

An-Najah National University  
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# **The Effect of Free Reading on Ninth Grade Students' Written Composition in English in Nablus Schools**

By

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*Nablus, 2000*

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**The Effect of Free Reading on Ninth Grade  
Students' Written Composition in English  
in Nablus Schools**

**Master Thesis**

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**Supervised by**

***Dr. Suzan Arafat***

**Submitted In Partial Fulfillment of The  
Requirements For The Master Degree of  
Education.**

**Nablus, 2000**

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## *Dedication*

*To the souls of my parents*

*To my lovely school “Tala’ea El-Amal “*

In The Name of Allah  
The Merciful, The Compassionate

## Acknowledgement

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**Maha Shahrouri**  
**Nablus, 2000**

*Maha*

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## **Abstract**

### The Effect of Free Reading on Ninth Grade Students' Writing Composition in English in Nablus Schools

#### **Submitted by :**

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Dr. Suzan Arafat

The purpose of this study was to investigate the effect of free reading activity on the ninth grade students' writing composition in English in Nablus Schools on the one hand, and showing the importance of feedback beside free reading strategy in writing composition, on the other hand.

The population of this study consists of (4280) of all the ninth grade students at Nablus schools' district, who attended the first semester of the year 1999-2000, while the sample of the study comprised six schools chosen randomly, three for boys, and the others for girls. Each time two schools were chosen randomly one for males, and the other

for females to form the three groups of the study (traditional/ control , free-reading (EG1), free-reading and feedback (EG2) groups ).

A pre-test in writing composition was given to the three groups. The experimental group one read suggested six short stories successively at home. The experimental group two read the same six short stories, but a discussion and feedback followed at the end of reading each short story. The time allowed for reading each story was one week. A post-test in writing composition was given to the three groups.

Paired t-test, co-variance (ANCOVA) and Sidak post-hoc were used to test and analyze the hypothesis of the study. The results show that

there is a significant difference in students' post achievements in writing between the groups in favor of experimental group "2".

In the light of the results, the following recommendations were given:

- There is a need to study the effect of free reading activity on other areas of language learning such as: vocabulary, structure, listening and reading skills.
- The Ministry of Education should encourage the use of free reading by offering the type of literature that suits students of both sexes in terms of their needs and interests.
- Teachers should be interested in free reading and motivate their students to do so in their free time.

AnNajah University  
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2000

# **Chapter one**

## **Introduction:**

It is undoubtedly difficult to specifically determine when writing was first used by the humans as a means of communication and self-expression. However, there is an interpretation which is strongly adopted ; it is widely believed that the early drawings made by the ancient-humans were the seeds out of which writing developed.

Anyway, the invention of writing was actually considered one of the great and fruitful human inventions so far achieved as it permits a society to permanently record its poetry, its religion, its history and its technology. It is also widely used formally and informally in daily life activities. Rice (1985) reported that educators viewed writing as a tool for learning in all subjects. It is considered as one of the most important skills that a learner of English as a second language needs. McGregor and Bright (1970) viewed it as an essential and significant part in the teaching system of any language. They also considered it the most difficult skill students learn, and teachers often feel confused about how to approach writing instruction.

The quantity and quality of composition written by our secondary students in both languages Arabic and English reflect the bad situation of teaching writing in our schools. (Ababneh, 1987).

One of the related linguistic experiences that helps in learning the writing skill in general is free reading. Broughten et.al. (1980) believed that teaching English for foreigners should include extensive reading,

which has to start at the beginning of the elementary stage. They add that extensive reading is the easiest way of bringing the foreign learner into contact with a substantial body of English Language.

Extensive reading is one of the basic elements in the development of the reading skill of students. According to Jayyusi (1990) students in the tenth grade are expected by the end of their scholastic year to have developed the habit of reading for pleasure in their spare time. The rationale seems to be that students gain much from outside reading as they do in the classroom, or by using the set books.

Linguists pointed to the importance of the reading-writing relationship. Aboderin (1986) claimed that there is a positive relationship between good writers and readers. He also stated that additional reading has a positive influence on students' writing ability in general. Nevertheless, when used in conjunction with free reading and writing activities, core books offer teachers and students many enjoyable literary experiences.

Rentzel and Cooter (1992) stated that reading and writing are reciprocal processes. Indeed, it does not seem possible to positively affect one without improving the other. Reading quality text and writing for authentic purposes are crucial elements of the holistic teaching.

The traditional approach to the teaching of writing has focused on the written composition. Stalland (1977), (as cited in EL-Abed, 1992), compared the written composition to an artifact. The analogy is valid, since the written composition is the sequence of the writer's efforts; it is the product of writing and therefore an artifact.

Writing instruction has changed significantly in recent years. Composition teachers of past decades typically assigned students the task of preparing research papers or reports as the primary mode of instruction. In this "one-draft mentality" students handed in their report, and the reports were graded by the teacher, returned, and most likely forgotten. In recent years, researcher-practitioners like Donald Graves (1983) and Lucy Calkins (1986) have helped teachers (and students) understand that writing is a process instead of a one-time "quick dirty project" ( Rentzel and Cooter, 1992: 418) Children are taught to understand and use the phases of authorship. The key to success is that students feel their writing projects have a purpose and an audience beyond a teacher with a grading pencil.(Rentzel and Cooter, 1992).

Harmer (1983) defined reading as "an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages". (p.153)

Here is a greater need for logical organization in a piece of writing than there is in a conversation, for the reader has to understand what has been written without asking for clarification or relying on the writers tone of voice or expression ( Harmer, 1983).

In recent years there has been a healthy tendency for written exercises to show an increasing concern with communication rather with mere practice of linguistic forms. This meant a greater emphasis on whole texts of paragraph or greater length, and on the cohesive devices by which such texts are articulated. Texts are constructed of sentences; and so we have to be sure that the sentence grammar is well known as

ways of practicing putting sentences together for communicative purposes. "You cannot make bricks without straw, and you cannot build houses without bricks" (Abbott and others, 1981: 141).

Thus we, as teachers, should constantly keep to the forefront the purpose of communication, the needs of the addressee and the requirements of the written medium. The teacher cannot just say write, but discuss with the students the occasion and setting of each piece of writing. This adds, "interest to the writing task and effectiveness to the product" (Abbott and others, 1981:142).

### **Statement of the Problem: -**

Writing is viewed as one of the most difficult skills that a student of a foreign language has to learn. Not only the researcher, but also most teachers and educators notice that students face considerable amount of problematic areas of difficulty in learning different aspects of the English language, and they are generally dissatisfied with the students' level of achievement in English writing.

Our students' level of proficiency is not –good enough due to many reasons such as curriculums, bad attitudes towards English as a foreign language, the teachers, the teaching style and the negligence of the writing skill in our classes. The students don't take more than 3 essays in the semester. Exams concentrate on learning by heart, grammar and not on creative writing. ( Az'ar and others, 2000).

This study tried to suggest a solution for this problem through using the strategy of free reading.

## **Purposes of the Study: -**

### **This study aimed at :**

1. Introducing a new approach for the teaching of writing in schools by using free reading strategy.
2. Finding out if using free reading strategy, Improves students' writing composition in English.
3. finding out if feedback and free reading strategy affect writing composition.

## **Research Questions :-**

The basic questions that this study set out to answer are:

1. Are there any significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the traditional group (TG) ?
2. Are there any significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the Free Reading group (EG1) ?
3. Are there any significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the Free Reading and Feedback group (FRFG) (EG2) ?
4. Are there any significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test on the post test among groups ( TG, EG1, EG2 ) ?

## **Hypotheses of the Study:**

To answer the above-mentioned questions, the following null hypotheses were formulated:

1. There are no significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the traditional group (TG)
2. There are no significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the Free Reading group (EG1)
3. There are no significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the Free Reading and Feedback group (FRFG) (EG2)
4. There are no significant differences at ( $\alpha = 0.05$ ) among the ninth grade students in writing achievement test on the post test among groups (TG, EG1, EG2)

## **Significance of the study:**

According to Ozbec (1995), writing is the most problematic area in teaching languages. The other skills, listening, speaking and reading respectively, can be mastered more easily, and consequently, less difficulties lie in their path.

This study tried to deal with this common problem (students weakness in writing composition in English Language) by attempting to improve students' writing through using free reading activities.

So this study is important for the following reasons:



- 1) It's the first study that investigates the writing achievement on the basis of free reading activity.
- 2) It deals with a common problem (students' weakness in writing composition) by attempting to improve students' writing through using free reading strategy.
- 3) It introduces a new approach for the teaching of writing in schools by using free reading strategy.
- 4) Its findings may help curricula planners and designers as studies related to this topic are limited.
- 5) In addition to the above reasons, this study shows the effect of feedback on the achievement in writing composition side by side with the free reading strategy.

### **Definition of Terms:**

1. **Writing:** It is one representation of language communication, the process through which thoughts and ideas were presented and linked in an accurate sequence by the visible medium in order to express a particular meaning, (Byrne, 1979).  
Al- Ibrahim (1993: 5) defined writing as a self – conscious process in which writers make thoughtful decisions concerning what and how to write communicatively.
2. **Reading:** Is an exercise dominated by the eyes and the brain The eyes receive messages and the brain then has to work out the significance of these messages. (Harmer, 1983: 153).
3. **Free Reading:** Reading outside the classroom in order to gain a general understanding of what is read.

The reading material consists of short stories, and simplified novels, ( Abu Sneineh, 1995:7)

4. **Achievement:** It is the final written product of the two compositions written by the student, and measured by evaluation instruments constructed by the researcher.
5. **Ninth- grade:** Is a class in the elementary stage, whose students have been in this class for nine years, and they have been studying English for five years and they are fourteen years old.(by the researcher)
6. **Composition :** Means putting together a whole by the combination of parts, the word here is applied to a form of writing done by students.( Sullivan,1984:119).

### **Limitations of the study:**

The following limitations of the study should be pointed out:

1. This study is limited to the population of the ninth grade in Nablus schools, so this might limit the generalization of the findings of the study beyond its population.
2. All the participants are non-native speakers of English who have been studying English for nearly five years; all of them almost have the same background and the same socioeconomic environment.

## **Summary :**

The researcher in this chapter explicitly presents the problem of the study which aims to investigate the effect of free reading on the ninth grade students' writing composition in English. Moreover, this chapter includes the statement of the problem, research questions, hypotheses, significance of the study, definition of terms and the study limitations.

## **Chapter Two**

### **Review of Related Literature**

#### **Introduction:**

This chapter presents studies related to this research:

- Studies that deal with the writing skill.
- Studies that deal with Reading –Writing Relationship.
- Studies that are related to Free Reading.
- Studies that deal with the effect of reading on improving the writing skill.

#### **The Importance Of Writing :**

The past two decades have witnessed a growing interest among foreign language researchers in developing the writing component of the foreign language curriculum. Many writers defined writing as a process of instruction through which we have to master the written form of the language and to learn certain structures which are less used in speech (Byrne,1980) However ,there are different viewpoints as to its nature. Heaton(1975)looked at writing as a complex and difficult skill to teach, requiring mastery of grammatical and rhetorical devices. Walters(1983) saw writing as the application of the grammatical rules, lexical items and rhetorical patterns to produce a text.

In their attempts to define writing, some researchers (Bowen, et.al, 1985, Marzano, et.al.1981, Heaton, 1975) tried to identify the sub-skills of the writing skill. While Bowen-et. al. (1985) emphasized the major

mechanics of writing such as learning the alphabet, rules of capitalization, left to right direction of English and word and sentence punctuation, Marzano, et al. (1981) saw the mechanics of writing as spelling, capitalization and punctuation to be the ones of great importance. In writing, the student is learning how to communicate effectively. She/He is learning how to organize his ideas in a way that can be understood by a reader who is not present or a teacher who is not known to him. Walters (1983) indicated that writing is the application of the grammatical rules, lexical items and rhetorical patterns to produce a text. In writing, the student is learning how to communicate effectively. He is also learning how to organize his ideas in a way that can be understood by a reader who is not present and to a teacher who is not known to him. Clarke (1974) rejected the view that writing is the mastery of basic structural patterns. He added that forming grammatically correct sentences is by no means producing English prose. He viewed writing as a progress of the student's motivation and innate creative ability. Al-Mutawa and Kailani (1989) considered writing as a significant language skill that should be developed at an early stage of learning the foreign language. Yet, writing is not a skill, which can be learned in isolation; the other language skills should be integrated with writing, i.e. listening comprehension, speaking and reading.

Jayyusi (1990) also emphasized that writing is a means of communicating and message to a person who is not physically present, or who may not be reached; it is assumed that writing helps consolidate learning and satisfies a psychological need; it provides the learner with evidence that s/he is making progress in the language; it makes learning more effective by providing variety in both in – class and out –of- class activities, and finally, it is useful in testing aural comprehension, spelling, punctuation, etc....

The teaching of writing can serve a dual purpose. One is that it is a means of communication with other people and second it is an important pedagogical tool capable of facilitating students' learning of the target language. As a supportive skill, Raimes (1983) pointed out that writing is important because it:

1. Reinforces the grammatical structures, idioms, and vocabulary, which we teach the students.
2. Provides the students with the opportunity to be adventurous with the language, to go beyond what they have learned to say.
3. Makes students more involved with the new language through the effort to express ideas and the constant use of eye, head, and brain.

Another important aspect of writing is that it makes students more relaxed and confident with the new language because it allows them to work at their own pace and to make changes and revisions without the pressures to perform on the spot that is associated, for instance, with speaking ( Al-Batal ,as sited in Mahmoud , 2000). Moreover, as Byre pointed out, written work serves to provide the learners with tangible evidence that they are making progress in the language and it also provides them with some variety in classroom activities (Byre ,as sited in Mahmoud 2000).

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In addition to the important supportive function of writing, at all levels of proficiency, writing is also an act/means of communication and avenue for self-expression. Rivers drew a distinction among three different types of writing: notation, writing practice and composition. (Rivers, 1981).

Writing is important to the individual and society in cultural, intellectual and academic term. Rice (1985) reported that educators viewed writing as a tool for learning in all subjects. Other linguists view writing as a complex process that needs continuous practice and extensive experience. Brozick ( 1979 ) divided this process into three stages: the pre writing stage, the writing stage and the re- writing stage (Brozick, 1979) Dixon (1986) believed that pre –writing activities result in greater improvement in compositions than do lengthy teacher comments on the completed compositions. He stressed the use of different techniques as the discovery techniques and the questioning techniques- who? What? When? These techniques will help students discover what they know about the topic.

Many teachers have started recently to emphasize the pre-writing activities in classes to help their explore a topic. These activities may be performed in discussion, reading, debate, argument and list making. Teachers who use this approach support their students in two ways:

1. They give their students time to try out their ideas.
2. They give them a chance to evaluate the content of what they write

As a result, class discussion and pre-writing activities become a focal point for communicating and arranging ideas among students ( Raimes, 1983)

When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse.

There are three aspects of the learning and teaching of written English: \_

- (i) Writing as a channel of FL learning; that is, the use of writing alongside listening, speaking and reading in the process of learning important elements of the language and developing command of the language.
- (ii) Writing as a goal of FL learning; that is, the development of writing skills to fulfil such purposes as note-taking, summarizing, narrating, reporting and replying required for various real – life situations.

Writing with cohesion; that is, employing the various linguistic means by which the parts of any written text are made to relate to one another and to constitute a continuous, organized whole. (Abbott and others, 1981: 141).

Heaton (1975), however, viewed the writing skill as an analysis of the following group of skills that are necessary for any learner of English:

1. Grammatical skills: the ability to write correct sentences.
2. Stylistic skills: the ability to manipulate sentences and use language effectively.
3. Mechanical skills: the ability to use correctly those conventions peculiar to the written language: punctuation, spelling and capitalization.
4. Judgement skills: the ability to write in an appropriate manner for a particular audience in mind, together with the ability to select; organize and order relevant information.



Because writing is an important skill, the development and use of instructional methods that facilitate and improve students' writing become a priority.

- The writing skill is the most neglected unfortunate language skills in English although it is as important as other skills. It is only used as a supportive skill to reinforce vocabulary and grammar and to test comprehension of reading texts.

The status of writing in English can also be seen in our students' overall level of proficiency. The majority of students spend 9-10 years learning English but they continue to experience great difficulty in producing writing that is genuine in terms of style and cohesion. It is surprising that they have a strong background in English grammar but they cannot produce a short text without mistakes in mechanics; spelling, grammar, capitalization and punctuation. They also translate from Arabic to English. In other words, they don't think in English.

Negligence of writing also seems to be universal. In a study conducted on twenty middle and high school teachers of French, German, and Spanish in Wisconsin, Nerven (as cited in Mahmoud, 2000) pointed out the writing accounted for only 2% of the total available class time.

Rivers (1981) found college students with four, five and even six or more years of study of foreign language were still unable to express themselves in a clear correct and comprehensible manner in writing English major graduates, in general, take a B.A in English but remain unable to complete job and university application forms in English or even write a letter, and this might be due to the following factors:

1. There is no adequate material that deals with writing for both Arabic and English. The students don't know how to write in a good style or how the development of ideas should proceed.

## 2. Bad practices among school teachers :

- a) Some of our teachers give the students a number of essays and compositions and ask them to memorize them especially for Tawjihi exam.
- b) Teachers teach in a very traditional way. They don't know how to teach writing creatively or professionally. Alawneh (1985) came to the conclusion that the poor level of English in students' writing work is mainly due to the classroom methodology. This is because textbooks are based on structure whereas the communicative aspect to language is completely ignored. Mostly, teachers devote all the time in the classroom to grammar. This situation leads to focus on syntactic structure of sentences, which eventually makes it difficult for students to express themselves effectively.
- c) Writing assignments aren't given regularly in schools because teachers are stereotyped about writing as an activity on skill, besides they think that correcting papers is time consuming.

## 3. Bad practices among students:

Students ask others to write for them or to give them ready-made compositions.

These bad practices have produced generations of students who are unable to write or express themselves.

## 4. The impact of television:

The time, which was devoted to reading and writing, is now only spent on watching TV.

## 5. Parents don't encourage their children to read or write. They don't buy books for themselves or for their children. They rarely write.

( Mahmoud,2000)

## **Writing Skill In PETRA Text Books**

Since the early 1950, the pupils in the West Bank Public schools, including those in Jerusalem, have been using Jordan's English School curriculum, PETRA.

In fifth grade the West Bank Students begin learning English. (However, they began learning English in the first grade from the beginning of the academic year 2000/2001, according to the new Palestinian Curriculum).

In each grade the Palestinian students have a set of three books: a student's book, a reader and a workbook. The reader and the workbook are meant to back up the students' main textbook.

In the fifth and sixth grades, there is no real writing. Students are only asked to complete a blank space in a sentence. Again in the 7<sup>th</sup> grade writing activities have no place in the workbook, students do not produce writings of their own. They only make mechanical exercises, which deprive the students of producing sentences of their own.

The students' book in the 8<sup>th</sup> grade, gives most attention to reading, listening and speaking activities. In the workbook, there are some writing activities, such as to complete sentences by using transition expressions like "but", "although", ...etc. In some writing activities, students are asked a set of questions about different topics. They have to answer the questions and write paragraphs about them.

In the 9<sup>th</sup> grade, textbook authors brainstormed ideas for topics. Students are asked to write about, but it is all the time controlled writing. PETRA textbooks don't teach students how to write a paragraph. The PETRA sets also lack variety in presentation of writing activities and there is no creativity in presentation.

The students' book of the 10<sup>th</sup> grade, introduces letter writing, but without explaining or teaching how to write a letter. In the workbook, students practice correcting a letter, translating a graph into a paragraph and completing a paragraph. So the students don't make a lot of input when writing. .(Mahmoud,2000)

The weakness areas in the writing section in the PETRA English text book from grade 5-10, can be summarized as follows:

- Writing is taught in a traditional way and not as a process.
- There is no variety in the presentation of writing activities.
- The textbooks used don't introduce all patterns of writing such as narration and descriptions. The only writing practiced is guided or controlled writing.(Mahmoud,2000)

### **Studies That Deal With the Writing Skill**

Learning to write in a foreign language is a complex process that takes long practice and extensive experience. Thus, it is believed that starting instruction early and emphasizing continual practice are essential for the development of the writing skill, (Taylor, 1981). Many linguists and practitioners have engaged in vigorous research focussing on the various aspects of writing.

Alawna(1985) has conducted a comparative study between the Focused Efficient Method (FEM) and the Traditional Method in Teaching English Composition for First Secondary Students in Jordan. The sample of this study consisted of eight schools chosen randomly from secondary schools in Irbid. One section was chosen at random from each of the selected schools. Then these eight selected sections were likewise divided into an experimental group and a control group. No significant difference between their means was detected. The experimental group was given

four topics, which were based on the reading material of the first secondary class. This group used the FEM Method, while the control group used the Traditional Method. Then, the two groups were given a post test constructed by the investigator. He concluded that students write paragraphs with many grammatical and spelling mistakes, as they have little knowledge in choosing suitable items. He also concluded that students' weakness is due to many factors such as the curriculum, the teacher and the teaching style, the latter being considered as the most important one.

Doushaq (1986) investigates Arabic and English writing problems of Jordanian students at the university level. The researcher concludes that the students' weakness in organizing their writing can be attributed to negative transfer from Arabic. He also adds that students failed to match the intended notion with the appropriate linguistic expression. The majority of the students' problems with written English seem to stem from mechanical, stylistic and rhetorical sources. Therefore, he recommends that any material for developing English writing skills should take into account the following factors:

1. "Types of students' weaknesses that the students demonstrate in their writing:
  - a) Text organization
  - b) Paragraph unity.
  - c) Text cohesion on all levels: sentential and super-sentential.
  - d) Development and use of language functions and relevant expressions.

2. Students have not received enough training in writing for academic purposes in their native language, and therefore, positive transfer from L 1 into L 2 is likely to be very limited.
3. Logical and rhetoric processes are not universals. Rhetorical processes vary from one culture to another. Hence , contrastive rhetoric can be of great help to teaching academic writing and designing materials for this purpose” (Doushaq ,1986: p.37)

In another study, Al-Ali (1988) has investigated the problems of discourse in English majors composition at Yarmouk University. Students made many mistakes in unity, coherence, completeness, organization and order, and wording. The sample of this study consisted of (89) randomly selected compositions written by Junior English majors (45 males and 44 females) at Yarmouk University. Univariate and Multivariate Analysis of variance were employed in this study. The researcher found out that coherence was the most problematic to the students, while the element of unity was the least problematic. He also found out that the irregularities and mistakes in students' composition at the discoursal level are due to the cultural and language differences between L1 and L2 and the lack of sample written tasks, which show the difference between English and Arabic.

Zamel(1976) has conducted several case studies of college students studying English as a second language in the U.S.A . She discovered that ESL writers employ composition strategies similar to those of their native speaker counterparts. This led her to the conclusion that ESL students can experience writing as a creative process for exploring communicating meaning.

Sarkar (1978) has studied many cases of ESL students using pictures that provide those students with a visual image to analyze and respond to. His results point out that pictures encourage students to put their feelings and thoughts into words in a more vivid manner and this is what writing is all about.

In another study conducted by Baskaff (1981) on primary and intermediate students to teach them writing, one group was allowed to discuss the topic and exchange some ideas. The students in this group were arranged into pairs and groups of mixed abilities. The other group was not exposed to such activities or arrangements. T- test was performed to test the difference between the two groups. The result was that these shared activities and discussion of the ideas helped students to discover their ideas orally before writing them on paper.

Abu Shihab (1986) conducted a study on twenty EFL Jordanian students in the second secondary scientific classes. He investigated the composing processes and behaviors of the subject while they were writing. The subjects of the study were asked to write about a certain topic, and while writing they were observed and then they were interviewed individually. The researcher found that:

1. The subjects were using their L1 to express themselves in L2.
2. They were unable to write good English.
3. They were writing with sequence and coherence.
4. They were distracted while writing by factors such as fatigue, insufficient time, noise in class and personal troubles.

5. Spending different amounts of time thinking before writing.
- However, all of them wrote drafts, but a few of them revised their first drafts.

Abed (1990) conducted a study during the second semester in the year 1990 at Amman Intermediate Community College Students, trying to find out factors that affect the writing efficiency of English majors among community college students. The main objective of this study was to explain some of the feedback strategies { No feedback, Informative feedback, explanatory feedback, and the corrective feedback on students' writing achievement} .

The sample of the study was divided into four groups, according to students' scores at the General Secondary Examination and their average at the English language courses that have just finished at collage.

The four cluster are classified as the following:

First is the control group, whose individuals have not received any kind of feedback. The second was the informative feedback group, whose individuals were informed with their mistakes and required to correct their errors by themselves. The third was the corrective feedback group, where their instructor corrected its individuals' mistakes. The fourth was the explanatory feedback group, in which its individuals' mistakes were correctly and explained by their teacher.

A post test was conducted to the groups at the end of the semester. The results of the study indicated that there is a significant difference in favor of explanatory feedback. Also the results emphasize the necessity of explaining and correcting mistakes during the process of writing.

In another study conducted by Risheh (1997) on 60 students in the writing course (32112) enrolled in the first semester 1995/96 at An-Najah



National University, the students were divided randomly into four groups, fifteen students each, to test the effect of feedback on their performance in the composition.

Four strategies were particularly investigated. These strategies were:

1. No- feedback strategy.
2. Overmarking strategy.
3. Selective (intralingual) strategy.
4. Selective (interlingual) strategy.

The researcher asked the subjects to write compositions on three different topics of the same length and same level of difficulty at three different times. The results showed that there were statistically significant differences between the no- feedback group and the overmarking group on the one hand and the two selective groups in favor of the selective groups. The results also indicated that there were no statistically significant difference between the no-feedback group and the overmarking group. They also indicated that there were no statistically significant differences between the selective interlingual group and the selective interlingual group.

Smith and others (1995) conducted a study on Australian school pupils learning as (ESL) in writing a discussion. The unit was planned and implemented jointly by three teachers,(an ESL tutor, a class teacher and a library teacher). The target population was divided into three separate groups, two of which were observed for the purpose of this study while the other group was for an extensive study. The reading tasks were selected by the teachers as patterns of the discussion. Students' written performance was analyzed. Class discussion was also videotaped for the analysis of students' interaction.

Results of the study showed that the teacher was able to improve, utilize students' knowledge and supervise the development of the discussion, using a teaching cycle in which her/his turn differs according to students' learning development. At the outset of each phase of the cycle, the teacher had greater contribution, less input towards the middle since students were able to work more independently and a large role towards the end as learners acquired knowledge and learning.

Allison and others(1995) conducted a study on Chinese students using English for academic purpose, investigating and comparing the effect of mediating tasks{ group discussion , reading comprehension exercise, with providing immediate assistance of the text} and instructing without mediating activities, in a summer writing activity. Comparative analysis of students' performance under these three conditions, showed that students' performance and their selection of the topics differ significantly according to conditions. The findings of the study showed that reading input and writing product are closely related to each other.

Rose (1994) conducted a study on American university students, aimed at improving the motivation of students with negative attitudes towards reading and writing.

The study was divided into five projects, at each one students were required to gather articles concerning different subjects at different periods of time with the assistance of the library's CD- ROM search indexes and to write a report about it, then to discuss what they have written with their classmates.

Findings of the study showed that students in small groups who worked in (partnership) with their teacher and reference libraries,

improved their reading, writing, library skills and built confidence in their ability to succeed in collage.

### **Studies that Deal with Reading –Writing Relationship:**

Reading –writing relationships, are a good place to start. Reading and writing, as much as any pair of subjects, overlap; that is, they clearly depend on many of the same cognitive elements. So, if the relationship between reading and writing was better understood, teachers and curriculum makers would be more likely to combine them. (Shanhan ,1997). According to Shanhan , reading and writing could be thought of as two separate, but overlapping – ways of thinking about the world.

One can ask: How writing (which we read) is related to language (which we hear)? If language which is sound, carries the meanings, what is writing? It seems obvious that writing is a device, a code, for representing the sounds of language in visual form, (Peach and Buckingham, 1976). The written words are, in fact, “ artificial symbols of the spoken words, which are sound”. (Peach and Buckingham, 1976: iv)

So reading must be the process of turning these printed symbols into sounds. “The moment we say this, however, some one is sure to ask: But what about the meaning? Do you propose to define reading as a mere-word-calling without regard for meaning? Reading is first of all, and essentially, the mechanical skill of decoding, of turning the printed symbols into the sounds which are language” (Peach and Buckingham, 1976:iv). The reason we turn the print into sound (that is read) is to get at the meaning.

Reading and writing are basic reflection of the same language processes ( Squire, as sited in Freedman,1983) . For example, one aspect

of the reading act is concerned with decoding graphic symbols into words, whereas writing is concerned in part, with encoding meaning into graphic symbols. Similarly writers create meaning in text, while readers interpret meaning from text.

Writing encourages students to reflect on their insights and interpretations gained from reading as well as to reflect on the processes they used during reading to arrive at their interpretations. Also, writing about reading helps students become better readers. (Cooter, 1992).

Kennedy and Rabinovitch(1986) studied the effect of applying "The Richmond Young Writers/ Readers Project". Sixty students were involved in the study from James Mckinny Elementary School in Canada. The major focus of the study was to motivate children to involve themselves in reading and writing activities simultaneously. The results of the study indicated that the spelling of frequency words improved, as did the attempt at spelling more interesting vocabulary. It also indicated that through exploring a wide range of literature, children develop a confident attitude toward working with books. Gowda (1986) explored the role of students' language awareness in the development of reading-writing relationships. He developed a set of tasks and instruments for observing readers' awareness of language. The result of the study showed that language awareness was a critical variable in students' development of knowledge about reading –writing relationships.

Carson, et.al. (1990) tried to answer five questions related to reading –writing relationships in first and second language. The subject of the study consisted of Japanese and Chinese ESL students in an academic setting.

A total of 48 native speakers of Chinese and 57 native speakers of Japanese participated in the study . All subjects were high school graduates who graduated from their native countries. The subjects were drawn from four different American universities. They were asked to write an essay and to complete a close passage in both their first and second language. The results indicated that the relation between reading and writing is the strongest in L2 for the Chinese but for the Japanese the reading –writing relationship is the strongest in L1. The study also pointed out that reading and writing are related, but the strength and nature of the relationship differed for each of those language groups either due to language or other background variable differences.

### **Studies that are Related to Free Reading:**

Free reading has been an area of interest in (ESL). Many applied linguists have underlined its importance. Anderson et al (1985) claimed that reading books is an important part of any reading program as it helps children to like reading and expanding experiential background. Their finding sustain free reading.

Morrow's (1985) results of field based investigation on promotion of voluntary reading supports Anderson et al's view. Morrow pointed that there is a strong association between voluntary ( free) reading and achievement, and that free reading allows for practicing of skills learned in direct instruction. He added that free reading leads to greater skill development as far as motivation is concerned. Shannon (1986) also supported the same findings; reading books, according to him, plays an important part of childhood experience because it contributes to children's intellectual, emotional , and social development .

Further support came from O'Connor's (1990) study of the effects of story reading as an instructional strategy to develop literacy skills with kindergarten children. The subjects included 28 children in four experimental classes and 25 in the four controlled classes. The experimental group used a story reading program including daily stories and literature experiences such as reading for pleasure, story retelling, repeated reading of favorite stories and so on...., while the controlled group used reading readings program emphasizing letter-sound correspondence. The analysis of data pointed out that the experimental group scored significantly higher than the control group in areas of comprehension, and specific concepts about book and print. It also indicated that the story book-reading program was superior to the reading readiness curriculum.

Myatt (1990) investigated children's selection of literature, ages four to twelve years. He investigated the purpose of reading for children. The subjects were 194 children from four schooling levels in Los-Angeles. The children were interviewed individually where noting characters, events, and themes they emphasized from their favorite stories were noticed through their interviews. The results of the study indicated that girls of age twelve preferred stories concerned with separation from parent figures while boys of the same age preferred books that deal with heroism, including magic power and animal companions.

The results of Myatt's study agreed with one aspect of McLarty's (1991) study which examined the answers to why children read, what they read, and who they talk to about their reading. Fifth grade students participated in the observation and interview. The data analysis pointed to the following results:

1. Children read to fulfill requirements, to be entertained, to fill time, to inform their friends about their world, and to increase their knowledge.
2. Children talked with their teachers, their friends, and their guardians about their reading.

The results emphasized that children chose to read about things that were of personal interest to them or to their friends .

### **Strategies and Achievement:**

Several teaching strategies were used to improve students' writing achievement. Holt (1989) examined the effect of sustained silent reading on the achievement of seventh and eighth grade students. The finding of Holt's studies pointed out that there was significant improvement in writing achievement. Besides, there was a positive attitude towards both reading and writing for both seventh and eighth grade students.

Gambrell and Chasen (1991) investigated the effects of explicit story structure instruction on below – average fourth and fifth grade readers' narrative writing performance. Results of the study indicated that explicit story structure instruction positively influenced the narrative writing performance in terms of quality of their writing.

The findings of Gambrell and Chasen agreed with those of Defior (1994). Defior determined the effects of reading upon the acquisition of reading and writing during the first year of primary school. Children were able to improve their writing effectively through reading training.

Godshalk (1966) investigated the validity of various approaches to the measurement of English Composition skills. Over 600 11<sup>th</sup> and 12<sup>th</sup>

grade students were asked to write five 20 minute essays on different topics, to take six objectives tests of writing ability, and to do two interlinear exercises. Twenty-five experienced readers assigned scores of three, two, or one to each essay. The total of the 25 scores per essay became the criterion for evaluating the validity of the objective tests and interlinear exercises. The sums of 20 ratings on four of the essay topics became the criterion for evaluating the fifth topic as a predictor. Later, a larger number of readers considered the essays on two of the topics to determine the effects of reading under field conditions.

The results indicated that:

1. The reliability of essay scores is primarily a function of the number of different essays and the number of different readings.
2. Objectives questions designed to measure writing skills prove to be highly valid when evaluated against a reliable criterion.
3. The most efficient predictor of a reliable direct measure of writing ability is one which includes essay questions or interlinear exercises combined with objective questions.

Shapiro (1971) analyzed the effect of different reading approaches on written composition. It was found that children were able to write longer, more advanced vocabulary level and more original essays. It was concluded that the reading method had a significant effect on written composition through the causality of written behavior is more complex than simply the medium for beginning reading instruction.

Ashmead (1964) studied the effectiveness of a number of classes used for 13 years in the freshman courses at Haverford College. Ashmead discussed that reading ancient and modern literary classics helped in



writing composition. Shapiro (1973) conducted a study on the effect of Reading Method on Composition. The result indicated that reading is a contributor to the development of creative writing.

In 1963 the National Council of Teachers of English published a major summary of research in composition, sometimes referred to as the Braddock Report, which included 24 questions that addressed areas in which further research was needed. This paper describes more than 100 published and unpublished reports of research conducted since the Baraddock Report that provide information related to these 24 areas. VanDe Weghe (1978) made this research in writing composition which covered fifteen years of investigation that writing attitudes and achievement were affected by reading, instructional techniques as well as specific skills.

Tsang (1996) compared the effects of reading and writing on writing performance. He compared the effects of an enriched syllabus including extensive reading and frequent writing assignments on English descriptive writing performance at four level for Cantonese – speaking students participating in three English programs:

1. Regular plus unrelated (mathematics) enrichment.
2. Regular plus extensive reading.
3. Regular plus frequent writing practice.

## **Summary:**

Learning to write in a foreign language is a complex process that takes long practice and extensive experience. One of the related linguistic experiences that helps in learning the writing skill in general and writing composition in particular is free reading. Therefore, this study aimed at investigating a way of improving students' writing composition in English, using free reading strategy. So, this chapter contained six main sections which are: the importance of writing; writing skill in PETRA text books, studies that deal with writing skills, studies that deal with reading- writing relationship; studies that related to free reading and studies that deal with the effect of reading on improving the writing skill.

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## **Chapter Three**

### **Methodology**

#### **Introduction:**

The researcher in this chapter presents the design and the procedure used in confirming the hypotheses of the study. In other words, this chapter respectively includes the population, the sample of the study, instructional material, research instrument, research procedures, research design, and data analysis.

#### **Population:**

The population of this study consists of (4280) of all the ninth grade students at Nablus schools' district, who attended the first semester of the year 1999-2000.

This statistical number was taken from the Office of Directorate Education in Nablus. {See table (3.1)}

**Table (3.1)**

**Distribution of population according to sex, section, no. of students and no. of schools of the ninth grade in Nablus district.**

<b>Sex</b>	<b>No. of sections</b>	<b>No. of students</b>	<b>No. of schools</b>
<b>Male</b>	63	1910	22
<b>Female</b>	65	2031	38
<b>Mixed</b>	13	339	29

**Sample of the study:**

The study sample was chosen as follows:

- 1. Six schools were chosen randomly for this study, 3 of them were boys' schools and the other 3 were girls' schools. {See Table (3.2)}

**Table (3.2)**

**Distribution of the sample according to sex, no. of schools,  
Section and number of students, of the ninth grade in Nablus district.**

<b>Sex</b>	<b>No. of schools</b>	<b>No. of sections</b>	<b>No. of students</b>
<b>Male</b>	3	3	102
<b>Female</b>	3	3	111

- 2. One boys' school and one girls' school were chosen randomly as a control group. The group contained (80) students
- 3. Two other schools, one for boys and the other for girls were chosen randomly as an experimental group number one. It contained (72). And the last boys' and girls' schools were chosen as experimental group number two. It contained (61) students. {See table (3.3)}

**Table (3.3)**

**Distribution of sample according to group, sex and number of students.**

<b>Group</b>	<b>Sex</b>	<b>No. of students</b>
<b>Control</b>	Male	36
<b>Control</b>	Female	44
<b>Exp. 1</b>	Male	36
<b>Exp. 1</b>	Female	36
<b>Exp.2</b>	Male	30
<b>Exp.2</b>	Female	31

**Instructional Material:**

1- For the purpose of this study six simplified stories were chosen approved and suggested by specialized ELT teachers and English supervisors at An-Najah University from a list of 12 stories.

2-The stories were chosen according to different criteria; some of the supervisors insisted that they would be from the students' environment, others, emphasized that the purpose of these stories is to help in free reading and they only need to be exciting and encouraging.

Any way, some considerations have to be taken in to account when selecting the material for free reading such as :

- The selections should have high interest value to the students.
- The reading selections should not contain old- fashioned language
- The reading selection should develop positive attitudes towards reading .

- The selections have to be related to the students' world and their cultural background .

3- The six short stories were: Tom Thumb and Robin Hood from Ladybird, Golden Goose and Tales from the Arabian Nights from Oxford Press, Puss in Boots from Leopard and Stories from the Arab World from Longman. (see Appendices A-C)

4- Some of these stories contain more than one short story. For example Tales from the Arabian Nights consists of 7 short stories, so the researcher chose only the first, second and fifth ones. This was because the time allowed for reading was only one week.

### **Research Instrument:**

The instrument of this study was writing a short composition. The subject for this composition was chosen from a list suggested by the Ministry of Education (see Appendix D). It was approved and assigned by ELT Teachers at different schools and English supervisors at An-Najah University.

### **Research Procedures:**

The study was conducted in the first semester of the academic year 1999/2000. It started on the 20<sup>th</sup> of October 1999 and ended on the 8<sup>th</sup> of December 1999. That it lasted about 6 weeks.

#### **The following steps were taken: -**

1. The researcher took a permission from the Ministry of Education to apply the study at different schools. (see Appendix E).

2. A meeting was held with the English teachers of both girls' and boys' schools. The researcher explained the objectives and the procedures of the study.
3. The researcher explained to the students the purpose of this study.
4. A pre – test was given to both female and male students in succession, which was to write a short composition consists of 3-5 paragraphs about the title (My Dream).
5. For the experimental group number one, a story was given every week. There was no feedback or discussion. The researcher made sure the students read the story through a short quiz given by the researcher who marked it (see Appendix F).
6. For the experimental group number two, a story was given every week. The researcher discussed the story with the students during two classes throughout the week.
7. The researcher gave feedback to the students of the experimental group number two, after testing the reading for each story. The mistakes were discussed and some notices were given.
8. A post –test was given to both experimental and control groups. (It was the same writing composition subject given as a pre-test, which is **(My Dream)**).
9. The papers were collected and corrected twice, first by an experienced teacher and then by the researcher. If there was a difference in marking the average was taken.

### **Research Design:**

The purpose of this study was to find out the effect of using Free Reading experience on the achievement of students' composition writing.

It included the following variables:

1. The independent variables were free reading, feedback and sex.
2. The dependent variable was students' achievement in composition represented by their raw scores on the post-test ranging from 0-10.

To achieve the purpose of the study three groups were formed: controlled group; experimental group "1"; and experimental group "2". A pre -test in writing com[position was given to the three groups. The experimental group"1", read six suggested short stories successively at home. The experimental group "2", read the same six short stories, a discussion and feedback followed at the end of reading each short story. The time allowed for reading each story was one week. A post-test in writing composition was given to the three groups .

### **Data Analysis:**

For analyzing and testing the hypotheses of the study, the researcher used the experimental method. Paired t-test was used to test the first three hypotheses, and the co-variance (ANCOVA) was used to test the fourth hypotheses. Moreover, Sidak post- hoc test was conducted to determine between which groups the differences exist.

### **Summary:**

The researcher in this chapter has discussed and described the population of the study- sample, research design and the procedures in addition to data analysis.



## Chapter Four

### Results

#### Introduction:

This chapter presents first the hypotheses, then this is followed by testing each hypothesis separately using paired t-test, in addition to the Co-variance (ANCOVA).

#### **1. Results related to the first hypothesis :**

First hypothesis states , “ There are no significant differences at ( $\alpha=0.05$ ) among the ninth grade students in writing achievement test between pre and post – tests for the traditional (control) group”.

For testing this hypothesis paired t-test was used as in table (4.1)

**Table {4.1}**

**Results of paired T-test for the Differences Between  
Pre and Post Achievement Test in the Control Group.**

Gender	Pre -Test		Post – Test		T .value	Sig
	M	SD	M	SD		
Male	2.80	2.05	3.14	1.59	1.70	0.09
Female	4.30	2.46	3.78	2.37	-2.77	.008 *
Total	3.62	2.39	3.49	2.06	-.89	.37

Significant at  $\alpha=(0.05)$

The results of table (4.1) show a significant difference in writing achievement test scores between pre-test and post –test in favor of pre-test for female students, while the results indicated that there are no

significant differences in writing achievement test scores between pre-test and post- test for male and total sample.

## 2. Results related to the second hypothesis:

The second hypothesis states, " There are no significant differences at ( $\alpha=0.05$ ) among the ninth grade students in writing achievement test between pre and post-tests for the free-reading group (EG1 )".

For testing this hypothesis paired t-test was used as in table (4,2)

**Table (4.2)**

**Results of the Differences between students' achievement scores in the pre and post tests in Experimental Group "I"**

Gender	Pre - Test		Post -- Test		T.Value	Sig	% $\Delta$
	M	SD	M	SD			
Male	2.65	1.93	3.45	2.39	4.69	.000	11%
Female	2.80	2.01	3.81	2.19	7.54	.000	22%
Total	2.73	1.96	3.65	2.27	8.59	.000	20%

Significant at  $\alpha=(0.05)$

The results of table (4.2) show a significant difference in writing achievement test scores between pre-test and post – test in favor of post –test for male and female students and total sample, where the percentages of development are respectively (11% , 22% , 20% ).

## 3. Results related to the third hypothesis:

The third hypothesis states, " There are no significant differences at ( $\alpha=0.05$ ) among the ninth grade students in writing achievement test

between pre and post-tests for the free-reading and feed back group (EG2)".

For testing this hypothesis paired t-test was used as in table (4,3)

**Table (4.3)**  
**Results of Paired t-test for the Differences Between Pre and Post tests of Achievement for Male and Female in Experimental Group "2"**

Gender	Pre - Test		Post – Test		T.value	Sig	% Δ
	M	SD	M	SD			
Male	3.75	1.87	5.30	2.01	5.413	.000	41%
Female	4.06	1.79	5.91	1.67	8.51	.000	46%
Total	3.92	1.81	5.65	1.83	9.85	.000	44%

Significant at  $\alpha=(0.05)$

The results of table (4.3)show a significant difference in writing achievement test scores between pre-test and post – test in favor of post –test for male and female students and total sample, where the percentages of development are respectively ( 41% ; 46% and 44% )

**4. Results Related to the fourth hypothesis:**

The fourth hypothesis states: “ There are no significant differences at ( $\alpha=0.05$ ) among the ninth grade students in writing achievement test on the post –test among groups.”

For testing this hypothesis analysis of co-variance (ANCOVA)was conducted to make statistical controlling for the differences on the pre –test among groups as shown in table (4.4)

**Table (4.4)**

**Results of ANCOVA for the Difference on Post-Test Achievements  
According to the Groups Variable**

Source of variance	Sum of squares	D'F	Mean square	F	sig
Pre-test	604.11	1	604.11	487.72	0.0001*
Groups	116.77	2	58.38	47.14	0.0001*
Error	240.29	1.94			
Total	1018.19	197			

Significant at  $\alpha=(0.05)$

The results of table (4.4) show a significant difference on the post –test among groups.

To determine among which groups the difference found Sidak post-hoc test was conducted as in table (4.5):

**Table (4.5)**

**. Sidak Post- hoc Test for the Difference on Post Test**

Groups	Means	Control	Exp.1	Exp.2
Control	3.49	<del>                    </del>	-.900 *	-1.906*
Experimental 1	3.65	<del>                    </del>	<del>                    </del>	-1.006*
Experimental 2	5.65	<del>                    </del>	<del>                    </del>	<del>                    </del>

Significant at  $\alpha=(0.05)$

The results of table (4.5) were as follows:

- There is a significant difference in students' post achievements in writing between the control and the experimental group "1" in favor of experimental "1".
- There is a significant difference in students' post achievements in writing between the control group and the experimental group 2 in favor of the experimental group 2.
- There is a significant difference in students' post achievements in writing between the experimental group "1" and experimental group "2" in favor of experimental group "2".

Such results are clear in figure (1)

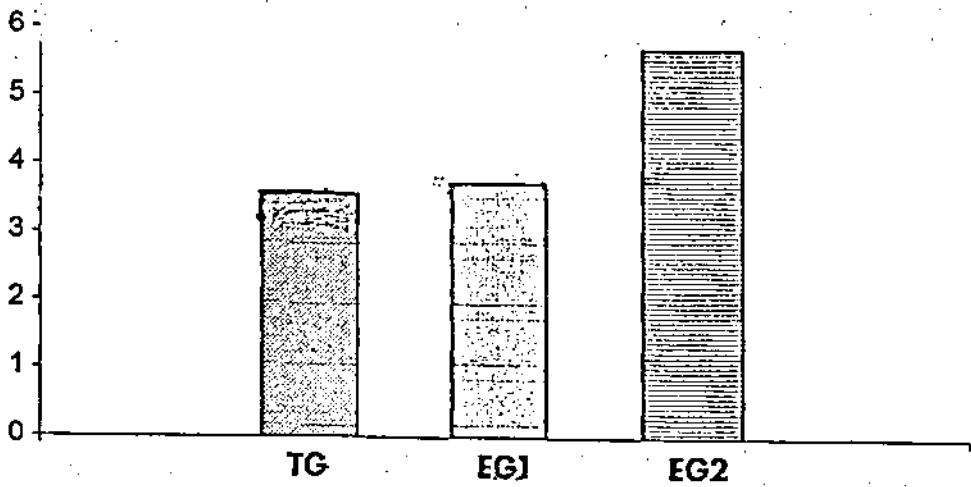


Figure (1)

Means of the students' achievement on the post – test for groups.

### **Summary:**

The researcher in this chapter has presented the findings and results of the statistical analyses. Paired t – test was used to test the first three hypotheses, and the co-variance (ANCOVA) was used to test the fourth hypothesis, where the results revealed a significant difference in the ninth grade writing achievement between groups. So to determine between which groups the differences exist, Sidak post- hoc test was conducted.

## Chapter five

### **Discussion, Conclusions and Recommendations:**

#### **Introduction :**

In this chapter, the researcher discussed the findings of the study. Furthermore, conclusions, implications, and recommendations are provided as well.

The main purpose of this study was to point out the effect of free reading on modifying the writing of the ninth grade students in the district of Nablus. It was clear that the means of students using free reading and feedback were more effective than those of the control group.

The first hypothesis of the study states, "There are no significant differences at ( $\alpha ? 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the traditional group." When testing this hypothesis by using paired t-test, the results showed a significant difference in writing achievement test scores between pre and post tests in favor of pre-test for female students as in table (4.1). This astonishing result may be attributed to the fact that students at the beginning of the academic semester have high motivation to study and do any activity they asked to do. But at the end of the semester when there are piles of homework and lots of exams are conducted, the students, especially the girls, pay no attention to any thing except their final exams.

The rest of the results which were shown by the same table (4.1) indicated that there are no significant differences in writing achievement test scores between pre and post tests for male and total sample.

The second hypothesis states, "There are no significant differences at ( $\alpha \geq 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for the free reading group (EG1). This hypothesis was also tested by using paired t- test. Its results showed a significant difference in writing achievement test scores between pre and post -tests in favor of post-test for male and female students and total sample, where the percentages of development are respectively (11% , 22% and 20% ) by a superficial look at these percentages, one can notice that the females have the higher one. The logical justification for this result may be that girls like reading literature more than boys, in addition to the long hours girls spend in the house, while the boys like to go out and spend most of the time playing football and if they stay at home they will play computer games .This result, represented by table (4.2), could be attributed to the treatment of using free reading activity by the experimental group (1).

The result is supported with Ashmead (1964) and VanDe Weghe (1978) who showed that attitudes and achievement of writing were affected by free reading instructional techniques as well as specific skills. This result also conforms generally with the findings of Shapiro (1973) who conducted a study on the effect of Reading Method on composition. The result indicated the free reading is a contributor to the development of creative writing.

The third hypothesis states, "There are no significant differences at



( $\alpha \geq 0.05$ ) among the ninth grade students in writing achievement test between pre and post tests for free reading and feedback group (EG2)."

Again paired t-test was used to test this hypothesis. The results showed a significant difference in writing achievement test scores between pre and post tests in favor of post -test for male and female students and total sample, (table 4.3).

The results revealed that using feedback besides free reading can lead to efficient writing; this agrees with Abed (1990) who conducted a study during the second semester 1990 in Jordan to find out factors that affect the writing efficiency. Also, this result supports Risheh (1997) who conducted a study to find the effect of feedback on students' performance in the compositions of university students in the English writing course and finding the most effective strategy in providing feedback.

The fourth hypothesis was tested by using the co-variance (ANCOVA) which was followed by Sidak post -hoc test to determine among which groups, the difference exist found. The results were clearly shown in Table (4.5) and also in figure (1).

The results of the study indicated that there are statistically significant differences between the experimental group 1, which was given only free reading and the experimental group 2, which was given free-reading and feedback, in favor of experimental group2 on the post- test.

This study supports many other studies conducted by other researchers such as Allison (1995), Rose(1994), and Kennedy and Rabinovitch (1986). All these studies showed the effectiveness of using free reading as a method for enhancing writing performance. Also Alawna (1985) conducted a comparative study between the Focused

Efficient a Method, which used free reading , and the Traditional Method in teaching English Composition. The results showed that there was a significant difference between the two ways and their impact on writing composition.

The findings of this study also support with those of Tsang (1996), who compared the effects of reading and writing on writing performance and found that free reading has a big impact on writing .

Finally, this study supports Raimes (1983) who pointed out that writing is important because it makes the students involved with the new language through the effort of expressing new ideas.

### **Recommendations:**

The findings of the study may be important for the English as a Foreign Language /English as a Second Language teachers, curricula designers and researchers. In the light of the findings of this study and the related literature, the researcher makes the following recommendations:

1. Engaging the learner in free reading activities where s/he could be consciously or unconsciously, in touch with new idea and structures, may add to his/her cognitive storage of words and sentences.
2. Therefore, it might prove helpful to give students more motivation for practicing free reading activities by offering the type of literature that suits students' interest and needs.
3. The use of consistent feedback also should not be neglected by the teachers.
4. Teachers should develop positive attitudes toward using free-reading.
5. Teachers of English should motivate their students to have a positive attitude towards free reading.

6. Teaching writing should not be done in total isolation from other skills.
7. Practice only doesn't help if the student's writing will not be corrected.
8. Teachers should be interested in free reading and motivate their students to do so in their free time.
9. Teachers should be interested in the process of writing. Writing difficulties (especially in advanced levels) stem not from the student's lack of grammatical knowledge, but from their unfamiliarity with the composing process itself.
10. With regards evaluation, teachers should respond to the piece of writing as real readers not as error checkers. Teachers should stress the creative act of communicating meaning rather than the edition skills. They should respond to the ideas expressed and not only to the number of errors.
11. The Ministry of Education should encourage the use of free-reading.
12. Curriculum designers may take the free reading technique into consideration while designing text books, to encourage students to practice writing composition.

### **Recommendations for Further Studies:**

1. Further studies are needed to investigate the effect of free reading on learners' attitudes and achievement in English.
2. Further studies are needed to analyze and evaluate the use of free reading to modify the behavior of slow learners in different classes.

3. There is a need to study the effect of free reading activity on other areas of language learning such as vocabulary, structure and reading skill.
4. Studies are needed to investigate the effect of free reading on the students' writing composition in English in private schools.

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# Appendix (A)

# The Golden Goose and Other Stories

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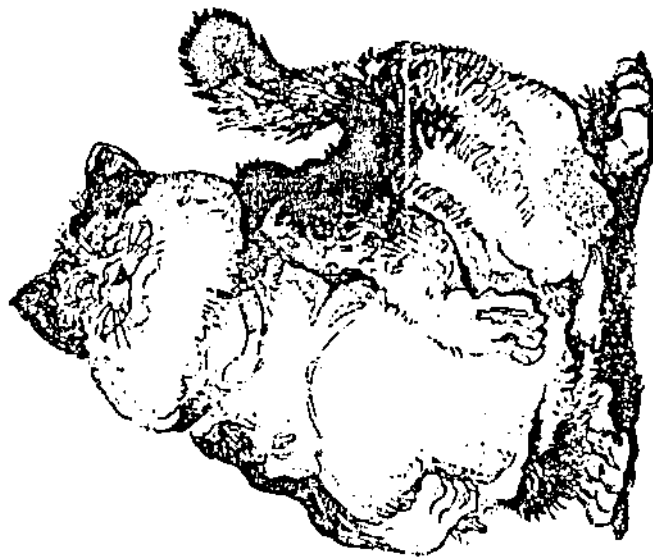
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## THE GOLDEN GOOSE

### Wood for the fire

There was once a young man who lived with his mother, father and two brothers in a house in the forest. His name was Dummeling. His whole family thought he was stupid. They were very unkind to him. 5

One day, the eldest brother said, 'Mother, we need more wood for the fire. I will go into the forest to cut some.'

'What a good son you are,' his mother replied. 10  
'Wait a moment. Before you leave I will get you something to eat and drink. You can take it with you.' She got a bottle of wine and a nice meat pie from the cupboard. She put them in a bag for him.

The eldest brother went to the forest to look for 15  
wood. He walked and walked until he found an old, dead tree.

'This is a good tree,' he said to himself. 'The wood is hard and dry. It will burn nicely.'

Before he started to cut the tree down, he decided 20  
to have something to eat and something to drink. He sat down. He took the meat pie and the bottle of wine out of his bag, and began his dinner.

### The little old man

A little old man came along. He saw the young man 25  
sitting at the foot of the dead tree, eating and drinking.

'Good day, young man,' he said. 'Would you give me a little piece of that lovely meat pie, and a little wine? I am very hungry and thirsty.' But the young man answered, 'Shall I give you some of my meat pie? Shall I give you some of my wine? Oh, no, I don't think I will, thank you. I won't have enough left for myself. Go away!' The little old man said nothing.

He walked away into the forest.

The eldest brother began to cut down the dead tree with his axe. He hit it once. He hit it twice. He hit it three times, and then he hit his arm. The cut was a bad one. He had to go home without any wood.

Next the middle brother went into the forest to cut wood.

His mother gave him a meat pie and a bottle of wine, too. He walked and walked through the forest, until he came to the same dead tree. The same little old man met him. 'Would you please give me something to eat and drink?' the old man asked. But the middle brother said, 'The more I give you, the less there is for me. So go away!' The little old man said nothing. He walked away into the forest.

The second brother began to cut down the dead tree with his axe. He hit it once, he hit it twice, and then he hit his leg. The cut was a bad one. He, too, had to go home without any wood.

## Dry bread and sour milk

Then Dummeling said, 'Father, let me go into the forest and cut wood.'

'Stupid!' his father said. 'Your brothers are good woodcutters. They have both hurt themselves. Do you think you can do any better?'

But Dummeling kept asking. At last his father said, 'All right. Do what you like. I know you will hurt yourself. Perhaps that will teach you a lesson.'

Dummeling asked his mother for a meat pie and some wine. She only gave him some dry bread, and a bottle of sour milk.

Dummeling walked through the forest, until he came to the same dead tree. He met the same little old man.

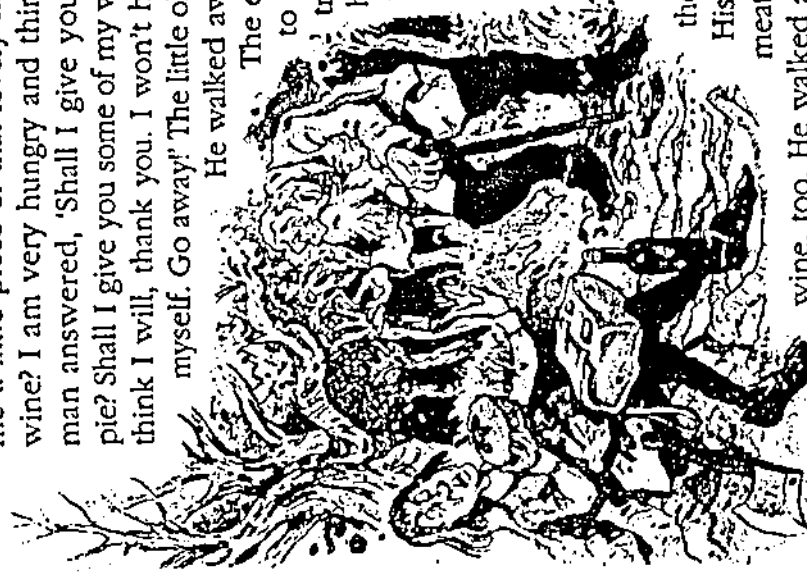
'I am hungry and thirsty. Can you please give me something to eat and something to drink?' the old man asked.

'I only have some dry bread and some sour milk,' replied Dummeling. 'If you think that is all right, we will sit down and eat it together.'

The little old man looked pleased. They both sat down at the foot of the dead tree.

When Dummeling took his dry bread out of the bag, he got a surprise. It had become a large meat pie. When he took out the sour milk, he got a bigger surprise. It had turned into lovely sparkling red wine. Dummeling and the little old man enjoyed the meat pie and the wine.

Afterwards, the little old man said, 'You were kind. You gave me something, so I will give you something. When you cut down this old tree, look at the ground where its roots are. You will see something interesting there. It is for you.' Then he said goodbye, and walked away into the forest.



## A wonderful bird

Dummling got up and began to work. He hit the tree just once with his axe, and it fell down. He saw a hole in the ground under the roots of the tree.

Sitting inside the hole was a large bird with yellow feathers. It looked like a duck, but it was bigger. It was a goose.

Dummling had seen a white goose before. He had never seen a yellow one. He looked at the feathers more carefully. They were made of gold.

It was getting dark. Dummling picked up the goose, and went to an inn. He decided to stay there for the night.

Now three sisters lived at the inn. They saw the goose with the feathers made of gold. They thought it was a wonderful bird.

That night, when Dummling was asleep, the eldest sister came to his room. She tried to pull one of the feathers from the goose's tail. To her surprise, her hand stuck to the goose. She could not move it. She tried hard to pull it away, but the more she pulled, the more it stuck.



Then the second sister came in. She wanted one of the goose's feathers too. When she saw her sister there, she went up to her and touched her on the arm. Her hand stuck to her sister.

Then the youngest girl came in. The other two cried out 'Keep away! Keep away! Don't touch anything!' But the youngest girl thought they were trying to trick her.

'They just want to keep everything for themselves,' she said. She walked up to them and touched the arm of her second sister. Her hand got stuck, too.

So the three girls spent the whole of that night in Dummling's room. They were stuck to each other and to the goose. They shouted. They cried. They called for help. But no one heard them. Dummling was fast asleep.

## Running after Dummling

The next morning, Dummling woke up early. He jumped out of bed, picked up the goose, and hurried out of the inn. He took no notice of the three girls. They had to hurry along behind him. There was nothing they could do. Where Dummling went, they had to go. If he hurried, they had to hurry.

On their way through the forest, they met a teacher. When he saw them all, he said, 'Girls! Girls! Why are you running after this young man? Nice girls don't do that! Don't you feel sorry for what you are doing? What will your parents think?' He took the youngest by the hand to lead her away. As soon as he touched her, he too was stuck, and had to follow the rest.

Next they met the school office boy. He saw the teacher running after the three girls. He wondered



where he was going. 'Stop, stop!' he called out to the teacher. 'You have to teach some lessons today.' He held on to the teacher's coat and tried to pull him away. In a moment the office boy was stuck, too.

As the five were hurrying along behind Dummeling, one behind the other, they met two farmers. The teacher asked them to help him get away. Of course, as soon as the farmers touched him, they were stuck behind the rest.

That made seven people, all running after Dummeling and his goose.

### The serious princess

They came to a big city. In the middle of the city was a palace. A king lived there with the princess, his only daughter.

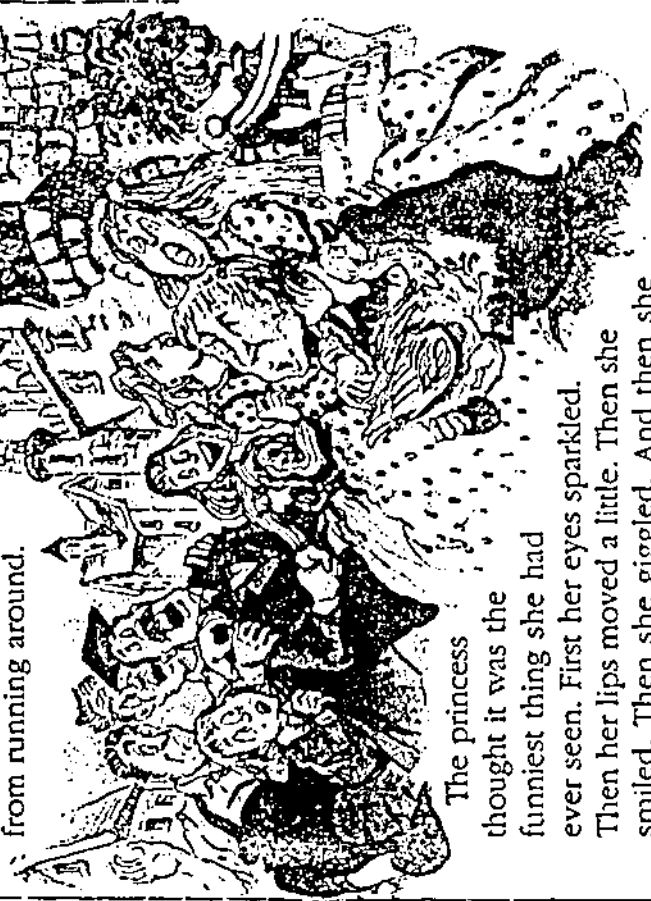
The princess was a thoughtful, serious girl. She never laughed. She never smiled. All day and every day she walked about the palace with a serious look on her face. The king said that anyone who made her laugh could marry her.

That morning the princess was in her room. She was busy thinking serious thoughts. Then she heard a noise outside. She looked out of the window.

There, in the street, she saw a very strange thing. A young man holding a goose was running past the palace. Seven people were following him. They were all stuck to one another. When the young man stopped, they all stopped. When he ran, they all had to run. When he went one way, they all had to go the same way.

All of a sudden the young man turned round. He started going back past the palace. The others all tried

to do the same. They fell over one another. They pushed each other. They pulled each other. They stepped on each other's toes. They fell over each other's feet. They shouted. They screamed. They cried. Some of them even laughed. None of them could get away. None of them could stop Dummeling from running around.



### The princess

thought it was the funniest thing she had ever seen. First her eyes sparkled.

Then her lips moved a little. Then she smiled. Then she giggled. And then she laughed. She laughed, and laughed and laughed so much that she could not stop. In the end she had to sit down on the floor, she was so weak from laughing.

Everyone thought Dummeling was stupid. But Dummeling married well. His wife was the lovely, thoughtful princess. The princess loved him all her life, because he made her laugh so much. The king loved him too, because Dummeling had made his daughter happy.

## LITTLE RED RIDING-HOOD

### A dear little girl

Once upon a time, in a village in the middle of a forest, there lived a little country girl. She was the prettiest child you have ever seen. Her mother loved her very much; and her grandmother loved her even more.

Her grandmother made her a red riding-hood. The little girl liked this very much. She wore it every time she went out. That is why everyone called her Little Red Riding-Hood.

One day her mother made some cakes. When they were done, she called to Little Red Riding-Hood. She said,

'I have heard that your grandmother is ill, my dear. Go and see how she is. Take her some of these nice cakes, and a little pot of butter.'

The good little girl ran to get her basket. She put the cakes and the pot of butter in it. Then she put on her red riding-hood and went to see her grandmother. Her grandmother lived in another village in the forest.

### The hungry wolf

On her way through the forest, Little Red Riding-Hood met a wolf. He was hungry, and wanted to eat her up. But there were some woodcutters at work there, and so he was afraid to do anything. If the woodcutters saw him eating a little girl, they would kill him.

The Wolf asked Little Red Riding-Hood where she was going. The poor child had never seen a wolf before. She did not know it was dangerous to talk to one. She said,

'I am going to see my grandmother. She is ill, and I am taking her some cakes and a little pot of butter.'

'Does she live very far from here?' asked the Wolf.

'Oh yes,' answered Little Red Riding-Hood; 'it is past the church you see on the hill over there.'

### Questions

The Wolf looked to where Little Red Riding-Hood was pointing. He saw a hill with a church on top of it. Around the church there were some small houses.

'Which house does Grandmother live in?' asked the Wolf.

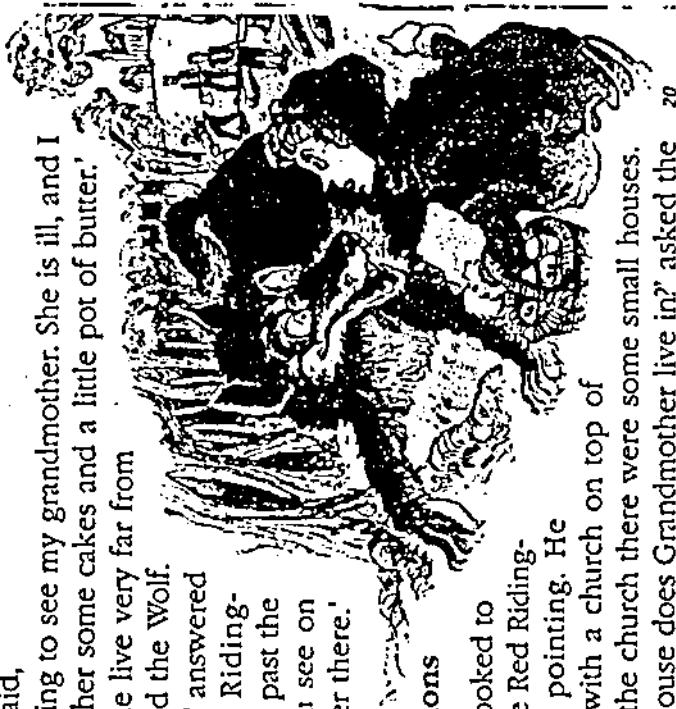
'Grandmother's house is the first house in the village,' Little Red Riding-Hood answered.

'And what will you do when you get there, my dear?' asked the Wolf.

'I will knock at the door — tap, tap, tap,' replied the little girl.

'And what will Grandmother do?'

'She will say "Who's there?" And I must say, "It is your granddaughter, Little Red Riding-Hood. Mother heard you were not feeling well. She has sent you some cakes and a little pot of butter."'



'And then?'

'And then Grandmother will say, "Pull the string on the door, and the latch will go up." And I will do what she says, and go in.'

'I see,' said the Wolf. And then he smiled. 'Well,' he said, 'I think I will go and see Grandmother too. Let's have a race. I'll go this way and you got that way. We shall see who will get there first.'

### The Wolf and Grandmother

The Wolf began to run as fast as he could. He knew the forest well. It was easy for him to find the shortest way to Grandmother's house.

The little girl went by the longest way. She wasted time. She ran after pretty butterflies. She stopped to pick sweet-smelling flowers for her grandmother.

The Wolf soon reached the old woman's house. He knocked at the door — tap, tap, tap, tap.

'Who's there?'

The Wolf tried to make his voice sound like the voice of a little girl. 'Your granddaughter,' he replied, 'Little Red Riding-

Hood. Mother heard you were not feeling well.

She has sent you some cakes and a little pot of butter.'

The grandmother, who was in bed, called out,

'Pull the string on the door, and the latch will go up.'



The Wolf pulled the string, the latch went up. The door opened. The Wolf walked into the house. He jumped on poor old Grandmother and began to eat her. Grandmother was small and thin. The Wolf had not eaten anything for more than three days. It did not take him long to finish.

Then he shut the door. He put on Grandmother's night-clothes. He got into Grandmother's bed and waited for Little Red Riding-Hood.

### Little Red Riding-Hood arrives

Soon Little Red Riding-Hood came. She knocked at the door — tap, tap, tap.

'Who's there?'

Little Red Riding-Hood heard the Wolf's voice. At first she was rather afraid. But then she thought, 'My grandmother is ill. Perhaps that is why her voice sounds so loud and rough.' So she answered,

'It is your granddaughter, Little Red Riding-Hood. Mother heard you were ill. I have brought you some cakes and a little pot of butter.'

The Wolf tried to make his voice sound soft and weak. He called out:

'Pull the string, and the latch will go up.'

Little Red Riding-Hood pulled the string. The latch went up, and the door opened.

### Grandmother is different

When the Wolf saw Little Red Riding-Hood, he hid himself under the bed-clothes. He said,

'Put the cakes and the little pot of butter on that stool. Then come and sit on the bed beside me.'

Little Red Riding-Hood took the cakes and butter out of the basket. She put them on the stool. She took off her red riding-hood. Then she went to sit on her grandmother's bed.

5 She was very surprised to see how much her grandmother had changed.

'Grandmother, what great ears you have!' she said.

'All the better to hear you with, my dear,' replied the Wolf.

10 'Grandmother, what great eyes you have!'

'All the better to see you with, my dear.'

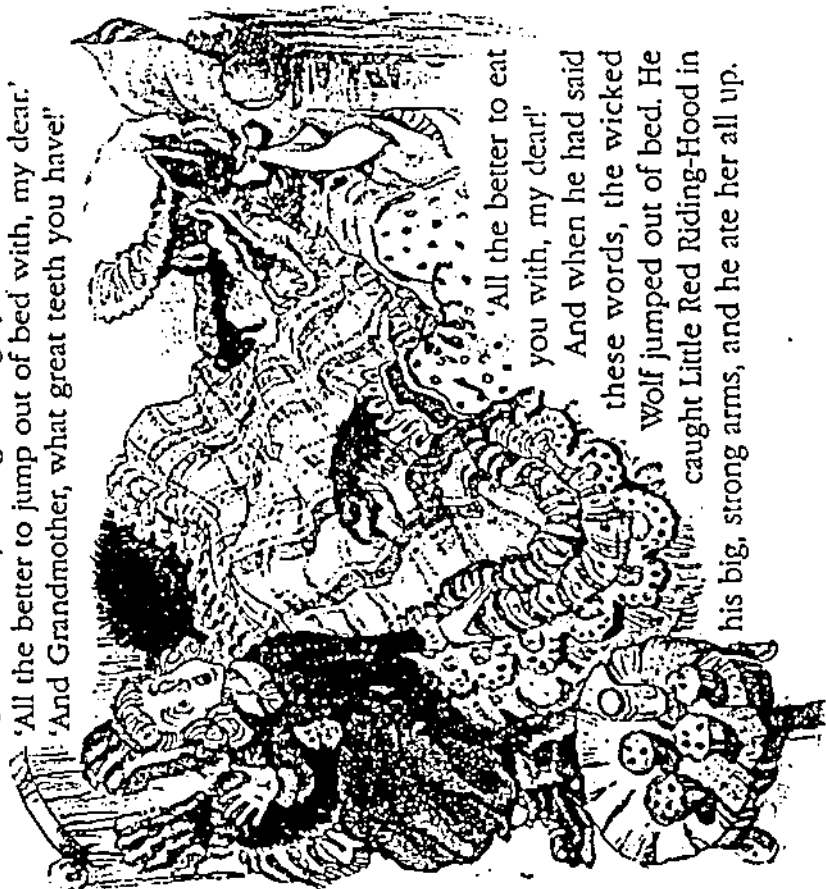
'Grandmother, what great arms you have!'

'All the better to hold you with, my dear.'

'Grandmother, what great legs you have!'

'All the better to jump out of bed with, my dear.'

'And Grandmother, what great teeth you have!'



... 'All the better to eat you with, my dear!'

And when he had said these words, the wicked

Wolf jumped out of bed. He

caught Little Red Riding-Hood in his big, strong arms, and he ate her all up.

## THE NAUGHTY PUPPET

### Wooden eyes

Geppetto lived in a poor, dark little room on the ground floor of an old building. It was a very simple place. There was a rough old chair, a wooden bed and a table with one leg shorter than the other three. That was all. 5

At the back of the room there was a fire. It looked hot and bright, but the room felt cold. That was because the fire was not a real fire. It was painted on the wall. It looked real but it was just a painting. Geppetto had painted it. 10

One evening Geppetto came into the room. He got out his tools and a large piece of wood. He began to cut and shape the wood. He worked quickly. He was making a puppet. 15

'What name shall I give this puppet?' he said to himself. 'Ah, I know. I shall call him Pinocchio. That name will bring him good luck. I once knew a whole family of Pinocchios — Father Pinocchio, Mother Pinocchio and all the little Pinocchios. They lived very well.' 20

Geppetto put down his knife and got his paints. Quickly he painted the hair, the face, and then the eyes of the puppet.

The eyes moved. 25

Geppetto was so surprised that he almost dropped the puppet. 'Wooden eyes, why are you looking at me?' the old man asked. But there was no reply.

### A long nose and tricky hands

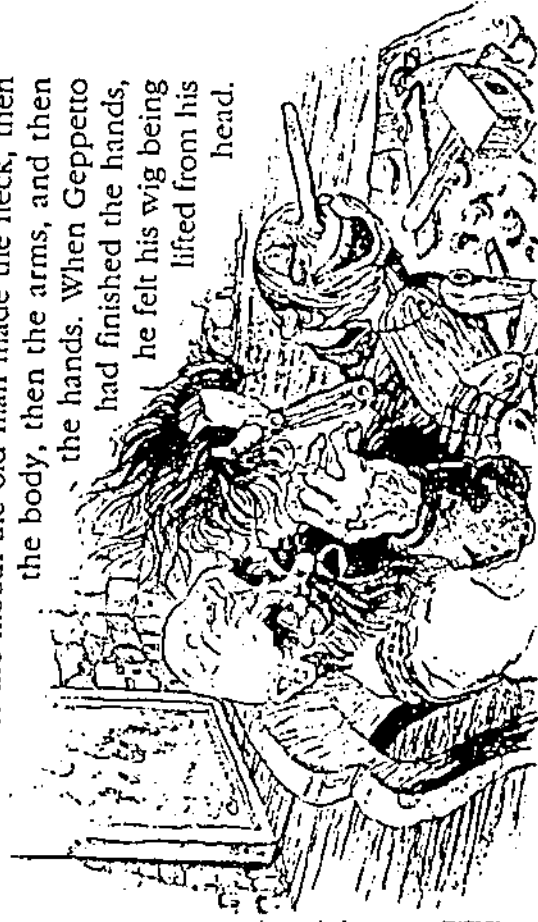
Then Geppetto made the nose. As soon as he stuck it onto the face, the nose began to grow. It grew and grew and grew until it was as long as a table leg. Poor Geppetto tried to stop it by cutting it, but the more he cut it, the more it grew. Then, after a long time of growing and cutting, growing and cutting, the nose began to grow smaller, all by itself. In the end it was about ten inches long. It would not let Geppetto make it any smaller.

When the nose stopped its tricks, the old man painted the mouth. Suddenly the mouth began to shout and laugh at Geppetto.

'Stop laughing at me!' cried the old man. But the mouth took no notice.

'Stop laughing, I tell you!' Geppetto said again. He was getting angrier and angrier. Then the mouth stopped laughing. It stuck out its tongue at Geppetto. Geppetto tried not to think about it. He just went on working.

After the mouth the old man made the neck, then the body, then the arms, and then the hands. When Geppetto had finished the hands, he felt his wig being lifted from his head.



He looked up. What did he see? He saw his wig waving about in the hands of the puppet.

'Pinocchio, give me back my wig!' cried Geppetto. 'Give it back to me at once!' But Pinocchio would not obey. He tried to place the wig upon his own head. It was so big you could not see Pinocchio at all.

### Pinocchio learns to walk

All these naughty tricks made poor old Geppetto sad. He looked at Pinocchio and said, 'You bad boy. I have only just made you, and already you are making fun of your poor old father. If you are so naughty now, what will you be like later?' Geppetto began to cry.

Then he dried his tears, took up his knife, and began to work again. The only things left were the legs and the feet. When Geppetto had made them, he got a kick in the face. 'Oh dear,' he said to himself. 'I should never have started making this puppet. But it is too late to stop now.'

The old man picked up the puppet and stood him on the floor. He wanted to teach him how to walk. At first Pinocchio could not move his wooden legs at all. Geppetto held him by the hand and showed him how to place one foot in front of the other.

Little by little the puppet learned to walk. Then he began to jump. He started jumping up and down, higher and higher. Then he tried to dance. Then he began to run about the room. He went this way and that way, faster and faster. He climbed up on the chair. He ran under the table. He jumped up and down on the bed. He danced and he jumped and he ran. Then he ran and he jumped and he danced.

Geppetto could not stop him. He did not know what to do. Then, all of a sudden, Pinocchio ran through the door. He went out into the street, and was gone.

### Caught by the police

Geppetto ran after him, but could not catch him. Pinocchio was running and jumping about like a young goat. The noise of his wooden shoes was like ten horses coming along the road.

'Catch him, catch him!' shouted Geppetto. But when the people saw Pinocchio running here and there, as fast as a race horse, they just stopped in surprise. Then they laughed and laughed at the funny little puppet.

At last a policeman came. He had heard all the noise. He thought some horses were running about. He stood in the middle of the road and waited to catch them. He had a fierce look on his face.

Pinocchio saw the policeman. He did not try to run past him. He tried to run between his legs. But he was not quite quick enough. The policeman caught Pinocchio by the nose (it was still much too long). He gave the naughty puppet back to Geppetto.

### A lesson to learn

To punish the puppet, Geppetto decided to pull his ears. He was very surprised when he could find none.

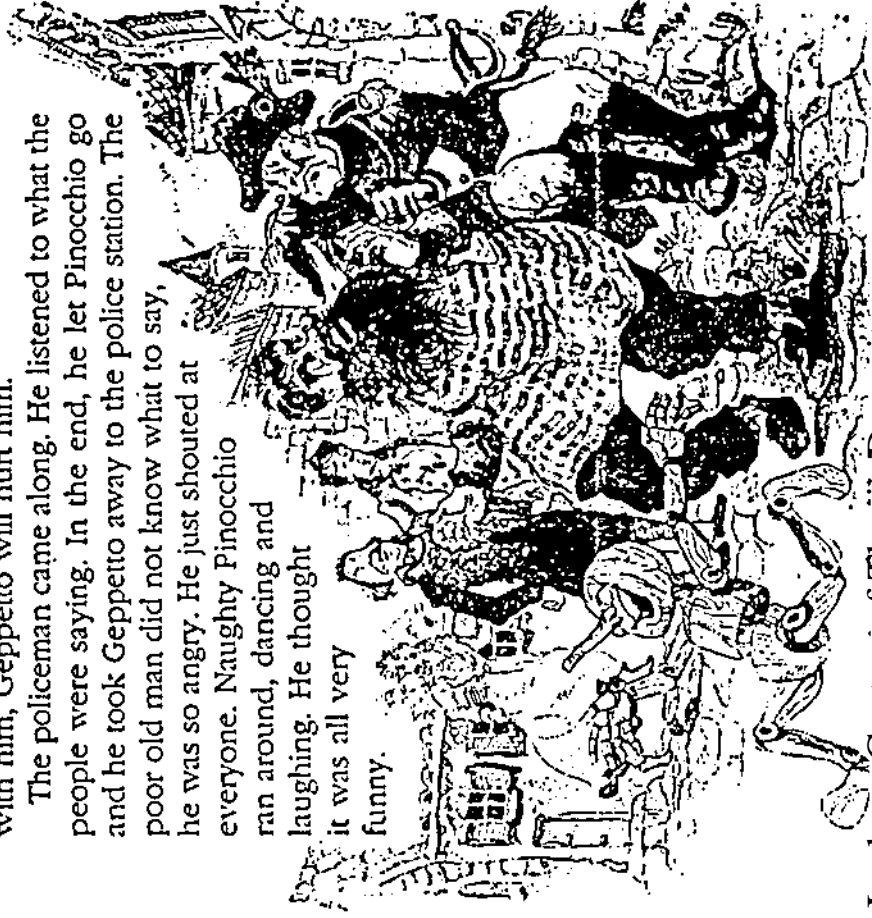
Do you know why? He had been in such a hurry to finish the puppet, he had forgotten to make the ears!

The old man held Pinocchio by the back of the neck. He made him walk along quickly. 'We are going home,' he said angrily. 'When we get there,

I shall teach you a lesson you will not forget.' Pinocchio heard these fierce words. He threw himself upon the ground. He shouted and screamed and kicked his legs. He would not go home with Geppetto.

People came to see what all the noise was about. Some said one thing and some another. 'Poor little puppet,' said one young lady. 'I am not surprised he doesn't want to go home. Who knows how hard old Geppetto will beat him?' And some others said, 'The old man looks kind and gentle but we have heard he is very cruel to children. If we leave the little puppet with him, Geppetto will hurt him.'

The policeman came along. He listened to what the people were saying. In the end, he let Pinocchio go and he took Geppetto away to the police station. The poor old man did not know what to say, he was so angry. He just shouted at everyone. Naughty Pinocchio ran around, dancing and laughing. He thought it was all very funny.



## **Appendix (B)**

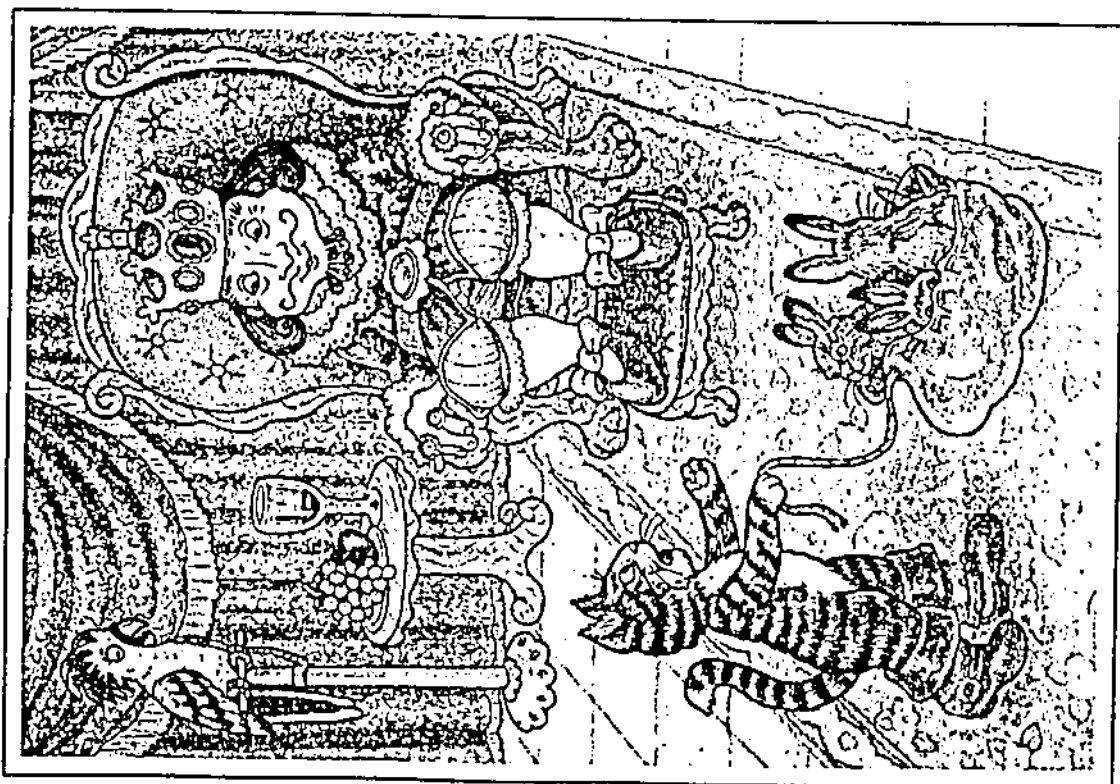


# Puss in Boots

RETOLD BY  
Samantha Easton  
ILLUSTRATED BY  
Debbie Dieneman



**LEOPARD**





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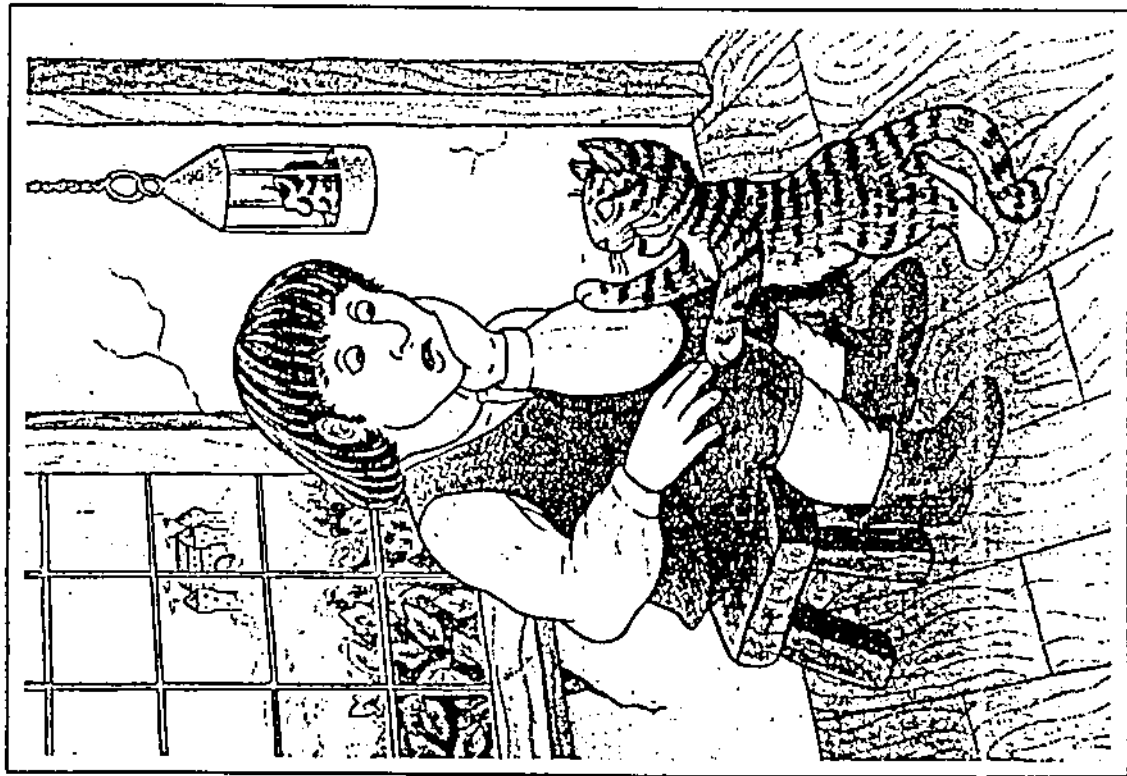
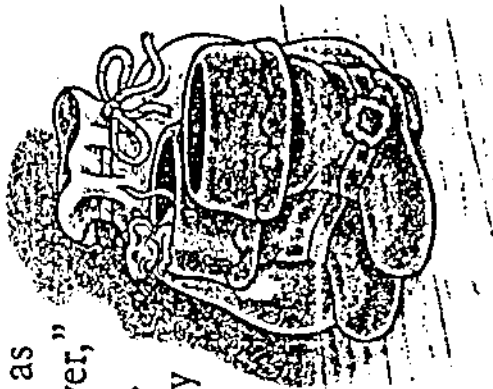
# Puss in Boots



not help sighing, "How lucky my brothers are! With a mill and a donkey they will be able to live comfortably, but with only a cat I shall surely starve if I do not soon find work!"

To the young man's surprise, the cat, who had been listening from the corner, said, "Do not despair, my good master. I am not as useless as I look. Get me a sack and a pair of leather boots so that I may tramp around the countryside without hurting my paws. Then you shall see what I can do for you."

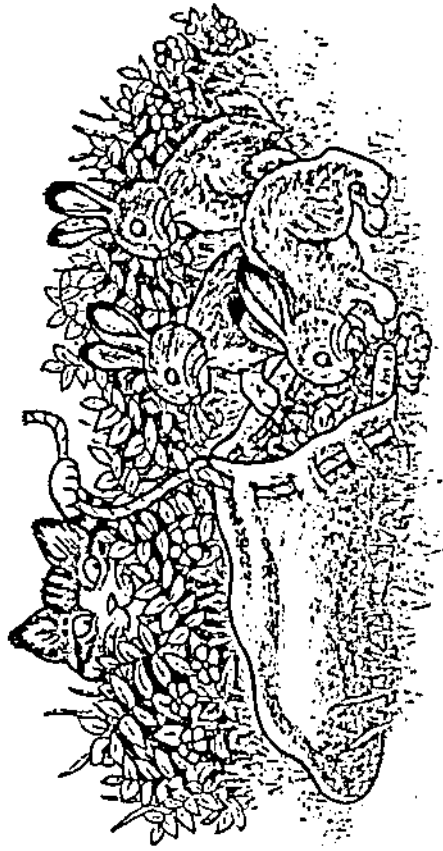
"A cat that can speak as well as that must be clever," thought the young man. So he took all the money he had and bought the cat a canvas sack and a fine pair of leather boots.



The cat was delighted when he saw the boots and put them on at once.

"My, how fine you look!" said the young man, laughing a little, for the cat looked so pleased with himself. "From now on I shall call you Puss in Boots!"

"You may call me whatever you like," replied the cat. "But now I am off to make your fortune."



Puss in Boots filled his canvas bag with carrots. Then he stalked off to a rabbit warren that was full of plump, young rabbits.

He opened his bag, then stretched out on the ground beside it and lay very still. Presently some curious rabbits ran into the bag to eat the carrots. At once, Puss in Boots leaped up and tied the bag shut with the rabbits still inside.

### *Puss in Boots*

Then, feeling very proud of his catch, he went to the palace and asked to see the king himself. The king's servants had never seen a cat wearing fine leather boots before. They were so amazed, they immediately led Puss in Boots to his majesty's throne room.

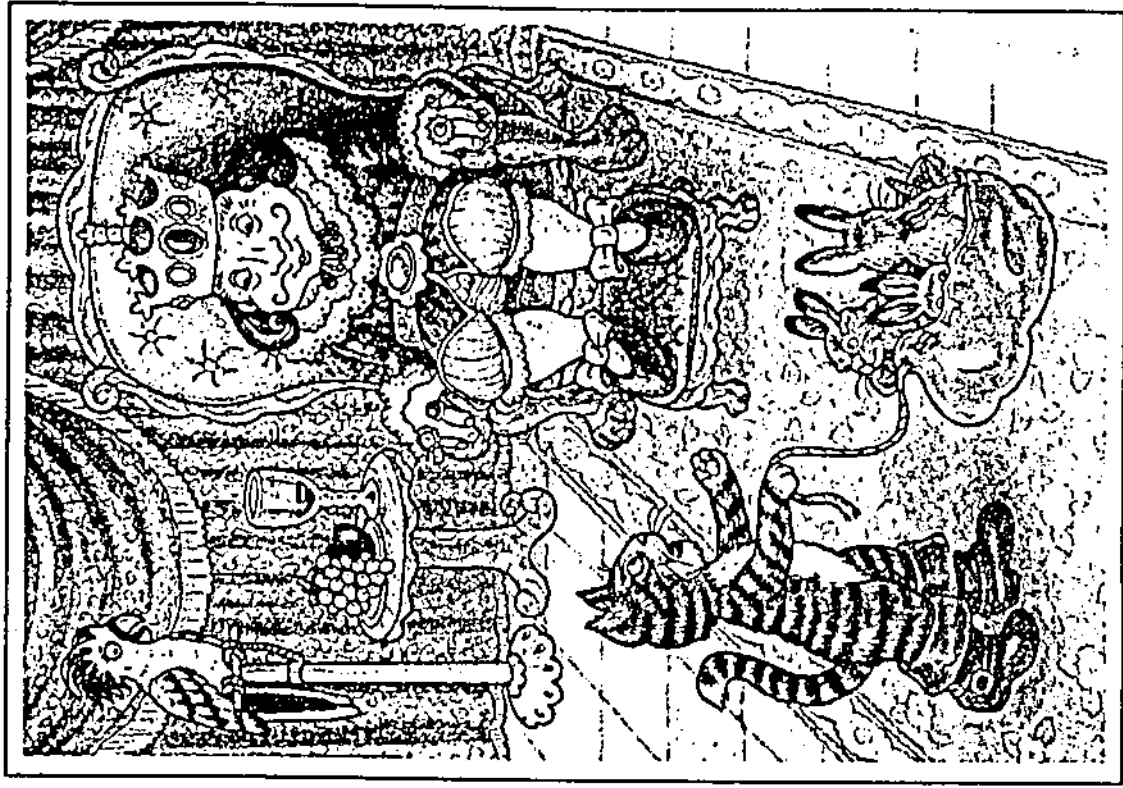
Puss in Boots bowed low to the king. "Greetings, your majesty," he said. "These rabbits come from my master's warren, and he has asked me to make you a present of them."

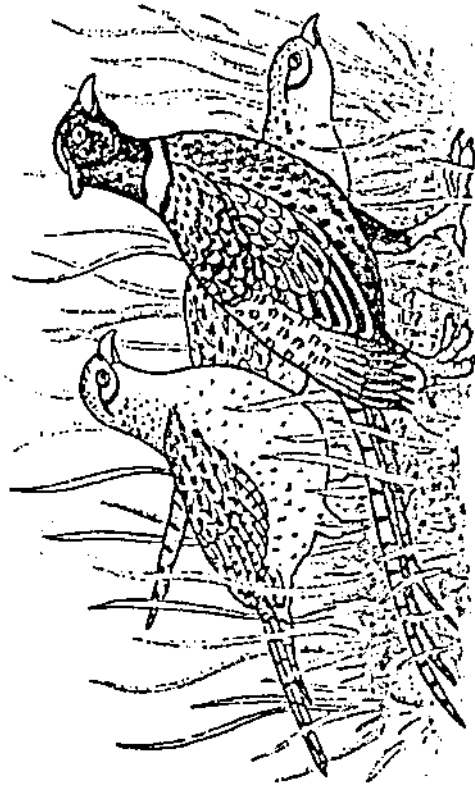
"How kind," said the king. "Pray, tell me, what is your master's name?"

"He is the Marquis of Carabas," Puss in Boots replied grandly, though the miller's son was called no such thing.

"Then kindly thank him for me," said the king. "And tell him that I am very pleased."

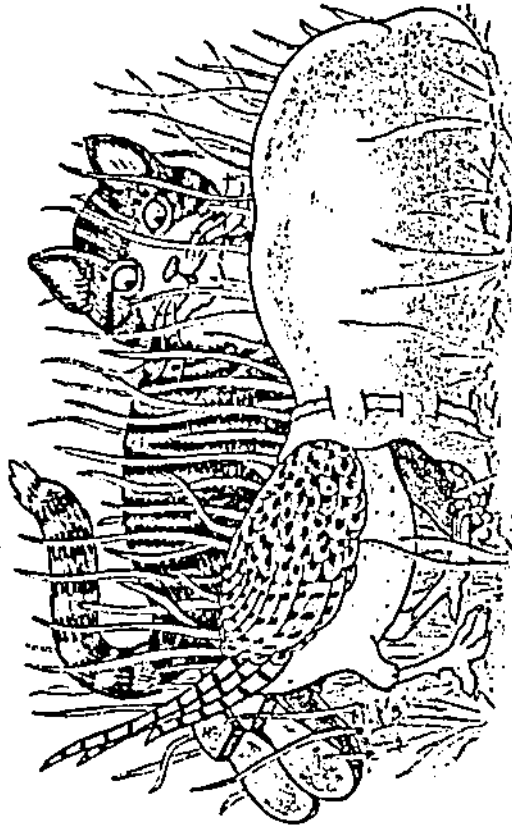
Puss in Boots said that he would do so and returned home.





The next day, Puss in Boots filled his canvas bag with corn. Then he went to a place in the country where many wild pheasants nested. Opening the bag wide, he stretched out beside it and lay very still. Presently, a number of pheasants ran inside to eat the corn. Then Puss in Boots quickly tied the bag shut and once again went to the king.

Puss in Boots bowed low before his



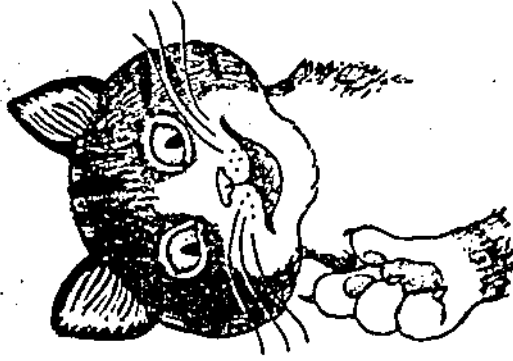
majesty and said, "My lord, the Marquis of Carabas has asked me to give you these pheasants as a token of his esteem."

"My, how very thoughtful!" said the king. "I only hope someday I can repay your master's kindness."

Puss in Boots was very glad to hear this. When he had bid good-bye to the king, he rushed home to the miller's son.

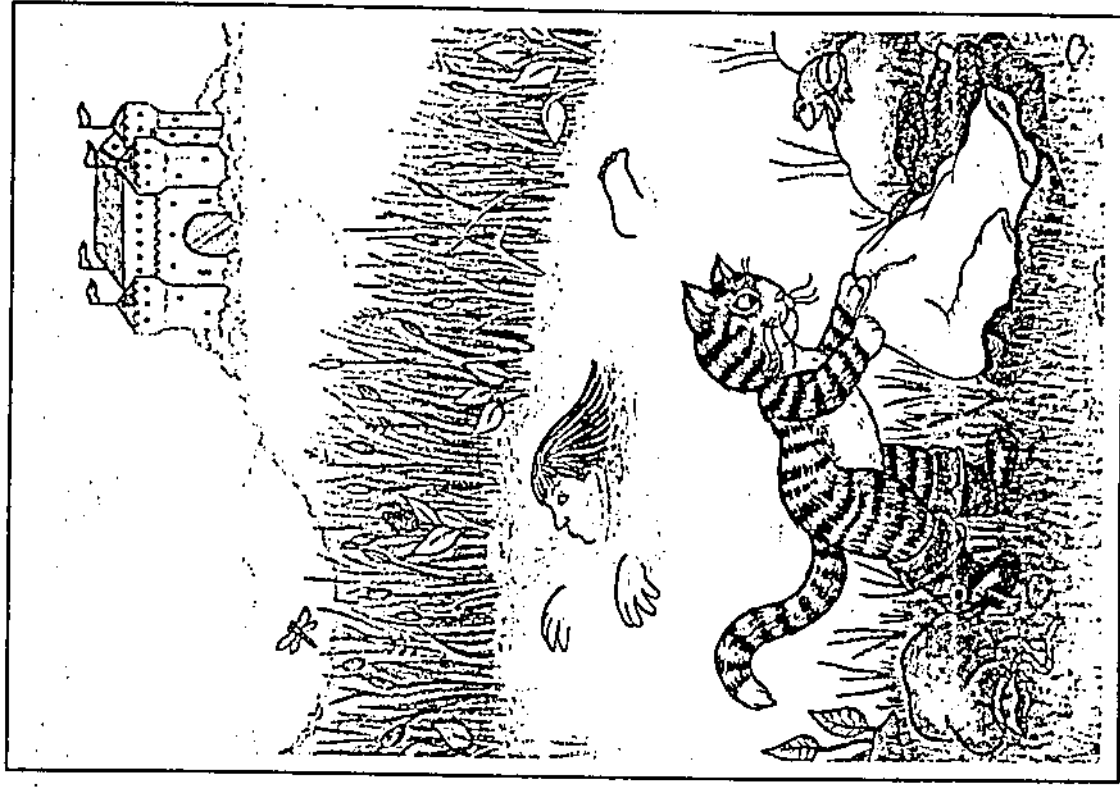
"Listen, master,

Puss in Boots said that night, "I have a plan that will make your fortune. Tomorrow morning I will take you to a place along the river where you will go swimming. Do as I say and I will take care of the rest."



The miller's son could not understand how this would make his fortune. But he thought, "The cat certainly seems to know what he is doing." So he agreed to do as Puss in Boots had asked.

Early the next morning Puss in Boots led the miller's son to a part of the river that ran beside the king's palace. Then the miller's son went swimming, leaving his clothes on the bank.



Puss in Boots hid his master's clothes under a rock. Then he shouted as loudly as he could, "Help! Help! My master, the Marquis of Carabas, is about to be drowned!"

Now, as Puss in Boots knew quite well, the king walked along that part of the river every morning. Sure enough, soon the king came walking down the road with his daughter, the princess. When he heard Puss in Boots' cries, he ordered his guards to leap into the river at once and save the Marquis of Carabas.

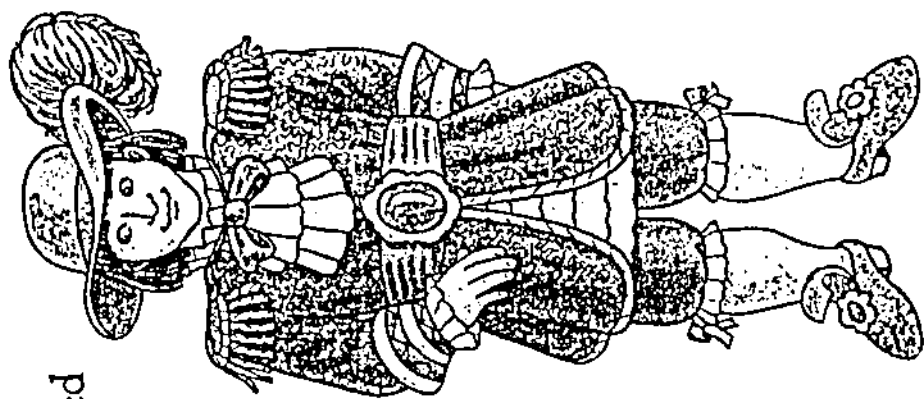


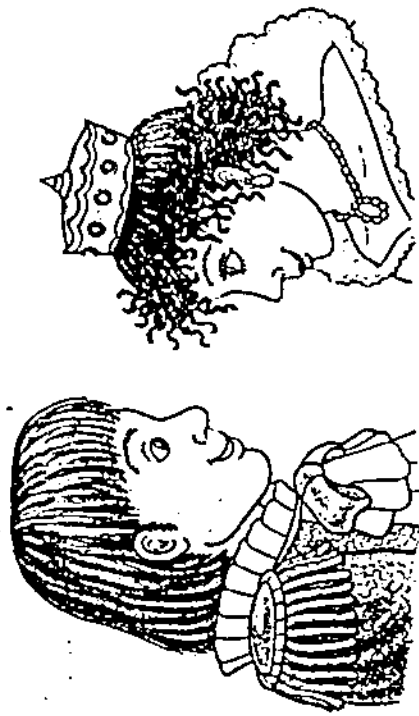
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While the guards were pulling the miller's son to shore, Puss in Boots told the king that wicked robbers had set upon his master and stolen all his clothes.

"How terrible!" cried the king. Then he ordered his servants to fetch one of his best suits of clothes for the unfortunate Marquis to wear.

When the miller's son was dressed in royal clothes, he looked so handsome that the princess instantly fell in love with him.





Puss in Boots watched how the princess smiled at the miller's son. This was just what he had hoped would happen. He took his master aside and whispered, "Tell the king and the princess that if only your carriage hadn't been stolen, you would gladly invite them to see your palace to repay them for their kindness."

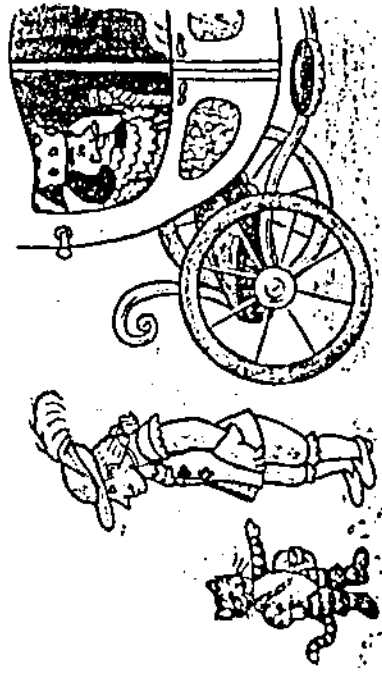
"What are you saying?" the miller's son cried. "I have no palace!"

"Do as I tell you," said Puss in Boots.

"And you shall soon have the princess for a wife."

Now, the miller's son had fallen as much in love with the princess as she had with him. So he eagerly agreed, although he could not imagine what his cat intended to do.

The king was very pleased by the invitation and quickly accepted. "My daughter and I would be overjoyed to visit your palace," the king exclaimed. "We shall go there at once in my carriage!" So Puss in Boots gave the king's coachman instructions, and they prepared to set out.







While the king and the princess and the miller's son waited for the carriage to be made ready, Puss in Boots ran ahead.

Down the road he came upon a group of people mowing a large meadow. Puss in Boots called to them in a mournful voice, "Oh, my good people, be careful or you will surely lose your heads today!"

"What do you mean?" asked one of them.

"The king is coming with his guards," said Puss in Boots. "He will stop and ask you to whom this meadow belongs. You must answer the Marquis of Carabas, for if you do

not the king's soldiers will chop off your heads at once!"

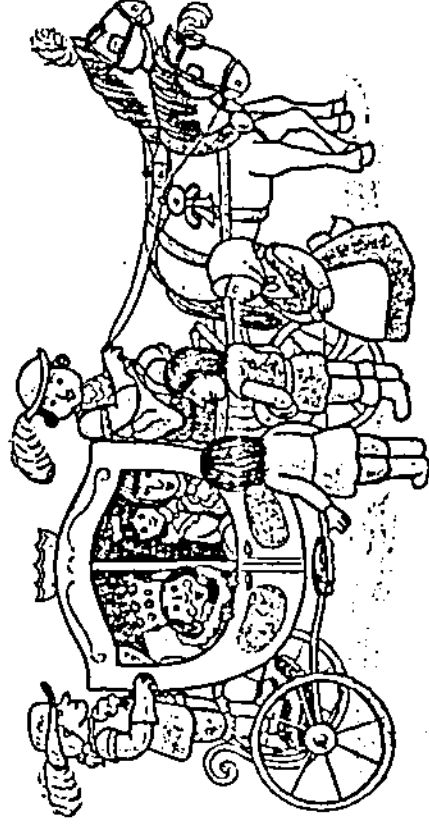
"Never fear," replied one of the men. "We will do so without fail!"

Soon the king came passing by. When he saw the large meadow, he ordered the carriage to stop. "Tell me, my good people," he asked, "to whom does this meadow belong?"

"Why, sir! To the Marquis of Carabas!" they all replied at once.

"Ah," said the king, looking very pleased.

"A very fine meadow it is, too." And he ordered the carriage to move on.

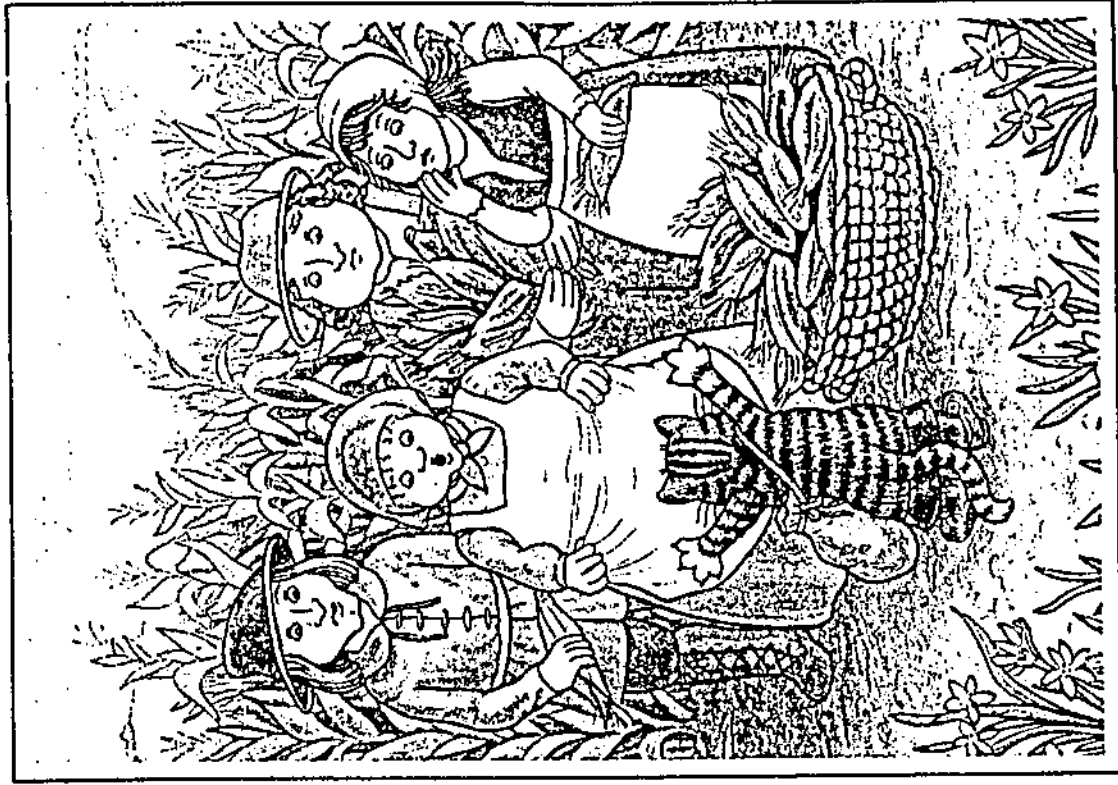


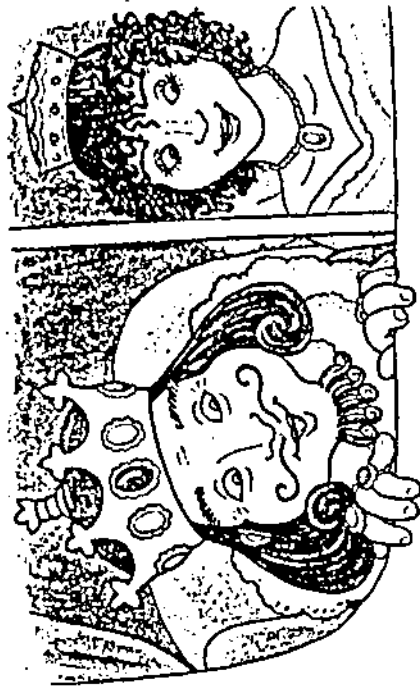
### *Puss in Boots*

Meanwhile Puss in Boots had run on ahead. Presently, he came to a huge field of corn where people were busy harvesting. Puss in Boots stopped and called to them in a gloomy voice. "Oh, my good people," he cried, "please be very, very careful today. Otherwise, I fear you will surely lose your heads!"

"What are you saying?" they asked.

"The king is coming with all his guards," replied Puss in Boots. "He will ask you to whom this field of corn belongs. You must answer 'To the Marquis of Carabas.' If you don't—well, you can imagine what the king's men will do then!"





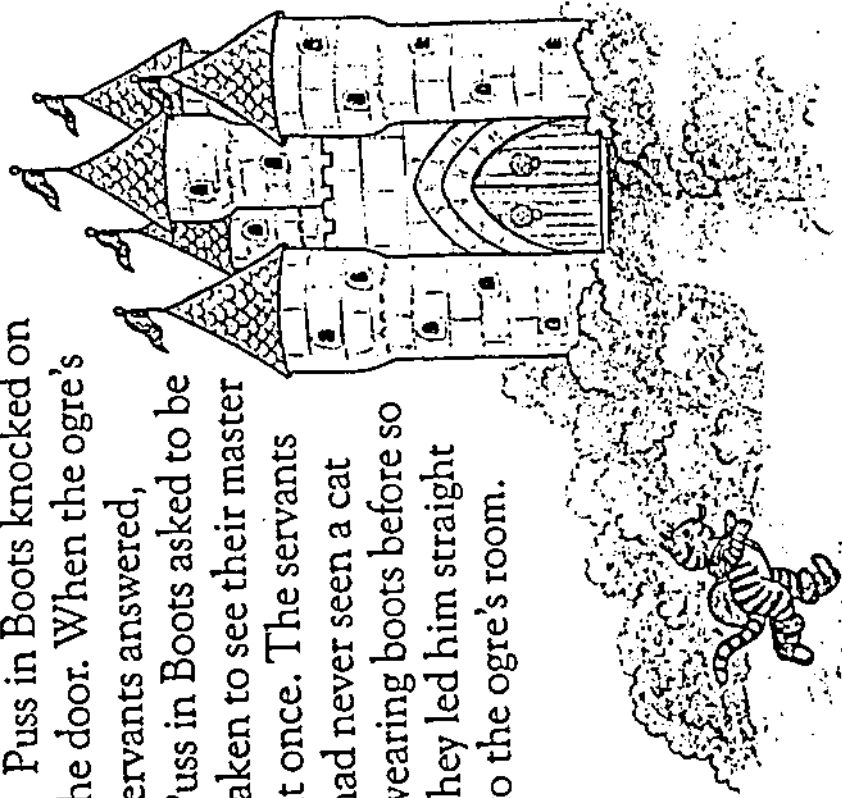
"Don't worry," said one of the workers.  
"We will certainly give the king the answer  
he wants!"

So when the king came by a moment  
later and asked the workers to whom the  
great cornfield belonged, they all replied at  
once, "Why, to the Marquis of Carabas,  
your majesty!"

And on it went. Every time the king  
passed something and asked to whom it  
belonged, the answer was always the same:  
"This belongs to the Marquis of Carabas,  
your majesty!"

Meanwhile, Puss in Boots kept going  
until he came to an enormous stone castle.  
This castle belonged to a wicked ogre. The  
ogre was very rich—and the actual owner of  
all the fields the king's carriage had passed.

Puss in Boots knocked on  
the door. When the ogre's  
servants answered,  
Puss in Boots asked to be  
taken to see their master  
at once. The servants  
had never seen a cat  
wearing boots before so  
they led him straight  
to the ogre's room.



*Puss in Boots*

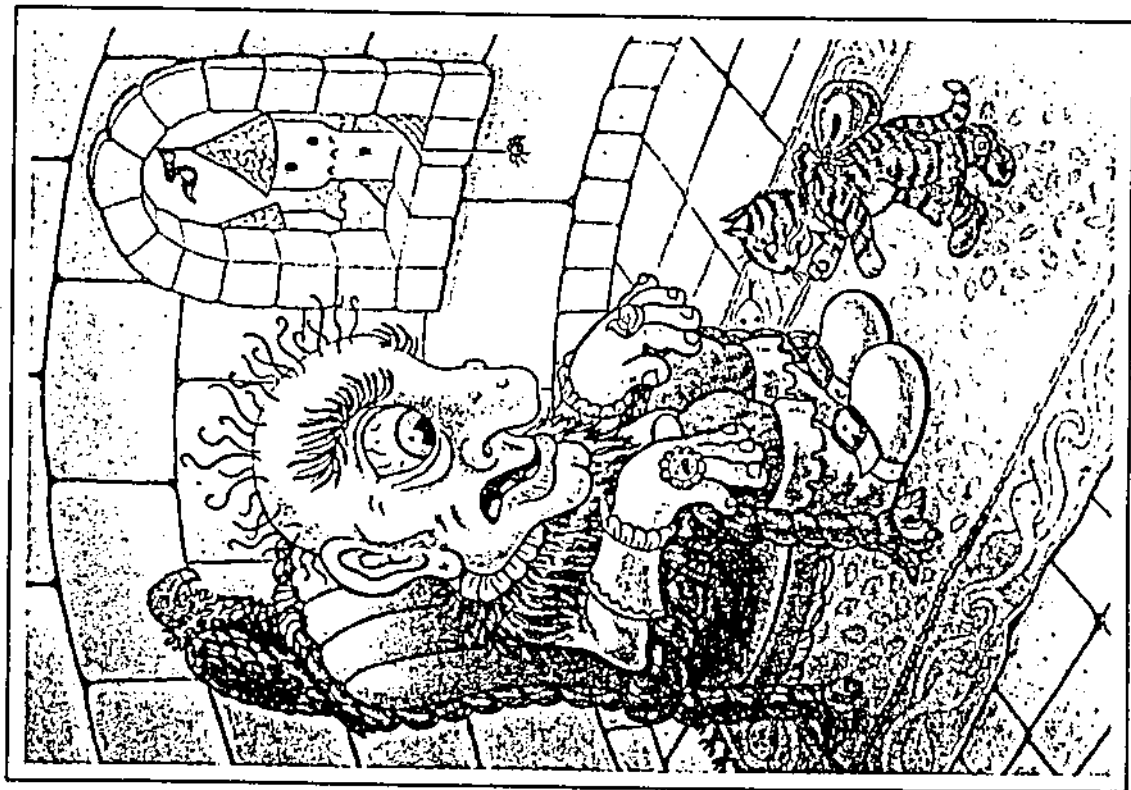
Puss in Boots bowed low. "I have come to pay my respects," he said, "for I have heard that you are a very remarkable person!"

"So I am," said the ogre.

"I have even been told," Puss in Boots went on, "that you can turn yourself into any creature in the world—even a proud lion! However, I do not believe this can possibly be true."

"Don't you?" cried the ogre, most insulted. Then to prove his powers, he turned himself into a great roaring lion.

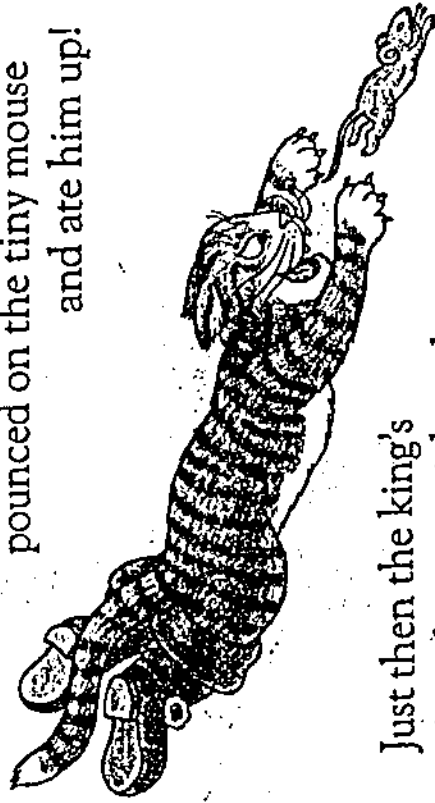
"How remarkable," said Puss in Boots,



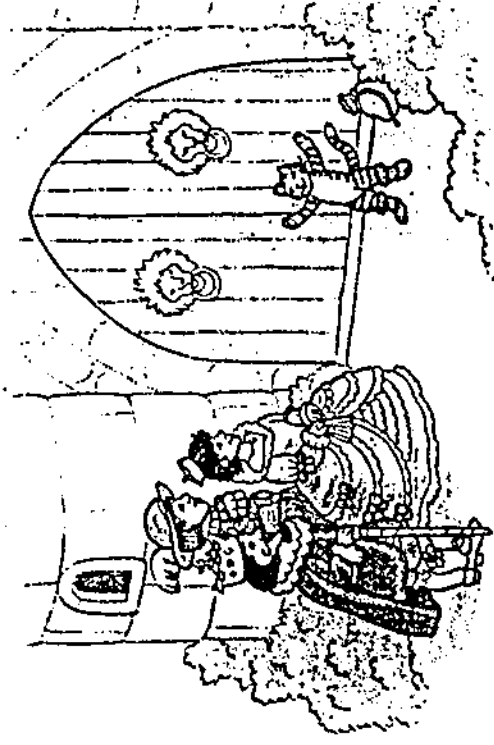
taking a step backward, for he was rather afraid of lions. "You truly amaze me! I have also been told that you can turn yourself into a tiny mouse. But I am sure that is quite impossible!"

"Impossible?" roared the ogre. "Just watch!" Then, quick as a wink, he turned himself into a little grey mouse and scampered across the floor.

Puss in Boots wasted no time. He quickly pounced on the tiny mouse and ate him up!



Just then the king's carriage drew up to the palace gates. Puss in Boots dusted himself off and ran outside to meet them.



As the king and the princess stepped down from the carriage, Puss in Boots hailed them, "Welcome, your majesty, to the home of my lord and master, the Marquis of Carabas!"

The miller's son was very surprised, but he quickly recovered himself and showed his guests inside.

All the servants clapped and cheered, "Long live the Marquis of Carabas!" The wicked ogre had treated them very badly, and they were happy to have a new master.

*Puss in Boots*

The king was quite impressed with the palace and thought to himself that the Marquis of Carabas must be a wealthy, powerful man. So he offered his daughter's hand in marriage to the happy miller's son.

The beautiful princess and the Marquis of Carabas were married that day, and a splendid wedding it was!

The two of them lived together very happily for many long years.

As for Puss in Boots, his master made him a lord. And he never had to chase mice again—unless he chose to, of course!



# Appendix (C)

Longman Structural Readers: Fiction  
Stage 4

# Stories from the Arab World

Husni Farîz

Illustrations by Abdallah Chahal  
Cover illustration by W. Stallion





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*First published 1965*

*New impression • 1978 (twice)*

ISBN 0 582 53747 9

*Some titles in this series*

- 1 - Recommended for use with children (aged 8-12)
- 2 - Recommended for use with young people (aged 12-15)
- 3 - Recommended for use with older people (aged 16 plus)
- No figure: Recommended for use with all ages

Stage 4

The Prisoner of Zenda

*Anthony Hope*

Silas Marner

*George Eliot*

The Thirty-Nine Steps

*John Buchan*

Seven Greek Tales

*A.M. Nashif*

The Angry Valley

*Nigel Grimshaw (2.3)*

The Gold Robbery and Mine

Mystery

*Richard Musman*

Stories From the Arab World

*Husni Fariz*

Island of the Blue Dolphins

*Scott O'Dell*

Plays

Three Mystery Plays

*Donn Byrne*

Loyalty

*Richard Musman*

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Oil

*Norman Wymer (2.3)*

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*J. H. Deni*

Stage 5

Kidnapped

*R.L. Stevenson*

The Adventures of Tom Sawyer

*Mark Twain*

The Sign of Indra

*Nigel Grimshaw (2)*

Bush Fire and Hurricane Paula

*Richard Musman (2.3)*

On The Beach

*Nevel Shute (2.3)*

Stranger Things Have Happened

*Susan Bennett (2.3)*

Mogul

*John Elliot (2.3)*

Non-Fiction

Animals, Dangerous to Man

*Richard Musman*

Man and Modern Science

*Norman Wymer*

*Printed in Hong Kong by  
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You like to listen to stories, don't you? I believe everybody likes stories. Why do people all over the world love stories?

I think people did not have many books in the old days. In fact, very few of them could read at all. They spent their time in conversation and story-telling. People wanted to explain many things, and some of them put their ideas into stories. We call this kind of story a fable. Fables are usually about animals or birds.

We read fables because they are easy and amusing, but we must also try to find out the meaning of these fables. It is good to be able to repeat any story that you read, because you cannot learn a language without a lot of reading and repetition. Try to repeat a story in your own words, but do not be afraid to use any sentences from the book. Repeat stories to yourself in English as you walk along the street or ride in a bus. Some of you will not be able to *write* a foreign language very well, perhaps, but all of you must be able to *read* it. You don't want to waste all the time, money and effort that you have spent in trying to learn a language. You want to learn the language well. One of the nicest ways of learning a language well is to read stories, so here is a book of stories and pieces of description, some familiar and some new to you, but all of them short and quite easy.

### Note to the teacher :

The teacher should ask the whole class to read paragraph 2 silently and ask them questions. The teacher could do the same with paragraph 3, dividing it into two parts. It is advisable for the teacher to summarize the lesson and ask the students to write it in their Companion Copy Books.

### Questions :

1. What is a fable?
2. Why do we read fables?
3. What do we learn by reading stories?



*A word about stories*

## MY GRANDMOTHER

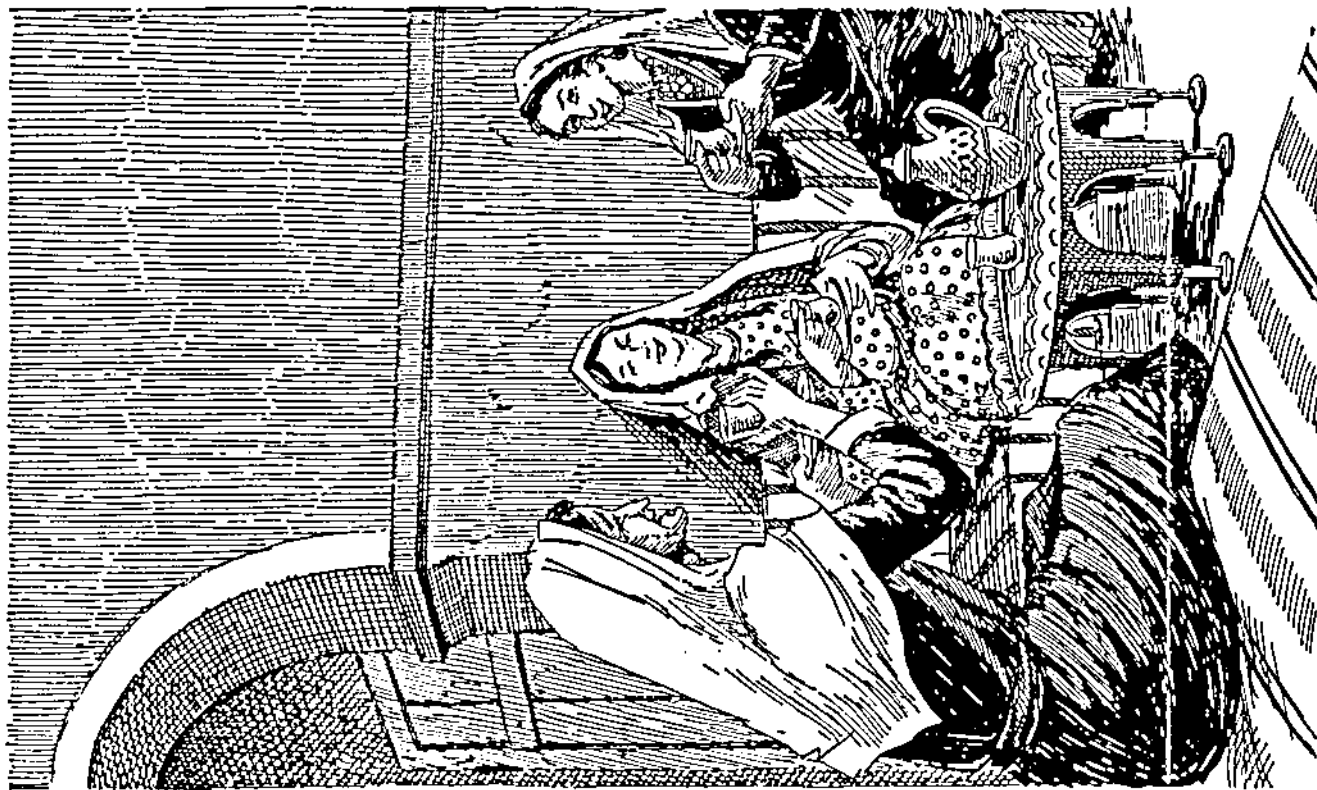
My grandmother was eighty years old when I was quite a young child. She was tall and thin. She had a wrinkled face and small bright eyes. She was a light-hearted woman and she liked telling stories. She was also famous for her jokes. One day my mother went to her and said: "Come and see the new chickens. They are very funny." My grandmother quickly said: "I like chickens better on a dish."

All kinds of people, young and old, rich and poor, loved her because she always had a kind word or a joke for everybody. Children came to her for stories and for little presents. Women came to ask her for advice about their problems. She was always smiling. She used to say: "We have only this one life, and we please God if we show with our smiles that we like it. It is easier to be happy than to be sad." When one of her friends was busy or had to go out for a few hours, my grandmother took care of her baby or little child. Children were always happy to be with her.

She never ate much. She thought that a lot of food made people stupid and lazy. She said that small meals keep our body active and awake. She liked tea, and she had a special way of making and drinking it. She kept little decorated glasses out of which she drank it. She never drank tea with children. She would drink it with her friends, but never with more than two friends at one time. When children asked her for tea, she gave them the little glasses to drink out of. Children often asked her for tea, not because they were thirsty, but because they liked her little coloured glasses. They were always drinking tea from these little glasses, but not one glass was broken. They loved my grandmother, they liked her tea and her many delightful stories, and while they were with her, they were well-behaved and happy.

### Questions:

1. How old was my grandmother?
2. Describe her face.



*She would drink tea with her friends*

3. What was she famous for?
4. What did my mother say to my grandmother?
5. What kind of people loved my grandmother? Why?
6. Why did children like to go to her? Why did women like to go to her? What did she say about smiling? What help did she give to her neighbours?
7. Why did she not eat much? Did she like tea?
8. Why did children ask her for tea?
9. Why did the children love her?
10. Do you love my grandmother? Why?

## THE MAN WHO WAS HIS WIFE'S SERVANT

My grandmother liked to tell jokes against men who had to obey their wives, and who did not rule their own homes. One of her nephews, my Uncle Ahmed, had just got married, so she told him this story:

There was a man who became almost a servant to his wife. In addition to his own work, he did his wife's work as soon as he came home. His wife sat in a chair while he worked. One day he was churning milk. In those days they put milk in a leather bag and shook it until it turned to butter. He heard a strange noise and asked about it. His wife said, "Mind your own business." He wanted to stop churning and go and find out, but he was afraid of his wife. His wife came back after a time and said: "Do you know what all that noise was?" "No, my good wife," he said. "It is a woman beating her husband," she said. "So go on churning and keep quiet."

My uncle laughed and enjoyed the joke. He invited my grandmother to a very nice meal that his wife prepared. My grandmother accepted the invitation and took me with her. The food was very good and my new aunt was a very kind and nice woman, quite unlike the wife in grandmother's story.

### Questions :

1. What did grandmother joke about?
2. What was the man's wife doing when he was working?
3. How did people make butter in the old days?
4. Was the man allowed to go out and find out what the noise was about? Why?
5. What did his wife tell him when she came back?
6. Describe the new aunt.
7. Is it not good for the husband to help his wife?



*One day he was churning milk*

## THE GAZELLE AND THE KID

There was a farmer who lived in a village built at the top of a hill. He had a gazelle and a kid. He was very fond of his little gazelle and he fed him with his own hands, and tied him and the kid with the same rope. Both animals were unhappy at first but in time they became quite good friends. The farmer tied them together at night, but during the day they were both free to walk about in the garden.

One day somebody left the gate open and the gazelle went outside. He decided to escape, and went running down the hill. The farmer saw him, but he knew that he could not catch the gazelle. He thought for a time and then went home very quickly.

He pulled the kid out of the garden. Then he bit the kid's ear, and this made the kid cry out. The gazelle heard him and stopped and looked back. He tried to go on running away but the kid began to cry more loudly than ever. The gazelle turned towards the village and came running back to his friend as fast as he could.

### Questions :

1. Where was the village?
2. How fond was the farmer of his gazelle? Why did the gazelle escape? What did the farmer do to make the gazelle come back?
3. Why did the gazelle try to run away? Why did the kid not run away?
4. Where do gazelles live?
5. Did you ever live in the desert? How did you like it?



*The gazelle came running back to his friend*

## THE THREE POETS

Once three very famous poets lived in Egypt: Shawki, Hafiz and Mutran. Shawki was a great poet and quite rich. The other two were rather poor. They were able to live, but they never had much money because they spent it as soon as they got it. One day Hafiz went into a coffee-house and asked for a cup of coffee. He took out his purse but there was no money in it. He thought somebody would come and pay for his coffee, but none of his friends came. He wanted to leave, but he could not, because he had to pay first. Time went by very slowly. The poet's eyes watched the street and the passers-by. Luckily he saw his friend Mutran and asked him to come in. Mutran was more than ready to talk to his friend and to drink a cup of coffee with him. When Mutran had finished it, his friend asked him to pay the bill for both cups of coffee. Mutran laughed because he hadn't any money, either, so they laughed and laughed. But laughter would not pay for the coffee; they had to think.

Hafiz asked his friend to wait while he looked for Shawki. He went out, and soon met Shawki, who was driving past in his carriage. Shawki came and drank coffee with them and paid for all the coffee. Then he took them with him in his fine carriage, and the people enjoyed seeing their three great poets driving together through the streets of Cairo.

### Questions:

1. Name the three poets? Which one of them was rich?
2. Why did the other two never have much money?
3. What did Hafiz do in the coffee house? What did he think? What did his eyes watch and why? Whom did he see?
4. Did Mutran pay the bill?
5. What did Hafiz do later?
6. What did Shawki do?
7. What did the people enjoy seeing?
8. Who can tell the whole story?



*Shawki came and drank coffee with them*

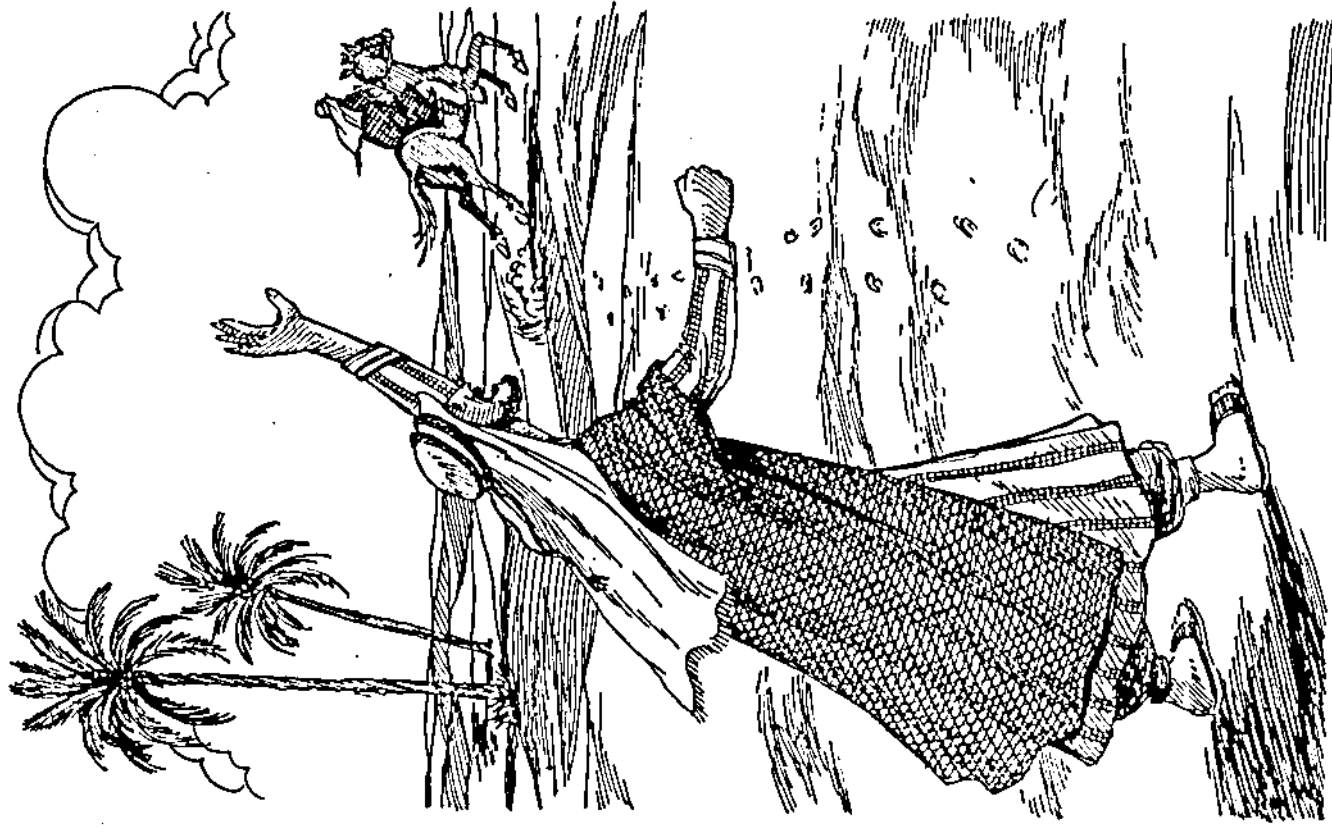
Honesty, friendship, love of your father and mother, love of your country are good things. We call them virtues. Telling lies and taking things that do not belong to you are bad things. We call them vices.

The people of the desert live simply in quite small groups. They like people who show virtue in their behaviour and think badly of those who are famous for their vices. One day a man was crossing the desert on a very good horse. He met a man who pretended that he was sick. The owner of the horse was sorry for him, put him on his horse and led the horse by the reins. After a time the sick man said to the owner of the horse, "I feel better now. Let me hold the reins." The man trusted the thief and gave him the reins. As soon as he had them in his hands, he kicked the horse and hurried away. The man shouted after him, "Come back. Don't break our people's trust in one another." The thief heard the shout but did not stop. Later he thought about the words and knew that his behaviour was against the rules of the desert.

The other man sat down and rested. He did not think he would see his horse again. Then he saw dust rising from the road in the distance, and soon the thief rode back. He got off the horse and gave it to its owner. The man was very glad to get his horse back and invited the thief to sit down and eat a meal with him. They became good friends, and the man who was nearly a thief became a respected man in his tribe.

*Questions :*

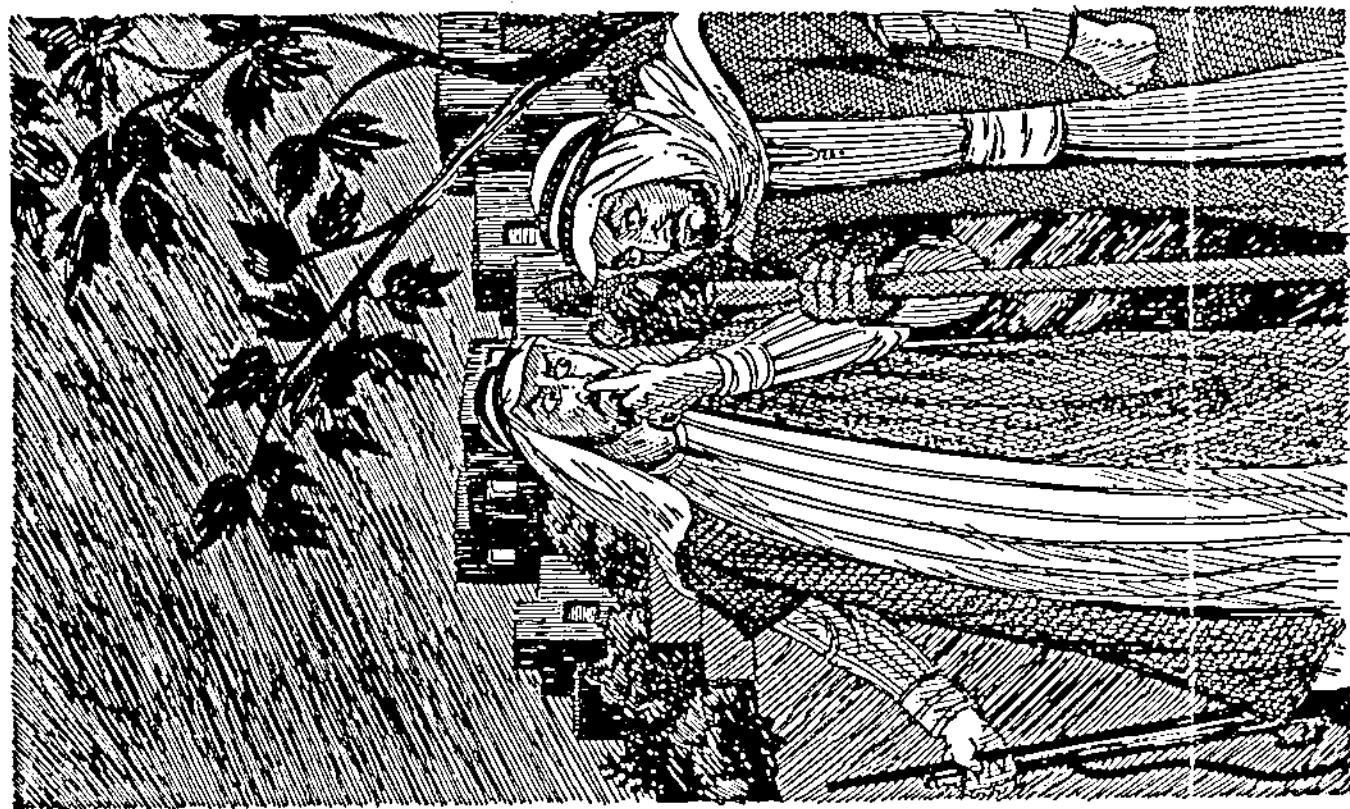
1. What do we call honesty and love of your country?
2. What do we call telling lies?
3. Why did the man pretend to be sick?
4. What did he do when he had the reins in his hands?
5. What did the owner of the horse say to the thief? Why did the thief come back?



*The thief heard the shout but did not stop*



6. What did they do when they met again?
7. Did you like the story? Why?
8. Did the thief change?
9. Who can tell the whole story?



*The carpenter said: "You fool, don't speak so loudly!"*

## THE THIEF WHO FOOLED THE GARDENER

A carpenter once lived in a village not far from here. He was not a very good carpenter, and never did his work properly, but he was a funny man, and he didn't mind if his friends laughed at him. For this reason his fellow-villagers did not dislike him, although he was not a good carpenter.

He had one bad habit. He used to steal chickens and vegetables from the gardens of other people in the village. This was well known, but he was so popular that this behaviour did not make people dislike him. His friends blamed him openly, but he couldn't give up this bad habit. In all his long life he played one joke which made all his friends laugh. He died years ago, but he is still remembered for his funny face, his funny ways, and this joke.

In the middle of the night he took a gun in one hand and a big bag in the other, and secretly walked through a neighbour's garden. Although he was very careful, the gardener heard the sound of his footsteps. The gardener took a stick in his hand and walked towards the noise until he could see him.

"Who is it?" said the gardener.

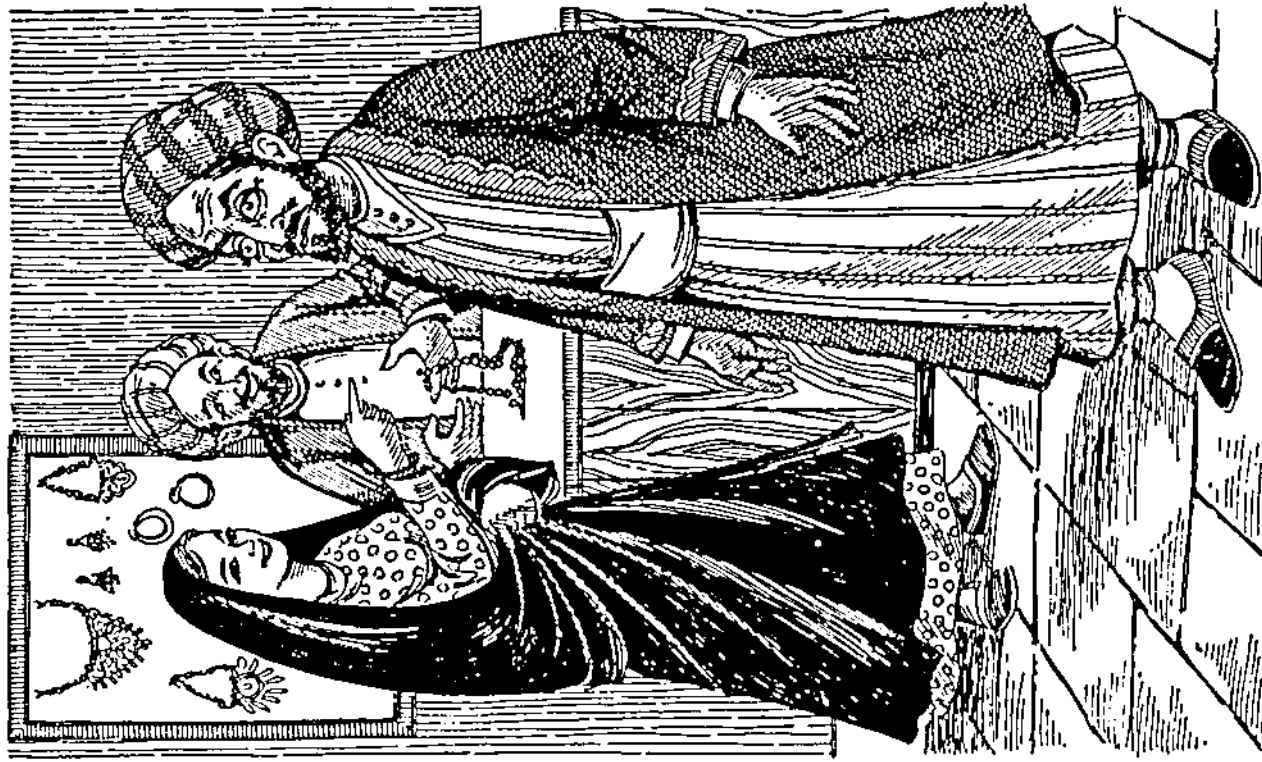
The carpenter said in a very low voice:

"You fool, don't speak so loudly! I am waiting here to catch the foxes that eat your chickens. Go away!"

The old gardener obeyed. In the morning he found that somebody had taken most of his chickens.

### Questions:

1. Was the man a very good carpenter? What does that mean?
2. Why did the people like him? What was his bad habit?
3. How did his friends blame him?
4. What was his best joke?
5. Do you know any joke like it?



*Then she pointed at Al-Jahiz*

## **Appendix (D)**

**SUNSET ABOUT**

**START AGAIN!**

what you do in the evenings

FREE QUESTION

a nice present you were given

the season you like best

a country you are interested in

happiness

animals

what makes you laugh

something you worry about

FREE QUESTION

a dream you had

your hopes for the future

a job you would like

something you would like to possess

FREE QUESTION

your feelings about smoking

your ideas about the ideal wife or husband

your happiest moment in the last year

your ideal flat/house

FREE QUESTION

something you do not like doing

something you think is stupid

your most important possession

your feelings about this game

FREE QUESTION

your favourite subject at school

something you are proud of

FREE QUESTION

your plans for next week

a TV programme you like

your room

what you did last Sunday

your favourite kind of music

something you are good at

your taste in clothes

a good book you have read

FREE QUESTION

something you like doing

your pet

a good friend

START HERE

## **Appendix (E)**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**An-Najah  
National University**



**جامعة  
النجاح الوطنية**

Faculty of Graduate Studies

كلية الدراسات العليا

التاريخ : ١٢/١٠/١٩٩٩م

معالي وزير التربية والتعليم المحترم ،،،  
وزارة التربية والتعليم

تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة الطالبة "مها صبحي اسعد شحروري" رقم التسجيل (٩٦٤٩٥٦٤)

الطالبة "مها صبحي اسعد شحروري" هي احدى طلبة الماجستير تخصص المناهج والتدريس  
في جامعة النجاح الوطنية ، وهي الآن بصدد إجراء دراسة لها بعنوان :  
(The Effect of Free Reading on Ninth Grade Students' Writing  
Composition in English in Nablus Schools)

نرجو من حضرتكم تسهيل مهمتها والسماح لها بإجراء الدراسة على طلبة الصف التاسع  
الاساسي في المدارس الحكومية في محافظة نابلس .

شاكرين لكم حسن تعاونكم .

تفضلوا بقبول الاحترام ،،،

عميد كلية الدراسات العليا  
د. محمد العلة



نسخة : الملف



الرقم : وت / 31/30 / 8634

التاريخ : 4/11/1999م

الموافق : 15/7 / 1420هـ

حضرة د. محمد العمله المحترم

عميد كلية الدراسات العليا - جامعة النجاح الوطنية

تحية طيبة وبعد ،،،

الموضوع : أثر القراءة الجهره على قدرات طلبة  
الصف التاسع الأساسي في كتابة الإنشاء باللغة الانجليزية  
الطالبة : مها صبحي أسعد شحروري  
الإشارة : كتابكم المؤرخ في 12/10/1999م

أوافق على قيام الطالبة المذكورة بإجراء دراستها حول الموضوع المذكور في مدارس محافظة نابلس، وذلك بعد التنسيق المسبق مع مديرية التربية والتعليم فيها .

مع الاحترام ،،،،،

/ وزير التربية والتعليم

مدير عام التعليم العام

أ. وليد الزاغة



نسخة / السيدة مديرة التربية والتعليم / نابلس المحترمة

رجاء تسهيل مهمتها .

نسخة / الملف .

خ.ل.ع

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## Tales From The Arabian Nights

Name: \_\_\_\_\_

School : \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

\*\*\*\*\*

### Questions and activities

#### Question 1:

**Put the beginning of each sentences with the right ending .**

- |  |  |
|--|--|
| 1. The king's wife loved another man .                     | a) because she wanted to stop him killing any more girls . |
| 2. The king was lonely                                     | b) because she did not want to be left alone in the world  |
| 3. The Wazir was happy                                     | c) because he wanted to hear the end of the story          |
| 4. Shahrazad said she would marry the king .               | d) so the king told the executioner to cut her head off    |
| 5. The Wazir did not want his daughter to marry the king   | e) because he thought the king would be married again      |
| 6. The king told the executioner to come back the next day | f) so he told the Wazir to bring him a pretty girl.        |

\*\*\*\*\*

#### Question 2:

**Choose the right words to say what this part of the story is about .**

The Genie said his army (1) **won** a war against / **was beaten by** king Solomon. The king made him his (2) **friend** / **prisoner**. The Genie begged for (3) **his life** / **some gold**. king solomon could see how (4) **happy** / **sorry** he was .

Then the king told the Genie to (5) **stand up** / **sit down** . he told the Genie to (6) **obey** / **fight** him . he said if the Genie did that they would be (7) **friends** / **enemies** . the Genie said he was the (8) **smallest** / **greatest** Genie in the world. He did not want to be (9) **friends with** / **a servant of** the king .

Then the king said some (10) **magic** / **funny** words . the Genie got (11) **fatter** / **smaller** . the king put him in the bottle and closed it with (12) **his seal** / **some glue** . he threw the bottle into the (13) **river** / **sea** .

\*\*\*\*\*

#### Question 3:

**Put the answer in the right places : use these words:**

( **wonderful** / **treasure** / **gold** / **magic** / **closed** / **pieces** / **jewels** / **coin** / **silver** / **cave** )

Kassim's wife showed Kassim the gold \_\_\_\_\_. later , Ali Baba told Kassim a bout the thieves and the \_\_\_\_\_. Kassim wanted all the \_\_\_\_\_ for him self . When Ali Baba went to the cave to get a small bag of \_\_\_\_\_ , Kassim followed him .

The next day Kassim went into the cave by him self .he \_\_\_\_\_ the door behind him. He wanted to look at all the \_\_\_\_\_ Gold and \_\_\_\_\_ and \_\_\_\_\_. But when he wanted to get out he could not remember the \_\_\_\_\_ words . The robbers found him in the cave . They killed him and cut his body into small \_\_\_\_\_.

## The Golden Goose and Other Stories

Name: \_\_\_\_\_

School : \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

\*\*\*\*\*

### Questions and activities

#### QUESTION 1

*Put these sentences in the right order. The first one is done for you :*

1. Little red riding – Hood went to see her grandmother.

2. The wolf said ,lets have a race .

3. She sat on the bed ,and the wolf ate her up .

4. Little red riding –hood came in .

5. He put on her clothes and got into bed .

6. He ate up poor old grandmother .

7. The wolf got to grandmothers house first .

8. She met a wolf in the forest .

\*\*\*\*\*

#### QUESTION 2:

*Choose the right words to describe what happened when Geppetto was making the puppet .*

When Geppetto painted the (1) **ears/eyes** of the puppet ,they moved . when he stuck the (2) **neck/nose** on to the face, it grow as long as a (3) **chair /table** leg . after that it started growing (4)**smaller/bigger** .in the end the nose was about ten (5) **metres/inches** long . when the old man painted the mouth , it began to shout and (6) **cry /laugh**. Then it stuck out its (7)**tongue /teeth** at him.

with my best wishes

Stories From The Arab World

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

**Question (1): The last story was the young lion please try to answer the following questions about it**

1. What did the lioness tell her son about men?

2. Why was the lion looking for a man?

3. What did the man do to the lion?

**Question (2) : Name six stories you have read from the Arab world.**

**Question (3) : Summarize one of these stories .**

## المخلص

اثر القراءة الحرة في كتابة الإنشاء لطلبة الصف التاسع في

### اللغة الإنجليزية في مدارس نابلس

هدفت هذه الدراسة إلى تقصي اثر القراءة الحرة في كتابة الإنشاء لطلبة الصف التاسع في اللغة الإنجليزية في مدارس نابلس من جهة، و الى تقصي اثر القراءة الحرة و التغذية الراجعة في تنمية قدرة الطالب على التعبير و الكتابة.

تألف مجتمع الدراسة من جميع طلاب و طالبات الصف التاسع الأساسي في منطقة نابلس حيث بلغ عددهم (٤٢٨٠) موزعين على ٨٩ مدرسة للعام الدراسي ١٩٩٩/٢٠٠٠ م .

أما عينة الدراسة فقد تكونت من ست مدارس ، تم اختيارها عشوائيا ، تضمنت (١٠٢) طالبا و (١١١) طالبة ،وزعت إلى ثلاث مجموعات بطريقة عشوائية هي:

١ . المجموعة المناطقة (٨٠ طالبا و طالبة).

٢ . المجموعة التجريبية الأولى (٧٢ طالبا و طالبة).

٣ . المجموعة التجريبية الثانية (٦١ طالبا و طالبة)

هذا و لقد خضعت المجموعات الثلاث لاختبار قبلي في كتابة الإنشاء باللغة الإنجليزية، و بعدها قامت المجموعة التجريبية الأولى بقراءة ست قصص مقترحة على التوالي (في المتزل)، و قامت المجموعة التجريبية الثانية بقراءة نفس القصص المقترحة ، ومن ثم أتبع بمناقشة و تغذية راجعة. و كان الوقت المتاح لقراءة كل قصة لكلا المجموعتين التجريبيتين أسبوعا كاملا. أعطيت بعدها المجموعات الثلاثة اختبارا بعديا في كتابة الإنشاء.

و للمقارنة بين أداء المجموعات الثلاثة استخدم كل من ( paired t- test ) و

co-variance (ANCOVA) ، بالإضافة إلى Sidak post-hoc و كانت النتائج كالتالي:

١. توجد فروق ذات دلالة إحصائية بين متوسطات الطلبة في المجموعة التقليدية ( الضابطة ) و بين

متوسطات الطلبة الذين استخدموا نشاط القراءة الحرة في المجموعة التجريبية الأولى لصالح المجموعة

التجريبية الأولى، حيث يعزى هذا الفرق الى استخدام المجموعة التجريبية الأولى نشاط القراءة الحرة.

٢. توجد فروق ذات دلالة إحصائية بين متوسطات الطلبة في المجموعة التقليدية ( الضابطة ) و بين

متوسطات الطلبة الذين استخدموا نشاط القراءة الحرة و التزود بالتغذية الراجعة في المجموعة التجريبية

الثانية، لصالح المجموعة التجريبية الثانية، حيث يعزى هذا الفرق إلى استخدام المجموعة التجريبية الثانية نشاط

القراءة الحرة و تزودها بالتغذية الراجعة.

٣. توجد فروق ذات دلالة إحصائية بين متوسطات الطلبة في المجموعة التجريبية الأولى و بين متوسطات،

الطلبة في المجموعة التجريبية الثانية لصالح المجموعة التجريبية الثانية، حيث يعزى هذا الفرق الى استخدام

المجموعة التجريبية الثانية نشاط القراءة الحرة بالإضافة إلى التزود بالتغذية الراجعة .

و في ضوء النتائج السابقة أوصت الباحثة بما يلي:

١. هناك حاجة لدراسة اثر القراءة الحرة في مجالات أخرى لتعلم اللغة الإنجليزية مثل المفردات و القواعد

اللغوية و مهارات كل من الاستماع ، التحدث و القراءة .

٢. تبني وزارة التربية و التعليم تشجيع الطلبة لممارسة القراءة الحرة بتوفير الأدب الذي يوافق حاجات كلا

الجنسين.

٣. زيادة دافعية المعلمين للقراءة الحرة و بالتالي زيادة دافعية الطلبة لذلك.

٤. على معلمي اللغة ( وخصوصا معلمي مهارة الكتابة ) أن يحددوا الأخطاء المتكررة لدى الطلبة عند

كتابتهم الإنشاء و القيام بمناقشة تلك الأخطاء داخل الصف و عدم إهمالها.

## **Appendix (F)**

## المخلص

اثر القراءة الحرة في كتابة الإنشاء لطلبة الصف التاسع في اللغة الإنجليزية في

مدارس نابلس

هدفت هذه الدراسة إلى تقصي اثر القراءة الحرة في كتابة الإنشاء لطلبة الصف التاسع في اللغة الإنجليزية في مدارس نابلس من جهة، وإلى تقصي اثر القراءة الحرة و التغذية الراجعة في تنمية قدرة الطالب على التعبير و الكتابة.

تألف مجتمع الدراسة من جميع طلاب و طالبات الصف التاسع الأساسي في منطقة نابلس حيث بلغ عددهم (٤٢٨٠) موزعين على ٨٩ مدرسة للعام الدراسي ١٩٩٩/٢٠٠٠ م .

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١. المجموعة الضابطة (٨٠ طالبا و طالبة).

٢. المجموعة التجريبية الأولى (٧٢ طالبا و طالبة).

٣. المجموعة التجريبية الثانية (٦١ طالبا و طالبة)

هذا و لقد خضعت المجموعات الثلاث لاختبار قبلي في كتابة الإنشاء باللغة الإنجليزية، و بعدها قامت المجموعة التجريبية الأولى بقراءة ست قصص مقترحة على التوالي (في المنزل)، و قامت المجموعة التجريبية الثانية بقراءة نفس القصص المقترحة ، ومن ثم أتبع بمناقشة و تغذية راجعة. و كان الوقت المتاح لقراءة كل قصة لكلا المجموعتين التجريبيتين أسبوعا كاملا. أعطيت بعدها المجموعات الثلاثة اختبارا بعديا في كتابة الإنشاء.

و للمقارنة بين أداء المجموعات الثلاثة استخدم كل من ( paired t- test ) و

co-variance (ANCOVA) ، بالإضافة إلى Sidak post-hoc و كانت النتائج كالتالي:

١. توجد فروق ذات دلالة إحصائية بين متوسطات الطلبة في المجموعة التقليدية ( الضابطة ) و بين متوسطات الطلبة الذين استخدموا نشاط القراءة الحرة في المجموعة التجريبية الأولى لصالح المجموعة التجريبية الأولى، حيث يعزى هذا الفرق الى استخدام المجموعة التجريبية الأولى نشاط القراءة الحرة.
  ٢. توجد فروق ذات دلالة إحصائية بين متوسطات الطلبة في المجموعة التقليدية ( الضابطة ) و بين متوسطات الطلبة الذين استخدموا نشاط القراءة الحرة و التزود بالتغذية الراجعة في المجموعة التجريبية الثانية، لصالح المجموعة التجريبية الثانية، حيث يعزى هذا الفرق إلى استخدام المجموعة التجريبية الثانية نشاط القراءة الحرة و تزودها بالتغذية الراجعة.
  ٣. توجد فروق ذات دلالة إحصائية بين متوسطات الطلبة في المجموعة التجريبية الأولى و بين متوسطات الطلبة في المجموعة التجريبية الثانية لصالح المجموعة التجريبية الثانية، حيث يعزى هذا الفرق الى استخدام المجموعة التجريبية الثانية نشاط القراءة الحرة بالإضافة إلى التزود بالتغذية الراجعة .
- و في ضوء النتائج السابقة أوصت الباحثة بما يلي:
١. هناك حاجة لدراسة اثر القراءة الحرة في مجالات أخرى لتعلم اللغة الإنجليزية مثل المفردات و القواعد اللغوية و مهارات كل من الاستماع ، التحدث و القراءة .
  ٢. تبني وزارة التربية و التعليم تشجيع الطلبة لممارسة القراءة الحرة بتوفير الأدب الذي يوافق حاجات كلا الجنسين.
  ٣. زيادة دافعية المعلمين للقراءة الحرة و بالتالي زيادة دافعية الطلبة لذلك.
  ٤. على معلمي اللغة ( وخصوصا معلمي مهارة الكتابة ) أن يحددوا الأخطاء المتكررة لدى الطلبة عند كتابتهم الإنشاء و القيام بمناقشة تلك الأخطاء داخل الصف و عدم إهمالها.