approaches and activities that can be summarized in five themes. The first theme focuses on the effects of guided reading on reading comprehension. The studies confirm the fact that guided reading can promote reading comprehension skills as well as scholastic achievement and standardized test scores. The relationship between guided reading and pupils' motivation was also discussed in these studies.

The second theme tackles the use of mental imagery to improve pupils' reading comprehension skills. Making mental imagery of the texts pupils read facilitates their understanding of such texts. The effect of teaching text structure on improving reading comprehension skills is the subject of the third theme. Teaching text structure improves the way pupils' understand texts and how to interpret them. Using self-regulations strategy to improve pupils' reading comprehension skills is also related to this theme.

The fourth theme focuses on the relationship between literature circles and reading comprehension. Literature Circles can enhance pupils' reading comprehension skills and allow them accomplish reading tasks well. They help learners to be more independent learners. The fifth theme discusses the effects of nonfiction guided interactive read-aloud and think-aloud on improving pupils' reading comprehension skills. This strategy can promote pupils' reading

comprehension skills and enhance their performance when they accomplish reading comprehension tasks well.

The current research study is related to the previously discussed studies in their major themes which is improving pupils' reading comprehension skills. This study concentrates on the guided program and its effects on improving pupils' reading comprehension skills. Some of the previous studies focus on the guided instruction. They discuss the procedures to enhance pupils' reading comprehension skills. Other studies focus on different aspects related to this theme like fluency and its relationship to reading comprehension. Other studies focus on ethnicity and how it affects reading comprehension. Literacy as well as Literature Circles and their effects on pupils' reading comprehension skills are tackled by other studies.

The current study presents a variety of aspects related to the concept of enhancing pupils' reading comprehension skills. It presents the common aspects regarding guided reading and how such aspects enhance pupils' performance while reading for comprehension. In addition, this study focuses on specific sub skills related to reading comprehension like reading for gist, specific information and details which function as basic components of reading comprehension skills.

Reading comprehension sub skills, as tackled in this study, facilitate the overall process of reading comprehension. This study presents some appropriate methods for teaching these sub skills and focuses on how they can develop pupils' skills regarding comprehending texts and interpreting them appropriately. It presents certain results concerning the effects of guided instruction on enhancing such sub skills to improve pupils' overall performance in reading for comprehension.

Chapter Three: Methodology

This chapter gives detailed information regarding the methods that were used by the researcher to conduct the study. It describes the research design and gives detailed information about the instruments used to collect data. It describes the participants of the study. It clarifies the adopted techniques to make the intervention valid and its results reliable. It explains the methods for data collection and analysis. In addition, it includes a description of the implemented program to stand at its objectives, techniques and means of evaluation.

Research design

This research study was quasi-experimental. It is concerned with pupils in grade four who were divided into two groups of thirty students each. The first one was the experimental group and the second one was the control group. The two groups were assigned according to the results of the pretest. Pupils with equal scores were divided between the two groups equally. Pupils with high, average and low scores were divided between the two groups to create equal ones. The two groups were taught by the researcher consecutively. Each group had thirty pupils. The two groups sat for a pretest to stand at their actual level regarding their reading comprehension skills.

The researcher implemented a program for improving pupils' reading comprehension skills. The program was based on the Guided Model proposed by Palincsar and Brown (1992). The researcher included certain steps that would allow for intensive interference especially in the initial phases, because of time considerations, followed by gradual extension of his role in later phases. He allowed for group, pair and individual work. Pupils were permitted to accomplish certain tasks individually within their groups. They took the role of asking and answering questions.

The treatment group received instruction for three weeks. Pupils were taught five periods during each week. The total number of treatment lessons was fifteen. Pupils of the control group were taught reading comprehension as traditionally planned. There was no gradual release of the teacher's role to have more pupil-centered lessons as the guided program demands. Most of the reading tasks were done by pupils who worked individually or collaboratively under complete supervision and involvement of the teacher.

Pupils of the two groups had a posttest to stand at the level of success of the experimental study after comparing the results of both the pretest and the posttest of each group. That step was extremely important because it provided the researcher with needed data in order to generate results. In addition, that procedure was essential to judge the validity of the implemented program to achieve the desired learning outcomes.

There are certain variables that could affect the study. The independent variable was the program of study consisting of the fifteen lessons. This program was controlled by conducting it in a systematic and appropriate manner. It required good planning, implementation and evaluation under the supervision of the English supervisor. It demanded appropriate teacher's involvement in the early stages of implementation followed by gradual release of responsibility of his role to have more pupils' engagement and to create more independent readers. Means of evaluation included on-going class assessment, short tests and a posttest.

The dependent variable (pupils' former reading skills) also needed to be controlled. It consisted of the reading skills that have been acquired and learned. This variable was controlled through careful classification of pupils who had similar scores regarding these reading skills. The pupils had almost close English language background. Their reading comprehension skills were close.

The supervisor, coordinator and other experienced teachers of English were of great help and made the instructional process go in the right track. They were of great help for the researcher and facilitated his work. The school principal gave the directions that guaranteed adequate fulfillment of this task. The researcher implemented the program without obstacles regarding the school timetable. He was provided with the needed time to do the pretest and posttest.

There were certain external variables that could affect this study. For example the absence of students could be of negative effects on the results of this study. To control this variable the researcher coordinated with the social worker to prevent the absence of students or minimize it to the minimum.

Another external variable was the instructor's qualifications. That variable was controlled by having the same instructor as the teacher of the two groups of students. A third variable that needed to be controlled was the time of instruction. That variable was controlled by teaching the two groups consecutively in relatively close times.

Also, one of the external variables that could affect the study was the time duration needed to carry out the experiment which might not be sufficient. The lesson period might not be sufficient enough to help the researcher and the pupils do tasks as planned and desired. The researcher might be in need for much more time to carry out the required work more appropriately. The shortage of time could negatively affect the suitability of the generated study results. The researcher controlled that variable by extending the time of the lesson periods for the two groups equally when needed.

To sum up, the researcher controlled the independent variable which consisted of the instructional program by having it well- planned, supervised constantly by the English supervisor

and implemented appropriately in class. The dependent variable was controlled well by having pupils practice the desired comprehension skills adequately as planned. In addition, the researcher controlled the external variables through a variety of techniques. The two groups of pupils had the same number of classes. They also had adequate quality instruction although each one was taught using different program. In addition, the two groups were taught consecutively but in different periods by the same instructor. The two groups were of close age and relevant language skills.

Participants

The participants of the study consisted of grade four pupils at Al –Ain Model School. The sample of the study consisted of two grade four classes of thirty students each. All the participants were pupils in grade four taught by the researcher who selected his classes for this research study. All participants' names were not revealed during the pretest and posttest. Numbers were associated with names according to the alphabetical order of the students. These numbers replaced pupils' names.

The sample represented pupils at the researcher's school because the pupils face the same reading obstacles. The participants had the same age, educational level, language level, cultural background and linguistic capabilities as the remaining pupils of the other grade four classes. Pupils' performance in exams indicated that they face obstacles in reading comprehension. All pupils belonged to the same ethnic group which is Arabs.

Instruments

The researcher used two instruments. The first instrument was the pretest to stand at the actual level of pupils' reading comprehension skills before implementing the treatment program.

It consisted of fifteen questions that would measure pupils' reading abilities regarding for gist, specific information and details. The second instrument was the posttest. It consisted of fifteen questions to check the progress of pupils' after implementing the treatment program regarding the targeted skills. The results of the two tests would be the data of this research study.

Program description

This program intended to reinforce pupils' abilities to read, understand and interpret the texts they read in a satisfactory manner. This adaptation of the model was made to facilitate its application. It was also made to suit the language skills of the pupils.

This adaptation was made to suit the given time needed to implement the program. To develop the program, the researcher updated his knowledge of guided reading instructional strategies. Appropriate pretest was devolved to measure the level of pupils before treatment. Next, suitable methods, techniques and strategies that would suit participants' level were selected to implement the program effectively. Then, proper reading texts were prepared to be used during the instructional phase.

After that, the participants were divided into two groups, the control group and the treatment group. Pupils were also divided into sub groups according to their levels during the implementation phase. The researcher designed the posttest to stand at the progress of the students after treatment. The following table provides a clear description of the objectives, instructional strategies, teaching aids, teacher's role and pupil's role of the implemented program adopted with the treatment group in comparison with traditional instructional approach adopted with the control group:

Table: 1

Comparison between the instructional programs of both treatment and control groups.

Program	Treatment	Control
Objectives	<p>To read texts for gist.</p> <p>To read texts for specific information.</p> <p>To read texts for detailed information.</p>	<p>To read texts for gist.</p> <p>To read texts for specific information.</p> <p>To read texts for detailed information.</p>
Strategies	<p>Warming up pupils : brainstorming</p> <p>Pre-teaching difficult vocabulary items.</p> <p>Using visual aids.</p> <p>Pupil-centered</p> <p>Dividing pupils into groups</p> <p>Demonstration</p> <p>Setting up the tasks.</p> <p>Pupils carry out tasks under indirect teacher's supervision and guidance.</p> <p>Teacher withdraws interference gradually according to pupils' progress.</p> <p>Pupils work in groups.</p>	<p>Warming up pupils : brainstorming</p> <p>Pre-teaching difficult vocabulary items.</p> <p>Using visual aids.</p> <p>Teacher-centered</p> <p>Pupils work individually.</p> <p>Teacher gives continuous instruction and feedback.</p> <p>Teacher wanders around helping and observing directly.</p> <p>Less pair/group work</p> <p>Limited withdrawal of teacher's interference.</p> <p>Limited cooperative class</p>

Program	Treatment	Control
	<p>Pupils work in groups.</p> <p>Teacher wanders around observing and interfering when needed.</p> <p>Teacher elicits responses.</p> <p>Question type: direct and indirect.</p> <p>Pupils perform tasks independently.</p>	<p>Limited cooperative class work.</p> <p>Teacher takes the role of asking questions.</p> <p>Question type: direct mostly.</p> <p>Traditional instruction</p> <p>Limited variety of techniques</p> <p>Pupils perform tasks with the aid of the teacher.</p>
Teacher's role	<p>Guides</p> <p>Initial supervision</p> <p>Mentors</p> <p>Decreases as pupils progress in doing tasks</p>	<p>Presenter</p> <p>Interference remains the same or increases depending upon pupil's performance</p> <p>Continuous supervision</p>

The researcher implemented a program, as an intervention, to measure its effects on the treatment group regarding their skills in reading for gist, specific information and details. It also meant to help participants enjoy the process of reading. The researcher used a variety of teaching aids like pictures, real objects, PowerPoint slides, word program, whiteboard and worksheets.

The researcher divided the instructional strategy of each lesson period into three phases. The first phase was pre-reading phase. The researcher used different techniques during that phase like setting up the task, introducing the text orally, asking pre-reading questions, introducing key vocabulary items, using visual aids and starting short discussions. Pupils were asked to answer pre-reading questions, discuss relevant experiences briefly and guess meaning from context of some words. The second phase was while- reading phase. The researcher modeled tasks, gave directions, used visual aids, asked questions, corrected responses, divided pupils into groups , used computer programs and elicited correct responses.

Participants skimmed, scanned and read texts silently. They answered questions and did tasks collaboratively as worksheets required. The third phase was post-reading phase. The researcher asked general questions, gave corrective feedback and related topics to pupils' own experiences. Pupils answered questions, expressed their own experiences regarding the discussed topics, made summaries and retold texts during that phase. The researcher implemented different methods of evaluation like the pretest, posttest, oral and written questions and on-going class-assessment.

The objectives of the program were designed to help pupils practice skimming, scanning and reading for details in appropriate manner. They were formed to allow pupils master these reading comprehension sub skills well. They would make pupils become more independent and proficient readers. They would also help pupils have positive attitudes towards reading comprehension skills and enjoy that process well.

The researcher used a variety of teaching aids that would help pupils carry out tasks well and improve their performance. Real objects, pictures and power point slides were used to facilitate the instructional practices. Reading comprehension texts were used to help pupils master reading comprehension sub skills as desired. The internet was also used to provide pupils with different reading comprehension texts that suit the learning context of pupils.

The roles of the teacher and pupils were clearly stated in advance. The teacher presented new materials and asked comprehension questions to facilitate understanding. He gave clear instructions to set up tasks well. He also used different teaching aids that served the learning context well. He offered intensive scaffolding in the initial stages and the minimized that scaffolding once pupils became more independent readers. Pupils worked in groups of relevant reading comprehension abilities. They worked collaboratively to carry out tasks appropriately. They had good social interaction with each other which made the learning context pleasant.

Teaching strategies were divided into three phases. In the pre- reading phase , the teacher introduced texts , made some modeling and demonstration and gave clear instruction. In the reading phase, the teacher used to ask comprehension questions and wandered around helping and observing. He gave the needed feedback.

In the post- reading phase, the pupils worked more independently under the teacher's supervision. They interpreted texts and worked collaboratively in groups. They skimmed and scanned texts. They also read texts for detailed information in an independent manner. They reflected on the texts they read. The teacher used to ask questions to check understanding. He used to check oral and written performance. He checked worksheets and gave appropriate

feedback to adjust the performance of pupils (See appendix A for detailed description of the program).

Procedures:

The following procedures were implemented. First, updating review of the literature regarding teaching reading comprehension was carried out to stand at the latest developments in this field to enhance the quality of the implemented program and to adjust the instructional practices.

Second, research instruments were developed. The validity of the intervention and tests was assured by a jury of referees. The reliability of results was assured the use of the statistical analysis Univariate Analysis of Variance. Participants were pretested to indicate their actual level regarding the targeted reading comprehension skills. Pupils were divided into two roughly equal groups.

The classification of pupils was based on the results of the pretest. Pupils with almost equal scores were divided between the control group and the experimental group. The pupils who got high scores, average scores as well as low scores were divided equally between the two groups. After that, the pupils in the treatment group received special instruction as the guided program demands for three weeks. The teacher allowed for gradual extension of his role once pupils became more proficient readers. That was a necessary procedure to create two roughly equal groups.

There was emphasis on reading for gist in the first week of instruction. In the second week there was concentration on reading for specific information. In the third and last week the

focus was on teaching reading for details. The control group was taught traditionally by the instructor who taught the experimental group. There was no gradual release of the teacher's role for the sake of having more pupils' engagement. The pupils worked individually, in pairs or in groups under continuous direction, supervision and feedback from the teacher.

Later, pupils in the two groups sat for a posttest to measure the progress of their reading comprehension skills regarding skimming, scanning and reading for details. Studying the variance in their performance would judge the degree of the success of the implemented guided program in comparison with traditional approach.

Then, the results of the tests were studied and analyzed through using the SPSS statistical analysis program. These techniques gave a clear picture about the level of the students before and after implementing the instructional program. The statistical program figured out the reliability of the tests in order to facilitate the process of comparing results. It also indicated certain statistical elements like the standard deviation of tests, the mean, paired samples statistics, paired differences and the significance of variance of the pretest and posttest. This technique facilitated the process of having adequate and reliable results that allowed the researcher to make certain recommendations based on the findings.

All the aspects of the study were followed up and observed by the supervisor of English at the researchers' school as well as the coordinator of the English Department. The results were discussed with the school principal in order to evaluate them and implement the provided recommendations.

Pupils were divided into two groups. Each group consisted of thirty pupils. One group was the treatment group and the other one was the control group. Pupils sat for a pretest to determine their real level regarding the targeted reading comprehension skills. Pupils in the treatment group were taught three basic reading comprehension skills through implementing a special instructional program for three weeks. On the other hand, pupils in the control group were taught the same skills using traditional daily strategies. The two groups had the same number of lessons in close timing.

The targeted skills included skimming texts for gist to elicit the general theme of the studied texts. It also included scanning texts for specific information. In addition, it involved reading for comprehension to check understanding. One week that included five periods was devoted for each skill. The teacher started with reading for gist as the first sub skill to be tackled in the program. Next, the teacher concentrated on reading for specific information as the second reading sub skill to teach in this program. After that, the teacher focused on reading for details as the third targeted reading sub skill in the program.

The teacher began with the planning phase and determined a specific instructional objective for each lesson period. He began with some kind of warming up to motivate students participate well. This included general questions related to the text or through presenting related pictures. Next, the teacher determined the tasks. He began with introduction of difficult words that might hinder comprehension. He allowed pupils to guess meaning from context. The teacher then did modeling of certain tasks according to the lesson objective. He did work orally and in writing as a class. The teacher then gradually withdrew his involvement and remained as an observer and a guide as pupils progressed in their fulfillment in doing tasks appropriately.

The teacher determined tasks and asked pupils to do tasks individually, in groups and or in pairs. The teacher elicited correct responses. He wandered around the class helping and observing pupils. He provided pupils with adequate feedback regarding their performance. The teacher used different techniques and strategies. He used visual aids and power point slides that would serve the instructional setting well. He distributed worksheets that included tasks which facilitated the accomplishment of the desired objectives. Some of these worksheets were to be carried out in the pre-reading phase, while-reading phase or post- reading phase.

The teacher implemented formative and summative forms of assessment. On-going class-assessment was implemented during lesson periods and at the end of daily instruction to check the accomplishment of daily instructional objectives. Pupils then sat for posttest at the end of the instructional program. This measured the extent of success of the implemented program of the experimental group and the advancement of pupils in the control group.

Planning was divided into two main categories. The first category included three weekly plans (See Appendix B). It included the total number of objectives for each week that should be covered within five lesson periods during the treatment phase of the experimental group. Each weekly plan also included the teaching aids that should be used by the instructor, teacher's role, pupils' role and means of evaluation.

The second category included fifteen lesson plans that were covered during the three weeks of instruction regarding the experimental group (See Appendix C). Each lesson plan included the objective of each daily lesson, teaching aids and specified the roles of the teacher and pupils.

Pupils in the two groups studied ten texts, but in different methods (See Appendix D). These texts were approved by the jury of referees to ensure their validity. Two texts were taught during each lesson. There was emphasis on one separate skill every week. Pupils worked in groups, in pairs and individually during lesson activities under the supervision of the teacher.

Pupils in the two groups sat for two tests, a pretest and a posttest (See Appendix E). The pretest aimed at measuring pupils' level before instruction. The posttest of the experimental group indicated the effect of the treatment on this group and the level of pupils' advancement in comparison with their performance before the treatment. The posttest of the control group indicated the effect of the traditional way of instruction on the pupils and the level of pupils' advancement in comparison with their performance before instruction. Those tests facilitated the process of comparing the results and the performance of pupils in the two groups.

Validity and reliability

A jury of eleven referees assessed the validity of the implemented program and the two equivalent pretest and posttest. The referees provided the researcher with appropriate feedback to ensure the validity of the implemented program and tests. The referees were the English coordinator at Al-in Model School, a supervisor of English at Al-Ain Educational Zone, four specialized professors at the UAE University who are specialized in methods of teaching English as well as curriculum and instruction and a group of five well experienced teachers of English at Al Ain Model School (See Appendix F).

Consulting referees was necessary to judge the validity of the implemented guided program and its suitability regarding the reading texts, tests, and teaching methods towards initiating appropriate guided instruction and the achievement of the desired instructional outcomes. As for the reliability of the results, the researcher used Univariate Analysis of Variance to identify Cronbach's Alpha reliability degree of the two equivalent pretest and posttest. It was important to stand at the degree of the reliability of pupils' answers to judge the consistency of their answers. That was a necessary procedure to have reliable results and to judge the efficacy of the implemented program.

Data collection

The researcher gathered data from the results of pretest and posttest of the experimental and control groups. All participants in the two groups sat for a pretest. Then pupils in the treatment group and in the control group sat for a posttest after instruction. The results of the two tests were collected in order to be studied and analyzed.

Text questions 1, 6 and 11 were designed to collect data regarding the sub skill of reading for gist. Pupils were required to skim the given reading texts to elicit their general themes and main ideas. Text questions 2, 3, 7, 8, 12 and 13 were devoted to collect data concerning the sub skill of reading for specific information. Pupils had to scan texts to identify particular pieces of information like nouns, colors or adjectives. Text questions 4, 5, 9, 10, 14 and 15 were tailored to collect data to measure pupils' advancement in reading for details. Pupils were demanded to read the given texts in depth to answer guided questions that would generate detailed information.

statistics was used to find out the mean scores of the targeted reading sub skill concerning the pretest and posttest of the two groups before and after instruction.

Ethical Consideration (Human Subject Protections)

This study was delivered to and reviewed by the supervisor who submitted it to the review board for approval after meeting the required conditions. The researcher adopted an approach that would protect all participants from any kind of emotional or physical harm. The use of anonymity to ensure confidentiality and to prevent any kind of privacy invasion was adopted by the researcher. Participants were given numbers to use in the study so as not to make their performance public to prevent any kind of harmful feelings some of them might feel. In addition, pupils were asked to join this study willingly without any kind of force to prevent any kind of abuse.

Chapter four: Results and discussion

The data of the two tests were analyzed in order to generate appropriate results that can judge the efficacy of the implemented guided reading program. Comparing the scores of the two groups would determine the level of variance in the performance of participants concerning the accomplishment of the targeted reading comprehension skills.

That analysis would answer the main question of this research as well as the other three sub questions related to the three targeted reading comprehension sub skills. This chapter also compares and contrasts the results of this study with the results and findings of other related studies and clarifies how this study can be related to them.

Data gathered from the pretest and posttest of the experimental and the control groups indicate that there is a difference in the performance of the pupils in these two groups. To emphasize the nature of the difference in the performance of pupils in the experimental group and the control group regarding reading for comprehension, descriptive statistics were run (see table 2). Looking at this table, we can find that the difference was in favor of the experimental group. Pupils' mean scores of the experimental group increased sharply from 40.16 in the pretest to 62.66 in the posttest. Pupils' mean scores of the control group increased slightly from 41.00 in the pretest to 47.16 in the posttest which reflects the positive effects of the implementation of the guided as table 2 indicates.

Table: 2

Descriptive statistics of mean scores of the pretest and posttest.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest of experimental group	30	15.00	65.00	40.16	13.80
Posttest of experimental group	30	25.00	75.00	62.66	13.56
Pretest of control group	30	5.00	75.00	41.00	15.99
Posttest of control group	30	20.00	75.00	47.16	15.40
Valid N (listwise)	30				

To test the first hypothesis of this study "There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for comprehension and those pupils who receive traditional instruction to improve these skills", data were gathered from pupils' scores in both the pretest and posttest of the two groups. The analyzed data indicate that there is a significant difference in the performance of participants of the experimental group regarding the three targeted reading comprehension sub skills. This led to the rejection of the first hypothesis of this study.

The results show that there is a significant difference in the performance of pupils who were instructed using the guided program concerning their overall reading comprehension skills. In addition, this analysis answers this research's main question "Can the implemented guided program improve fourth grade pupils' skills in reading for comprehension?" It is clear that the

guided program can significantly improve pupils' skills in reading for comprehension as table 3 shows.

Table 3:

The effects of the guided program on reading comprehension.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7801.89 ^a	2	3900.94	27.71	.000
Intercept	7029.10	1	7029.10	49.94	.000
Pretest total	4198.14	1	4198.14	29.82	.000
group	3824.73	1	3824.73	27.17	.000
Error	8022.69	57	140.74		

Data gathered from the pretest and posttest of the experimental and the control groups regarding the sub skill of reading for gist indicate that there is a difference in the performance of the pupils in these two groups. To emphasize the nature of the difference in the performance of pupils in the experimental group and the control group regarding the sub skill of reading for gist, descriptive statistics were run (see table 4). Looking at this table, we can find that the difference was in favor of the experimental group. Pupils' mean scores of the experimental group increased sharply from 8.16 in the pretest to 12.33 in the posttest. Pupils' mean scores of the control group increased slightly from 8.33 in the pretest to 9.66 in the posttest which reflects the positive effects of the treatment.

Table: 4

Descriptive statistics of mean scores of reading for gist sub skill.

Group	Mean scores	
	Pretest	Posttest
Experimental	8.16	12.33
Control	8.33	9.66

To test the second hypothesis two of this study " There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for gist and those pupils who receive traditional instruction to improve this skill", data were gathered from the pretest and posttest of the two groups regarding the first reading sub skill reading for gist. The analyzed data indicate that there is a significant difference in the performance of participants of the experimental group regarding this targeted reading comprehension sub skill. This led to the rejection of the second hypothesis of this study.

The results show that there is a significant difference in the performance of pupils who were instructed using the guided program concerning reading for gist. The performance of the treatment group regarding reading for gist is better than the performance of the control group as the posttest indicates. This shows the positive effects of the instructional program.

This analysis answers the second question of this study "Can the implemented guided program improve fourth grade pupils' skills in reading for gist?" The guided program can significantly improve pupils' skills in reading for gist and skimming texts to elicit their themes as table 5 shows. Pupils become more independent readers and can accomplish this reading sub skill appropriately.

Table 5:

The effects of the guided program on reading for gist.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	639.89 ^a	2	319.95	15.85	.00
Intercept	1253.18	1	1253.19	62.11	.00
Gist group	533.23	1	533.23	26.42	.00
Error	112.72	1	112.72	5.58	.02
Total	1150.10	57	20.17		
Corrected Total	9050.00	60			
	1790.00	59			

Data gathered from the pretest and posttest of the experimental and the control groups regarding the sub skill of reading for specific information indicate that there is a difference in the performance of the pupils in these two groups. To emphasize the nature of the difference in the performance of pupils in the experimental group and the control group regarding the sub skill of reading for specific information, descriptive statistics were run (see table 6). Looking at this table, we can find that the difference was in favor of the experimental group. Pupils' mean scores of the experimental group increased sharply from 16.16 in the pretest to 25 in the posttest. Pupils' mean scores of the control group increased slightly from 16.16 in the pretest to 18.66 in the posttest which reflects the positive effects of the treatment regarding improving this reading comprehension sub skill.

Table: 6

Descriptive statistics of mean scores of reading for specific information sub skill

Group	Mean scores	
	Pretest	Posttest
Experimental	16.16	25
Control	16.16	18.66

To test the third hypothesis of this research study "There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for specific information and those pupils who receive traditional instruction to improve this skill", data were gathered from the pretest and posttest of the two groups regarding the second reading sub skill which is reading for specific information. The analyzed data indicate that the performance of pupils is improved as a result of the intervention. This led to the rejection of the third hypothesis of this study.

The results show that there is a significant difference in the performance of pupils who were instructed using the guided program concerning reading for specific information. The performance of the treatment group regarding reading for specific information is better than the performance of the control group as the posttest indicates.

This analysis answers the third question of this research study "Can the implemented guided program improve fourth grade pupils' skills in reading for specific information?" The guided program can significantly improve pupils' skills in reading for specific information. Pupils become more independent readers. The guided program can help pupils acquire the ability to scan texts well to identify specific information in the given texts as table 7 shows.

Table: 7

The effects of the guided program on reading for specific information.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1549.64 ^a	2	774.82	18.41	.00
Intercept	3284.58	1	3284.58	78.05	.00
Specific information group	947.97	1	947.97	22.52	.00
Error	642.05	1	642.05	15.25	.00
Total	2398.68	57	42.08		
Corrected Total	32550.00	60			
	3948.33	59			

Data gathered from the pretest and posttest of the experimental and the control groups regarding the sub skill of reading for details indicate that there is a difference in the performance of the pupils in these two groups. To emphasize the nature of the difference in the performance of pupils in the experimental group and the control group regarding the sub skill of reading for detailed information, descriptive statistics were run (see table 8). Looking at this table, we can find that the difference was in favor of the experimental group. Pupils' mean scores of the experimental group increased sharply from 15.83 in the pretest to 25 in the posttest. Pupils' mean scores of the control group increased slightly from 16.16 in the pretest to 18.83 in the posttest which reflects the positive effects of the treatment concerning enhancing this reading comprehension sub skill.

Table: 8

Descriptive statistics of mean scores of reading for details sub skill.

Group	Mean Scores	
	Pretest	Posttest
Experimental	15.83	25
Control	16.16	18.83

To test the fourth hypothesis four of this research study" There is no significant difference in the achievement of grade four English pupils who receive guided instruction in reading for details and those pupils who receive traditional instruction to improve this skill", data were gathered from the pretest and posttest of the two groups regarding the third reading sub skill reading for details. The analyzed data indicate that the performance of pupils is improved as a result of implementing the intervention. This led to the rejection the fourth hypothesis of this research study. The results show that there is a significant difference in the performance of pupils who were instructed using the guided program concerning reading for details. The performance of the treatment group regarding reading for details is better than the performance of the control group as the posttest indicates.

This result answers the fourth question of this study which is related to the effects of the guided program on pupils' skills in reading for details" Can the implemented guided program improve fourth grade pupils' skills in reading for details?" The guided program can improve pupils' skills in reading for details. It helps them become independent readers who can read texts deeply and generate detailed information in an appropriate manner. It helps pupils to become

more proficient readers who can accomplish tasks related to the skill of reading for details in a relatively faster time and as desired. Table 9 shows this result.

Table: 9

The effects of the guided program on reading for details.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	667.58 ^a	2	333.79	8.50	.001
Intercept	3243.74	1	3243.73	82.65	.000
Details group	97.17	1	97.17	2.47	.121
Error	581.73	1	581.73	14.82	.000
Total	2236.99	57	39.24		
Corrected Total	31725.00	60			
	2904.58	59			

As for the reliability of pupils' answers, data analysis indicated that pupils' answers were reliable. It stood at .60 at Cronbach's Alpha scale regarding the pretest of the experimental group. This figure rose to .74 at Cronbach's Alpha scale regarding the posttest of the experimental group. These figures indicate the fact that the consistency of pupils' answers was reasonable. This also gives good indication regarding the appropriateness of the obtained results.

The results of the posttest, as data analysis indicate, are in concordance with the general principals of the adopted intervention program. These principals are based on the gradual release of the instructor's role once pupils become more independent and can perform reading tasks well depending on the gradual development of their zone of proximal development.

The results indicate that pupils can be independent readers once they acquire the needed skills of reading for comprehension. Collaborative learning is one of the basic principles of the program. The analysis of pupils' scores in the posttest supports the fact that the guided program enhances pupils' reading comprehension skills regarding reading for gist, specific information and details. In addition, it indicates the importance of collaborative work like group work to enhance pupils' reading comprehension skills because pupils become good models for each other and they initiate good classroom interaction which helps them read, comprehend and accomplish reading tasks appropriately.

Pupils could perform reading tasks well and enhance their achievement scores when they have the opportunity to work in pairs and individually under the supervision of teachers while reading for comprehension. This procedure would help pupils become more independent readers and minimize teacher's role gradually. Pupils performed well in the posttest as a result of improving their reading comprehension skills.

The progress in the performance of the pupils, as results indicate, is achieved because of the implementation of the guided program. It is a good instructional strategy which allows for creating more proficient and independent readers. It offers pupils with the opportunity to work more independently and gradually while reading increasingly difficult texts.

In addition, the guided program includes a variety of techniques which facilitate the achievement of such results. For example, reading texts are suitable for pupils and they are designed to become increasingly more difficult as pupils advance in their accomplishment of tasks. They are relevant to pupils' environment and learning experiences. Also, different techniques are used for teaching new words. Some words are introduced by the instructor using

visual aids, definitions or examples. Pupils need to elicit the meaning of other words from contexts. Using varied questioning techniques facilitate the achievement of the desired results.

Moreover, increasing pupils' intrinsic motivation to read and learn is a basic principal of the adopted program. The instructional techniques adopted in the guided program allow pupils to become intrinsically motivated to read and accomplish tasks appropriately. Their gradual success in becoming more independent readers encourages them to be more motivated. Their self-confidence is enhanced and they become more active participants. They become more enthusiastic to read increasingly difficult tasks, comprehend them and accomplish varied reading tasks related to them successfully.

Furthermore, the guided program helps pupils develop positive attitudes towards reading comprehension. When pupils realize that they can read more independently and understand increasingly difficult texts, they form positive attitudes towards reading especially when they accomplished the varied reading tasks successfully. They also become less hesitant or reluctant to read and participate actively during reading lessons.

Shy pupils became more active participants. They regard reading comprehension as an enjoyable and a pleasant thing to do. They abandon the idea that reading comprehension is difficult or boring. Pupils' positive attitudes towards reading comprehension are one of the factors that lead to the achievement of good results.

The results of this study confirm the findings of other studies like the one conducted by Deegan (2010). Both studies support the fact that guided reading could improve reading comprehension skills of pupils. Pupils become more independent proficient readers who can

read, understand and interpret different reading texts. They can carry out varied reading comprehension tasks as desired. They acquire the skills to read and grasp challenging texts.

This study also confirms the findings of another study carried out by Montoya (2008) which shows that participants can enhance their reading comprehension skills as a result of applying guided reading instruction. The results of both studies indicate that guided instruction has positive effects on pupils' reading skills. Pupils become more able to read and comprehend difficult texts. They become more independent readers.

The results of this study are in concordance with the results of a study conducted by McGinly (2008). Both studies indicate that guided reading enhances pupils' motivation to read and comprehend well. The gradual success in the performance of the pupils leads to better performance and accomplishment of tasks. Pupils develop new strategies to read and comprehend increasingly complex texts. They acquire the skills to deal with difficult reading texts and understand them.

This study supports the findings of another study conducted by Dowdell (2007) regarding the effects of guided reading on improving reading comprehension skills. The two studies show that guided instruction can improve pupils reading comprehension skills through gradual extension of teacher's role. The two studies indicate that pupils' comprehension scores are enhanced as a result of implementing guided reading instruction which allows for creating more independent readers. Pupils acquire the needed reading skills to comprehend increasingly difficult texts.

The findings of this study agree with the findings another study done by Kulich (2009) which indicates that one-on-one as well as peer-assisted teaching improve pupils' reading

comprehension skills. The two studies emphasize the effects of collaborative work on enhancing pupils' reading comprehension skills. Peer-assisted teaching allows pupils to help each other and create more independent readers. Group work also facilitates that process.

Collaborative work improves the social interaction among pupils and promotes their learning. They cooperate with each other to accomplish tasks successfully. That kind of cooperation is an important feature of guided instruction that can lead to the creation of independent readers. The two studies implement relevant guided instructional standards and indicate common results.

The findings of this study support the findings of another study conducted by Schauer (2005). These results indicate the positive effects of forming guided imagery on enhancing pupils' reading comprehension skills. Forming such mental images allow pupils to understand the texts they read and interpret them successfully. These mental images become the basic foundations that help pupils read and understand texts.

Guided instruction facilitates the process of making mental images of what pupils read intensively and allows for better pupils' performance while they are accomplishing reading tasks. It enables pupils to form mental images through adopting a variety of techniques that permit readers form mental images of new concepts, ideas and learning experiences they read and grasp them mentally. Developing mental images of the texts that pupils read is needed to foster their reading skills and to comprehend these texts.

Also, this study shows similar results in comparison with a study conducted by Higgins (2009). Both studies indicate that guided reading strategy enhances pupils' reading comprehension skills and increases their reading score results. Guided instruction promotes

pupils' reading comprehension skills and allows for better performance in reading achievement tests. Pupils become more proficient readers and can accomplish reading tasks successfully with the aid of guided instruction because they acquire the needed skills to deal with increasingly difficult and challenging texts and tasks.

This study also supports the results of a further study carried out by Lester (2008) regarding the effects of Modified Guided Reading on the attainment of reading comprehension of pupils. Both of them indicate that guided reading enhances pupils' reading comprehension skills and allows them to read and comprehend different types of texts. Pupils become more able to deal with more challenging reading texts. In addition, both studies show the positive effects of fostering pupils' intrinsic motivation on reading comprehension. When pupils become more motivated, they become more capable of reading different texts and accomplishing tasks well.

Moreover, both studies draw attention to the role of collaborative work during the implementation of guided reading to foster reading comprehension skills. They initiate good classroom interaction based on cooperation that would enhance their performance and allow them read and comprehend texts. This classroom environment helps pupils to support each other while reading difficult texts and accomplishing challenging tasks.

The results of this study also support the findings of another study carried out by Hanna (2008). The results of that study indicate that using self-regulation procedures could improve pupils' reading comprehension skills. The major principle of the guided program is to create independent readers. It helps pupils develop their own self-regulation methods while reading to become more independent readers because teacher's scaffolding decreases gradually once pupils

became more proficient readers and could accomplish reading tasks appropriately. Both studies prove that guided reading could promote pupils' reading comprehension skills.

As for the sub skills of reading for gist, reading for specific information and reading for details the researcher did not find any relevant results related to these sub skills in particular in the related studies that he reviewed. All studies nearly focused on improving reading comprehension skills in general. They discussed the relationship between guided reading and reading for comprehension. Most of these studies present results closely related to the results of this study.

The findings of this study contradict the findings of another study conducted by Bruce (2010). The findings of that study show that guided reading instruction does not improve reading comprehension skills of at-risk students nor can enhance their attitudes towards reading. In contrast, this study indicates opposite findings. It regards guided instruction is an appropriate instructional strategy that can develop pupils' reading comprehension skills and improve their attitudes towards reading comprehension.

According to this study, guided instruction helps pupils develop good attitudes towards reading comprehension. They start to view it as pleasant and enjoyable. With the help of guided instruction, pupils become more enthusiastic to read and comprehend. They become more confident to read and accomplish tasks well. Their self-confidence is enhanced and they become more eager to read and learn.

That variance in the findings between the two studies could be due to the factor of motivation of learners involved in them. At- risk pupils are less motivated to learn in contrast

with the participants of this research study. They are more motivated to improve their reading comprehension skills. This affected the performance of at-risk pupils negatively in the posttest.

In addition, at-risk pupils need more time to implement the intervention well to enhance their performance and increase their motivation to read better. They also need more time to help them form positive attitudes towards reading comprehension. Participants in the researcher's study had enough intervention time duration to implement the treatment program well and achieve the desired instructional outcomes.

Chapter five: Summary, conclusions and recommendations

This chapter presents a summary of the problem that pupils face while reading for comprehension and presents specific conclusions that can be elicited from data analysis. It offers certain recommendations that would facilitate the process of teaching appropriate reading comprehension skills and creating proficient and independent readers. It concentrates on establishing instructional practices which are based on guided instruction to help pupils improve their reading comprehension skills in a gradual and systematic manner under the supervision of teachers.

It also aims at providing all stakeholders with the needed data, conclusions and recommendations that would help them create successful teaching–learning environments while teaching reading comprehension skills. In addition, it helps teachers in their attempt to up-date their knowledge regarding how to improve pupils' reading comprehension skills and how to create appropriate collaborative work among pupils to promote their reading comprehension skills.

Summary

Pupils face different types of reading comprehension obstacles. Some of them cannot skim texts appropriately to elicit their general themes or ideas. They cannot elicit what these texts are about. Other pupils face certain challenges when they scan texts to elicit specific information like names, colors, word categories and certain structures. In addition, a large number of pupils lack the ability to read texts deeply to elicit detailed information from these texts.

These reading comprehension obstacles led to low scores in reading comprehension achievement test scores. These low results in the performance of pupils urged ADEC to ask teachers and supervisors of English to pay more emphasis and concentration on improving pupils' reading comprehension skills to adjust their performance and enhance their reading comprehension skills. School administrations also asked teachers of English to initiate immediate instructional practices that can improve pupils' reading comprehension skills.

The researcher initiated a study based on the guided reading as a program that would help pupils to enhance their reading comprehension skills. He conducted a quasi- experimental study through having one experimental group and a control group. There were thirty participants in each group. The study was preceded by a pretest and followed by a posttest after the intervention phase. The researcher taught the two groups using guided instruction with the experimental group and traditional instruction with the control group.

The validity of the program was maintained by a specialized jury which consisted of the coordinator of English supervisors at Al-Ain Educational Zone, specialized professors and doctors in the faculty of education at the UAE University, the coordinator of English at the researcher's school and a group of well experienced teachers of English. In addition, he used Cronbach's Alpha as a scale to indicate the reliability of the answers of participants. It stood at .60 regarding the pretest of the experimental group. This figure rose to .74 regarding the posttest of the same group. This made the answers of pupils reliable.

The researcher controlled all the internal and external variables that would affect the results of the study to get appropriate results. He used ANOVA analysis to find out the actual variance in the performance of the participants of the two groups and to judge the efficacy of the

implemented instructional guided program. He also used descriptive statistics to find out the mean score of the results of each group. The participants were divided on roughly equal basis between the two groups to maintain good results.

Conclusions and Recommendations

Data analysis of the posttest of both the experimental group and the control group indicate that the guided program is an influential instructional strategy that can improve pupils' reading comprehension skills. It can enhance pupils' reading sub skills in appropriate manner. The guided program enhances pupils' skills when they skim texts to elicit their main ideas. It can also improve their skills in scanning texts to elicit specific information found in these texts. In addition, it improves pupils' skills when they read texts to elicit detailed information from these texts.

Data analysis shows that the variance in the performance of pupils regarding the pretest and posttest was significant standing at .00. Mean scores of pupils' answers increased sharply from 40.16 for the pretest to 62.66 for the posttest of the experimental group showing the positive and significant effects of the implemented program on enhancing pupils' reading comprehension skills. Mean scores of the control group increased slightly from 41.00 in the pretest to 47.16 in the posttest because pupils in this group did not receive the same treatment.

The results of the posttest indicate that the guided program helps pupils to improve their reading comprehension skills. It improves their reading comprehension sub skills regarding reading for gist, specific information and details. The program allows participants to become

independent readers in a systematic manner. This research study allowed the researcher to generate a variety of conclusions.

The first conclusion is that the guided program can be of great help for instructors to overcome field obstacles that would hinder reading for comprehension. It allows teachers to initiate a systematic intervention to help pupils become more independent readers who enjoy appropriate degree of self-confidence while performing the varied reading tasks well. It creates a pleasant reading environment that would foster and promote learners' reading comprehension skills. This kind of intervention requires teachers to initiate appropriate planning phase prior to instruction.

The second conclusion which can be elicited from this research study is that the guided program helps pupils acquire the needed skills to become more independent and proficient readers in a gradual and systematic manner. They become more capable of dealing with increasingly challenging reading comprehension texts more effectively. It allows pupils to accomplish varied reading comprehension tasks more independently. It enhances pupils' engagement and promotes their engagement while reading for comprehension and accomplishing different reading comprehension tasks appropriately.

The third conclusion is that pupils' performance in reading for gist can be significantly enhanced with the aid of the guided program. This is clear from the difference in the mean scores between the pretest and posttest of the experimental group before and after the intervention concerning that particular sub skill. Pupils become more able to skim texts of varied levels of difficulty and understand their themes. They acquire the needed skills to comprehend and

interpret the main ideas of the texts they read. In addition, pupils become gradually more independent readers when they accomplish tasks related to this sub skill.

The fourth conclusion is that the guided program can significantly improve pupils' performance in reading for specific information. If we study the variance between the mean scores of the pretest and posttest of the experimental group, we can easily conclude that there is a great advancement in pupils' accomplishment of this task. That progress is attributed to the technique followed by the instructor which was based on offering scaffolding in the initial stages of instruction and withdrawing that scaffolding gradually once pupils became more proficient readers who can scan texts to elicit specific information successfully.

The fifth conclusion is that the guided program can enhance pupils' performance while reading for details as the difference between the mean scores of the pretest and posttest of the experimental group indicates. The guided program helps pupils read texts deeply and generate detailed information from the texts they read. They become capable of dealing with increasingly challenging texts to elicit details from them. Pupils develop such skills after following teacher's modeling in the initial stages, and then they become able to work more independently.

Some reading techniques need to be changed, modified or adjusted to overcome the varied field obstacles regarding reading skills and to facilitate the process of understanding texts and interpreting them. This can be applied while implementing the guided program for teaching reading comprehension to make it more applicable to the pupils' context. Pupils' reading skills can be enhanced with the aid of the guided program if it is implemented well to suit pupils.

Cooperative work and interaction among pupils while they are working in groups, in pairs or individually, can be very helpful to improve learners' reading skills. Pupils can help each

other and make the learning environment more interesting and attractive. Teachers need to follow a strategy that would help learners to become more independent while reading. The guided program is a fruitful strategy to do so. It allows learners to depend upon themselves gradually and enhances their reading skills in a systematic way. Pupils improve their reading comprehension skills in a way that they can read, comprehend and accomplish tasks appropriately. They do not need teacher's scaffolding in a continuous manner. They become proficient readers.

Providing pupils with adequate teaching aids, relevant texts, interesting learning environment and appropriate directions is necessary to facilitate the instructional process well and to help teachers achieve their instructional objectives. Adequate teaching aids help teachers introduce new language and present reading texts appropriately. Relevant reading texts can be easily dealt with by learners since they are close to their reading experiences. Interesting learning environment facilitates collaborative work and classroom interaction. Appropriate directions guide pupils to work positively and save time. They help pupils know their roles while they are accomplishing reading tasks.

Dividing pupils into groups of learners needs to be based on careful classification of pupils. Having pupils of mixed abilities is also wanted and can be applied according to the advancement of learners. The guided program develops appropriate classroom environment based on collaborative work. This is an effective instructional strategy to overcome the problem of individual differences and to maximize pupils' engagement while reading for comprehension. The systematic extension of teacher's role allows for more independent work for the pupils. This

technique motivates slow learners to increase their participation especially when they realize the progress in their performance.

The guided program requires teachers to devote sufficient time for instruction in order to achieve the desired instructional outcomes. Having enough instructional time allows teachers to offer appropriate scaffolding and modeling phase. Providing pupils with models is a helpful procedure that can serve the objectives of this program. It also allows pupils to enhance their performance in a gradual manner. It facilitates the process of giving the needed feedback to pupils to allow them improve their reading comprehension skills. It permits pupils to work collaboratively as desired. In addition, it allows teachers to implement a variety of instructional techniques that can promote their learning.

The researcher finds it useful to present a variety of recommendations. Teachers can apply the guided program to improve pupils' reading comprehension skills by adjusting it well to suit the learning contexts of pupils. They need to identify clear objectives and initiate appropriate planning to reach the desired reading comprehension outcomes. With the aid of the guided program, teachers can withdraw their interference gradually as long as learners become more independent readers and can perform tasks appropriately.

It is also recommended that the instructor creates a cooperative interaction among pupils to serve the instructional process well and to help pupils learn from each other in a friendly manner. The instructor needs to help pupils guess meaning of words from contexts if possible and look for other alternatives if this strategy doesn't work well. This is very important to create more independent readers. Teaching aids should be available to facilitate the process of understanding and interpreting texts especially in the initial presentation stages.

Teachers need to determine their roles and the role of learners' clearly. This is needed to initiate a systematic way of maximizing learners' roles and minimizing the role of the instructor as long as the instructional process goes in the right track. It is recommended to use this program when teachers initiate enrichment or remedial activities to help pupils improve their reading comprehension skills.

As for learners, it is recommended that pupils need to practice the guided program under the supervision of their teachers since it helps them to become more proficient readers because it improves their reading skills and helps them to perform their reading tasks well. In addition, the guided program helps pupils to become more self-confident while reading for comprehension because they acquire the needed skills to read and grasp what they read. In addition, their success in becoming more independent readers reinforces their self-confidence and allows them to achieve continuous progress while dealing with varied reading texts and carrying out tasks related to them. This aspect promotes pupils' reading comprehension skills and motivates them to become high achievers.

Moreover, it is recommended to use the guided program to create a pleasant learning classroom environment. It fosters pupils' collaborative work and creates better classroom interaction. It allows pupils to support and help each other while reading texts and accomplishing tasks. This would also facilitate the process of creating independent readers as the guided program demands. This instructional strategy permits pupils to learn new methods, techniques and skills from each other that would help them read and comprehend texts. It also creates good social relationships among pupils and among the teachers and their pupils.

Regarding school principals and administrators, the researcher finds it useful to recommend that they need to facilitate the implementation of the guided program to help their pupils develop their reading comprehension skills. It can aid instructors to achieve their desired reading comprehension outcomes. It is recommended that school principals need to facilitate the implementation of this program through providing teachers with the needed facilities like time, supervision, plans and appropriate communication with the local community regarding the benefits of this program. They need to coordinate with ADEC to help teachers initiate such programs. It is recommended that school principals discuss the effects of this program with other teachers of English for better implementation of this program.

Concerning parents, it is recommended that they need to cooperate with the teachers of English to help their children benefit from this program. They need to encourage their children to participate in this program to improve their reading comprehension skills. Moreover, it is recommended that parents should discuss with the teachers of English the progress of their children while implementing the program to help their children cooperate with their teachers better and learn well. Furthermore, it is recommended that parents can visit the school to observe their children while they are carrying out the activities of the program as a kind of support to them.

Additionally, it is recommended that researchers, supervisors at ADEC and the educational zones, educators and other teachers of English initiate intensive researches regarding the adoption of the guided program as an influential strategy to improve pupils' reading comprehension skills. These researches need to include larger samples of pupils to generate appropriate results that can be generalized to promote pupils' reading skills and enhance their

performance to become proficient readers. This would also enrich the findings related to guided instruction and its effects on improving pupils' reading comprehension skills. These researches can also provide all stakeholders with useful and important suggestions and recommendations regarding the best implementation of guided reading.

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APPENDIXES

APPENDIX A: DETAILED PROGRAM DESCRIPTION

Program objectives:

This program aimed at helping pupils to:

- 1.read for comprehension,
- 2.read for gist to elicit the general themes of the given texts,
- 3.read texts for specific information,
- 4.read for detailed information and
- 5.read for enjoyment.

These objectives are closely related to the guidelines of the implemented guided program. They aimed at creating more independent readers who could accomplish reading comprehension tasks independently. These objectives include the basic sub skills that will be focused on during instruction. Participants are demanded to elicit the general themes of the given texts, identify specific details in these texts, elicit detailed information and read for enjoyment. The objectives were designed to reach such instructional outcomes and to create independent proficient readers in a gradual manner.

Teaching Aids:

The researcher used the following teaching aids:

1. Pictures,
2. Real objects,
3. PowerPoint slides,
4. Word Program,
5. Whiteboard,
6. Worksheets,
7. data show and
8. Internet.

The above teaching aids were used to facilitate the instructional process. Pictures and real objects were used to introduce and pre-teach key vocabulary items which pupils could not work out their meanings from their contexts by themselves. PowerPoint slides were needed to present reading texts, new words and questions. Word program was necessary to prepare worksheets and to present pupils' answers. Data show was necessary to present all computer work in order to be seen well by all pupils. Some reading texts, drawings and instruction methods were used after surfing the Internet.

The given teaching aids were implemented according to the guided program procedures. The researcher made use of these aids intensively at the beginning of instruction especially in the

presentation phase. The pupils then started to use some of these teaching aids in an increased manner as the teaching context required. That technique was adopted to increase pupils' own engagement in the lesson activities and to create more pupil-centered lessons. The researcher offered some kind of demonstration at the beginning of using such teaching aids. Then, he allowed pupils to use them to explain new words, present answers, give feedback, reinforce answers or give feedback.

Teaching Strategies:

I. Pre-reading phase

A. Teacher's Role:

The instructor implemented the following strategies:

1. Assigned the tasks,
2. Introduced texts orally,
3. Started short discussions,
4. Asked pre-reading questions,
5. Introduced key vocabulary items,
6. Used visual aids and
7. Distributed worksheets including pre-reading questions.

The above strategies are closely related to the basic principles of the guided program. They show how the teacher started with some kind of brainstorming pupils. The researcher initiated

general discussion that elicited intensive pupils' involvement through asking guided pre-reading questions and the use of visual aids. He introduced tasks to facilitate the process of making pupils work independently in the next phase of instruction as the guided program demanded. The researcher also introduced key vocabulary items in a systematic manner during this phase to allow pupils guess the meaning of further key words and comprehend texts by themselves in later stages.

B. Pupils' Role:

Pupils carried out the following activities:

1. Talked about texts,
2. Described related experiences briefly,
3. Guessed meanings of words from contexts and
4. Answered pre-reading questions.

The pupils in this phase were assigned to answer some pre-reading questions. Then, they were demanded to ask and answer some pre-reading questions to enrich their classroom engagement and promote their individual and collaborative work. Pupils were motivated to discuss some visual aids individually and in groups following teacher's demonstration and modeling.

II. While-reading phase

A. Teacher's Role:

The instructor implemented the following strategies:

1. Gave clear directions,
2. Modeled tasks,
3. Distributed worksheets,
4. Used computer programs,
5. Wandered around for help and observation,
6. Divided pupils into pairs and groups,
7. Assigned individual, pair and group work,
8. Asked oral questions,
9. Elicited correct responses,
10. Asked for repetition,
11. Wrote on board and
12. Gave corrective feedback.

The above techniques comply with principles of the guided program. The researcher began with some kind of modeling and demonstration to allow for the gradual release of his role in later phases. Then, he gave clear directions to help pupils perform reading tasks more

independently and in a systematic manner so as to prevent any kind of disturbance and to put pupils' efforts in the right track. The researcher wandered around for help and observation to give the needed feedback needed for independent work. He used the computer programs to present texts, give directions that could promote independent work.

B. Pupils' Role:

Pupils carried out the following activities:

- 1.Scanned texts,
2. Skimmed texts,
3. Read silently,
4. Read selected parts aloud,
- 5.Did oral and written tasks individually, in pairs and in groups,
- 6.Answered questions orally and in writing,
- 7.Took the role of questioning,
- 8.Corrected responses,
- 9.Wrote answers on board and
- 10.Repeated selected words and sentences.

Pupils carried out the above activities in concordance with the procedures of the guided program. They skimmed texts to elicit the themes of the given texts. Next, they scanned texts to

elicit specific information. Then, they read silently to find detailed information in the given texts to interpret them. They followed teacher's modeling before they started to accomplish such tasks more independently while working collaboratively.

Later, pupils were permitted to ask and answer questions related to the texts they have read to foster their independent involvement. They corrected errors and gave appropriate feedback regarding pupils' performance. That technique allowed pupils to analyze and evaluate their own performance. This is closely related to the gradual extension of teacher's role to increase the role of pupils.

III. Post-reading phase

A. Teacher's Role:

The instructor implemented the following strategies:

1. Assigned tasks,
2. Gave corrective feedback,
3. Demonstrated certain activities,
4. Asked general questions,
5. Asked evaluative questions and
6. Wrote questions.

The researcher implemented certain instructional strategies that comply with the guided program in the post-reading phase. These strategies began with some kind of demonstration form the researcher to reflect on the texts pupils have read and to elicit pupils' relevant experiences.

The researcher gave short comments, then asked guided questions to

Pupils' Role:

B. Pupils carried out the following activities:

1. Answered oral and written questions,
2. Retold texts,
3. Made oral and written summaries,
3. Expressed personal positions regarding the read texts and
4. Did tasks individually and collaboratively.

Pupils in this phase answered guided questions before they made comments regarding the texts they have read. They worked under the teacher's close supervision and direction in the beginning before they started to perform similar tasks more independently. They summarized texts and expressed personal opinions regarding what they read. This reflection formed an independent stage of performance associated with the concepts and ideas they learned. It allowed them to connect their own previous knowledge to some new information they read in the given texts.

IV. Means of Evaluation:

1. Pre-test,
2. On-going class assessment,
3. Oral questions,
4. Yes / No questions,
5. Class- checking of oral performance,
6. Class- checking of written work and
7. Posttest.

The researcher adopted evaluation techniques that could help him check the progress of the students during the implementation of the intervention. The pretest was essential to stand at the actual level of pupils' reading comprehension skills before instruction. On-going class assessment was adopted by the researcher in a way that could allow participants take part of it. The researcher assessed the performance of the pupils continuously. He gave the chance for participants to assess the performance of each other especially during independent work. The researcher monitored that process to keep it in the right track. That was a necessary step to help participants work according to the guidelines of the guided program.

Regarding the adopted questioning technique, the researcher used to raise guided questions to facilitate reading comprehension. In later stages, the participants took the role of asking questions, answering them and giving feedback to enhance performance. That procedure was very important to comply with the guided program instruction. Concerning the written work,

the teacher modeled how to check it and gave the required feedback to enhance it. Then, he permitted pupils to hold this responsibility especially during collaborative work in order to achieve the objective of creating independent readers as the guided program demanded. The posttest was designed to measure the total achievement of pupils after instruction regarding the targeted skill.

APPENDIX B: WEEKLY PLANS

Plan for week 1

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To skim texts for gist	Worksheets Power Point Pictures Whiteboard Real objects	Sets up the task. Introduces vocabulary items. Does demonstration. Gives directions. Asks oral questions Corrects responses. Wanders around for help and observation. Gives corrective feedback.	Answer general questions. Talk about relevant subjects. Do the skimming task. Work individually. Do tasks in pairs/ groups. Write general themes on board. Repeat general themes. Ask and answer questions.	Oral questions Yes/No questions Checking worksheets Checking oral performance.

Plan for week 2

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To scan texts for specific information such as colors , dates, names, ages, characteristics, places, times, qualities, quantities and distances.	Word program Worksheets Power Point Pictures Whiteboard Real objects	Elicits the general theme Sets up the task. Introduces vocabulary items. Asks general questions Clarifies instructions Does demonstration. Gives directions. Asks questions	Form oral sentences Answer general questions. Discuss relevant subjects orally Do the scanning task. Work individually, in pairs or in groups. Write on board. Repeat selected pieces of information like colors or names	On-going class- assessment Oral questions Checking written work Yes/No questions Checking worksheets Checking oral performance.

Plan for week 3

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read texts for comprehension such as reasons, relations, effects, comparison, contrast, induction and deduction.	Whiteboard Pictures Word Program Worksheets Power Point Real objects	Elicits the general theme of the given texts Elicits specific information in given texts. Sets up the task. Introduces vocabulary items using visual aids. Goes through instructions orally as a class. Asks oral and written questions.	Read words aloud Use words in meaningful contexts Answer general questions. Talk about relevant subjects. Do the reading task. Do tasks in pairs/ groups. Answer questions orally and in writing.	Oral questions Checking oral performance Yes/No questions Checking written answers Checking worksheets

APPENDIX C: DAILY LESSON PLANS:

Day : 1

Texts: 1 & 2

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit their gist	Worksheets White board Power point Pictures Real objects	Does warming up Sets up the task Works with pupils Does modeling Gives directions Divides pupils into groups and pairs Asks oral questions Corrects responses.	Skim text 1 in groups Answer oral questions Write the answer of questions in groups Say the answer aloud Skim text 2 in groups Ask and answer questions.	On -going assessment: Oral questions Checking worksheets

Day : 2

Texts: 3& 4

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit their gist	Worksheets White board Power point Pictures Real objects	Does warming up Gives directions Works with pupils Divides pupils into groups and pairs Asks oral questions Elicits corrects responses Wanders around helping and observing.	Skim text 3 in groups Answer teachers' oral questions Write the answer of the first question of the text in groups Skim text 4 in pairs Ask and answer oral Questions.	Yes/No questions Checking worksheets

Day : 3

Texts: 5 & 6

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit their gist	Worksheets White board Power point Pictures Real objects	Does warming up Displays visual aids Divides pupils into groups and pairs Asks oral questions Gives directions Elicits corrects responses Wanders around helping and observing.	Skim text 5 in pairs Answer teachers' oral questions Write the answer of the first question of the text in pairs Skim text 6 in pairs Write the answer of the first question of text 6 in pairs. Say the answer aloud.	Oral questions Yes/No questions Checking worksheets

Day: 4

Texts: 7 & 8

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit their gist	Worksheets White board Power point Pictures Real objects	Does warming up Sets up the task Gives directions Asks oral questions Displays visual aids Divides pupils into pairs Gives directions Corrects responses Wanders for help.	Skim text 7 in pairs Answer teachers' oral questions Write the answer of the first question of the text in pairs Skim text 8 individually Write the answer of the first question of text 8 individually.	Oral questions Checking worksheets

Day: 5

Texts: 9 & 10

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
<p>To read passages to elicit their gist</p>	<p>Worksheets White board Power point Pictures Real objects</p>	<p>Does warming up Gives directions Asks oral questions Gives directions Corrects responses Wanders around helping and observing</p>	<p>Skim text 9 individually Answer teachers' oral questions Write the answer of the first question of the text individually Skim text 10 individually Write the answer of the first question of text 10 individually.</p>	<p>Oral questions Yes/No questions Checking worksheets</p>

Day: 6

Texts: 1 & 2

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit specific information	Worksheets White board Power point Pictures Real objects	Does warming up Uses visual aids Sets up the task Works with pupils Does modeling Gives directions Divides pupils into groups and pairs Asks oral questions Corrects responses	Scan text 1 in groups Answer teachers' oral questions Write the answers of the second and third questions of the text in groups Say the answers aloud Scan text 2 in groups Ask and answer questions.	Oral questions Checking worksheets

Day: 7

Texts: 3 & 4

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit specific information	Worksheets White board Power point Pictures Real objects	Does warming up Uses visual aids Does demonstration Works with pupils Does modeling Gives directions Divides pupils into groups and pairs Asks questions Corrects responses.	Scan text 3 in groups Answer teachers' oral questions Write the answer of the second and third questions of the text in groups Say answers aloud Scan text 4 in pairs Ask and answer oral questions.	Oral questions Yes/No questions Checking worksheets

Day: 8

Texts: 5 & 6

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit specific information	Worksheets White board Power point Pictures Real objects	Does warming up Uses visual aids Does demonstration Gives directions Divides pupils into groups and pairs Asks oral questions Corrects responses Wanders around helping and observing.	Scan text 5 in groups Answer teachers' oral questions Write the answer of the second and third questions of the text in groups Say answers aloud Scan text 6 in pairs Ask and answer oral questions.	Oral questions Yes/No questions Checking worksheets

Day: 9

Texts: 7 & 8

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit specific information	Worksheets White board Power point Pictures Real objects	Does warming up Uses visual aids Does demonstration Gives directions Divides pupils into pairs Asks oral questions Corrects responses Wanders around helping and observing	Scan text 7 in pairs Answer teachers' oral questions Write the answer of the second and third questions of the text in groups Say answers aloud Scan text 8 individually Ask and answer oral questions.	Oral questions Yes/No questions Checking worksheets

Day: 10

Texts: 9 & 10

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages to elicit specific information	Worksheets White board Power point Pictures Real objects	Does warming up Uses visual aids Gives directions Asks oral questions Elicits correct responses Wanders around helping and observing Gives feedback Reinforces good responses	Scan text 9 individually Answer teachers' oral questions Write the answer of the second and third questions of the text individually Compare answers aloud Scan text 10 individually Ask and answer questions.	Oral questions Yes/No questions Checking worksheets

Day: 11

Texts: 1 & 2

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages for comprehension	Worksheets White board Power point Pictures Real objects	Warms up pupils Checks vocabulary recognition Uses visual aids Sets up the task Does demonstration Asks pre-reading questions Works with pupils Asks questions	Answer general questions Use words in context Read text I silently in groups Answer questions 4 & 5 orally as a class Write answers on board Following the same procedure with text 2.	On-going class- assessment : Oral questions Yes/No questions Checking worksheets

Day: 12

Texts: 3 & 4

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages for comprehension	Worksheets White board Power point Pictures Real objects	Warms up pupils Checks vocabulary recognition Uses visual aids Gives directions Asks pre-reading questions Works with pupils Elicits correct responses	Answer general questions Use words in context Read text 3 silently in groups Answer questions 4 & 5 in groups Following the same procedure with text 4 Say answers aloud.	On- going class- assessment Oral questions Yes/No questions Checking worksheets

Day: 13

Texts: 5 & 6

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages for comprehension	Worksheets White board Power point Pictures Real objects	Warms up pupils Checks vocabulary recognition Displays aids Sets up the task Asks pre-reading questions Works with pupils Elicits correct responses	Answer general questions Use words in context Read text 5 silently in groups Answer questions 4 & 5 in groups Write answers on board Read text 6 silently in pairs Write answers in pairs.	On- going class- assessment : Oral questions Yes/No questions Checking worksheets

Day: 14

Texts: 7 & 8

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages for comprehension	Worksheets White board Power point Pictures Real objects	Warms up pupils Checks vocabulary recognition Displays aids Gives directions Asks pre-reading questions Asks oral questions Reinforces correct responses.	Answer general questions Form sentences using key words Read text 7 silently in pairs Answer questions 4 & 5 in pairs Write answers on board Read text 8 silently individually Write answers.	On- going class- assessment : Oral questions Yes/No questions Checking worksheets

Day: 15

Texts: 9 & 10

Objectives	Aids	Teacher's role	Pupils' role	Evaluation
To read passages for comprehension	Worksheets White board Power point Pictures Real objects	Warms up pupils Checks vocabulary recognition Displays aids Gives directions Asks pre-reading questions Asks oral questions Elicits correct oral and written responses.	Answer general questions Read text 9 silently individually Answer questions 4 & 5 in groups Write answers on board Read text 10 silently individually Exchange answers Write answers.	On- going class- assessment : Oral questions Yes/No questions Checking worksheets

APPENDIX D: READING TEXTS

Text 1

Read the following text ,then answer the questions below:

My name is Rashid. I am 10 years old. I am 142 c.m. tall. I have straight black hair and green eyes. I am from UAE. I live in a beautiful city. It is called Al Ain. People call it the city of gardens because you can see trees everywhere. I have many hobbies such as reading, swimming and cycling. I am also interested in drawing pictures. I would like to be a pilot because I like to fly a plane. Last summer holiday, I travelled to Qatar by plane.

1. What is this passage about?

.....

2- Rashid is..... years old.

(eight - nine - ten)

3- Rashid has got eyes.

(blue - green - black)

4- Why is Al Ain beautiful ?

.....

5- What would Rashid like to be when he grows up?

.....

Text 2

Read the following text, then answer the questions below:

Sultan is a pupil in grade four. He goes to Al-Sadara Model School at 7: 00. He goes there by bus. The school bus is small. It is white. Sultan has breakfast at school. He goes back home at 3 o'clock in the afternoon. He has lunch and dinner with his family. He likes to eat fish and rice for lunch, and a cheese sandwich and lemonade for dinner.

1. What is this passage about?

.....

2- Sultan hasat school.

(breakfast - lunch - dinner)

3- Sultan goes back from school at..... o'clock.

(one - two - three)

4- Where does Sultan study?

.....

5- What does Sultan like to eat for his meals ?

.....

.....

Text 3

Read the following text, then answer the questions below:

Rashid is ten years old. He is a student. He lives in a big villa in Al Ain city. He gets up at 6: 30. Before school, he does many things. First, he washes his face, brushes his teeth, combs his hair and prays. Then he gets dressed and eats breakfast with his sister Hind. At school, he listens to his teachers carefully. He also reads, writes, draws pictures and plays soccer. In addition, he enjoys playing music. After school, he eats lunch with his family. Also, he does his homework and watches TV. He eats dinner at seven o'clock. He goes to bed early.

1. What is this passage about?

.....

2- Rashid's villa is.....

(small - not clean - big).

3- Rashid has lunch and dinner at.....

(school - home - the zoo).

4- What does Rashid do after school?

.....
.....

5- Who does Rashid have the first daily meal with?

.....

Text 4

Read the following text, then answer the questions below:

Salim is a firefighter. He lives in Dubai. He is thirty two years old. He usually gets up at 6:45 in the morning. He has three children. He takes them to school in his car. Then he goes to the fire station where he works. He works six days a week. He fights different kinds of fires. He likes his job very much. He always has lunch and dinner with his family. Salim likes to feed his horse every day. He usually washes it in the evening. Salim always goes with his family to beach in Dubai at the weekends. They enjoy swimming and fresh air there.

1. What is this passage about?

.....

2- Salim is..... years old.

(32 - 43 - 52)

3- Salim works days a week .

(four - five - six).

4- How does Salim take care of his horse?

.....

5- What does a fire fighter do?

.....

.....

Text 5

Read the following text , then answer the questions below:

Last Saturday, Moza got up at 7 o'clock in the morning. She did many things that day. First, she made the beds. Next, she did the dishes. After that, she rode the bike to the house of her friend Reem. In the afternoon, Moza went to the shopping mall with Reem. They ate lunch and went skating there. In the evening, Moza ate dinner with her family. Then she read a book of short stories because she likes to read stories before sleeping. She went to bed at 9:30 P.M.

1. What is this passage about?

.....

2- Moza got up at A.M.

(six seven seven- thirty)

3- Moza went to Reem's house by.....

(bike car bus)

4- How did Moza and Reem spend their time at the mall?

.....

5- Why did Moza read a book of short stories?

.....

.....

Text 6

Read the following text, then answer the questions below:

The UAE is a beautiful and modern country. It lies on the Arabian Gulf and the Gulf of Oman. The weather is hot and humid in summer, but it is warm and fine in winter. Many people like to visit the Emirates because they like the warm weather here. People can enjoy many things in the Emirates. They can enjoy the green parks, clean roads and the blue sea. Also they can enjoy the crowded shopping centers and buy a lot of things. There are many tourist places in the UAE. People can visit Al Ain Al-Fayda, the zoo, Jebal Hafeet and Al Hili Fun City . Moreover, people can see old things in Al Ain museum. People can also go to Ras Al-Khaimah to see the nice farms.

1. What is this passage about?

.....

2- The weather in the Emirates is warm in

(winter – summer - spring)

3- Emirates shopping centers are

(small - dangerous - crowded)

4- What can people do in Al-Ain?

.....

5- How can people enjoy their time in the UAE?

.....

.....

Text 7

Read the following text , then answer the questions below:

Many people spend a long time watching TV. Each one has a purpose. Men usually watch the news programs in the evening while having tea in the living room. They also enjoy watching movies and sports programs. Women usually like to watch cooking programs because they help them learn how to cook nice food. They also enjoy watching serials and movies. Children and young people watch TV all the time. Children like to watch cartoons. They also like watching funny programs. Young people enjoy watching sports, movies and serials.

1. What is this passage about?

.....

2- Men usually like to watch

(cartoons - the news - cooking programs)

3- People watch TV during drinking

(tea - milk - juice)

4- What are children's favorite TV programs?

.....

5- How is it good for women to watch TV?

.....

.....

Text 8

Read the following text , then answer the questions below:

Last week, Hind went to Zayed Public Library. She went there with her friend Reem. First, they took a taxi. Next, they got into the library. They saw many friends there. Then, they found many children's books, stories, and dictionaries. They asked the librarian to help them. They chose their favorite stories about animals and read them. After that, they wrote a summary about those stories. In the end, they went back home very happy. They talked about the stories they read to their families.



1. What is this passage about?

.....

2- They went to the library by

(car taxi bus)

3- The two girls read

(newspapers magazines stories)

4- Who can help you at the library?

.....

5- How did the two girls feel when they went back home?

.....

.....

Text 9

Read the following text , then answer the questions below:

My name is Fahd. I live in Al Ain. I have one brother. His name is Rashid. We like to drink lemonade. My mother makes it and puts it in the fridge. Everyday, my brother and I play games in our bedroom. We like to cover ourselves with blankets when the weather is cold. One day we hit the table lamp while we were playing. It fell down and broke. We felt sorry for that accident. My mother punished us for doing that.

.....

2. The boy and his brother live in

(Al-Ain Dubai Ajman)

3- They like to drink.....

(lemonade tea milk)

4-How can the two brothers feel warm in winter?

.....

5-Why did their mother punish them?

.....

.....

Text 10

Read the following text ,then answer the questions below:

Yesterday, my brother and I wanted to watch a football match between the UAE and Bahrain. First, we went to the living room. Next, we brought the remote control and turned on the TV set. After that, we selected Abu Dhabi sports channel from the list of channels. Then, we began watching the match. In the end, we were very happy because UAE football team won Bahrain team 3/0.



1. What is this passage about?

.....

2- UAE football team played against..... team.

(Qatar – Bahrain – Oman)

3 – The two brothers watched the match on Abu Dhabi..... channel.

(social – sports – awareness)

4-What did the two boys do in the living room?

.....

5. Why were the boys happy in the end?

.....

.....

APPENDIX E: PRETEST AND POSTTEST

Pretest

Grade: 4

Student's number.....

Text 1

Read the following passage, then answer the questions below:

Reem and Hind are two sisters. They differ in the way they have foods and drinks.

Reem has three meals every day. She is fit and healthy. She has a balanced diet. For breakfast, she eats cereals with milk and drinks orange juice. For lunch, she usually has a little piece of meat or chicken, some rice and salad. For dinner, she has some yogurt and drinks a glass of apple juice. Hind doesn't have balanced diet. She is too fat. She eats more than four meals a day. Her food is unhealthy. She usually eats fast foods, much chips, sweets and chocolates. Hind's parents always advise their daughter not to eat too much fast foods. They always ask her to do sports to lose her overweight.

1. What is this passage about?

.....

2. Reem and Hind differ in their

(food height shoals)

3. How many meals does Reem have?

(four two three)

4-Why is Reem fit and healthy?

.....

5. How can Hind become fit and healthy

.....

.....

Grade :4

Student's number.....

Text 2

Read the following passage, then answer the questions below:

Once there was a giant. His name was Otto. He was very big and strong. Every day, he packed his lunchbox, and then he went to work. He worked hard on a farm. Every day at lunch, Otto went off alone and ate lunch by himself. He didn't like the other people to see him eat gingerbread man. The people liked him, but they didn't like to see him eat lunch alone. Otto turned red when the other people looked at his food. They told Otto that everyone even giants can eat gingerbread man. In the end, Otto ate lunch with the other people.

1. What is this passage about?

.....

2. Otto was a

(doctor baker farmer)

3- Which meal did Otto eat alone?

(breakfast lunch dinner)

4. What did Otto look like when people looked at his food?

.....

5. Why did Otto agree to eat with other people?

.....

Text 3

Read the following passage, and then answer the questions below:

It is hot and sunny in summer. Agnes usually wears shorts and a T-shirt. She wears sandals on her feet. She wears sunglasses to protect her eyes from the harmful sunrays. In winter, it is cold and snowy. It is windy, too. Agnes always wears a coat, hat, scarf, gloves and boots to keep warm. Agnes usually carries an umbrella so as not to get wet. In fall, it is usually cool and cloudy. Agnes wears jeans and a jacket. She wears sneakers on her feet. In spring, it is sometimes rainy. She wears a raincoat and boots. Spring is her favorite season. She likes it very much because she goes to parks and to the desert with her family and friends. The weather is also wonderful in this season.

1. What is this passage about?

.....

2. What is the weather like in summer?

(cold and windy warm and cloudy hot and sunny)

3. Agnes usually carry an umbrella in

(winter summer spring)

4 How can Agnes keep dry in winter?

.....

5. Which season does Agnes like best? Why?

.....

.....

Posttest

Grade :4

Student's number.....

Text 1

Read the following passage, then answer the questions below:

Chile is south of the equator. Canada is north of the equator. In Chile, it is summer in December and winter in June. But in Canada, it is the opposite. It is usually cold and snowy in December. Do you like to go to the beach? You can go to the beach in July in Canada. You can go to the beach in December on Chile. Do you like to play in the snow? Go to Canada from December to March. Go to Chile from June to August. Bring your jacket, hat, gloves and skis. Tropical countries are near the equator. In tropical countries, there is usually no spring or fall. There is a rainy season and a dry season. Go to tropical countries in the dry season. You can go in the rainy season, but don't forget your umbrella, raincoat and boots.

1. What is this passage about?

.....

2. Chile liesof the equator.

(west north south)

3. It is cold and snowy in Canada in

(May December August)

4. How can you enjoy your time in summer and winter in Canada?

.....

5. Why are there two seasons only in tropical countries?

.....

Grade :4

Student's number.....

Text 2

Read the following passage, then answer the questions below:

Last Friday Hamad went with his family to Al-Mamzar Park in Dubai. His father drove the car. The weather was nice. It was cool and sunny. Hamad and his brothers went swimming and sailing in the sea. Their father went fishing. Their mother enjoyed walking on the beach. They ate fish and rice for lunch. It smelt delicious. After lunch, the mother asked "What fruits would you like to have?" Hamad answered: "I'd like some grapes. They taste sweet". His father said: "I'd like an orange. Oranges are tasty". In the afternoon, Hamad and his brothers played on the beach and built sand castles. They came back home at night feeling very excited because they had a nice picnic.

1. What is this passage about?

.....

4. Hamad went to Al Mamzar Park last.....

(Sunday Monday Friday)

5. What fruit did Hamad's father have?

(an orange a banana an apple)

4. What did Hamad and his brothers do at the park ?

.....

5. How did they like their trip to Al Mamzar Park?

.....

.....

Grade :4

Student's number.....

Text 3

Read the following passage, then answer the questions below:

Salem and Hamad are very good friends. They are 12 years old. They study at Khalifa School in Sharjah. Salem's hobbies are eating and watching TV. He eats too much food. He also likes eating fast food. He eats too much pizza, fried chicken and hamburgers. He likes sweets, cakes, candy and chips. Hamad eats only three meals a day. He does not eat too much food. He usually eats fruit and vegetables. He watches TV for a short time every day. Last week, the two friends went to the club. They played many games there. When they went back home, Salem was very sad because he lost all the games against Hamad .He was unfit.

1. What is the passage about?

.....

2. The two boys study at

(Zayed School Rashid School Khalifa School)

3- Hamad and Salem live in

(Dubai Ajman Sharjah)

4- What did the two friends do together last week?

.....

5. How does Hamad have good habits?

.....

.....

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