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An-Najah National University
Faculty of Graduate Studies

**The Effect of Literature-Based
Reading Instruction on Tenth-Grade Students'
Attitudes toward Reading**

Master Thesis

Submitted by
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Dedication

To my family: parents, sisters and brother.

To my wife and my daughter.

To the researchers whose investigations of language and reading are here joined with mine.

To all those who work hard for the welfare of humanity.

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ABSTRACT

The Effect of Literature-Based Reading Instruction on Tenth-Grade Students' Attitudes toward Reading

Master Thesis

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The purpose of this study was to investigate the effect of whole language literature-based reading instruction on students' attitudes toward reading. More specifically, this study aimed at answering the following questions:

1. Is there a significant difference in the tenth-grade students' reading attitudes due to the whole language ,literature-based reading instruction?
2. Is there a significant difference between the mean scores of the males' and females' attitudinal tests due to the whole language, literature-based reading instruction?

3. Is there a significant difference in the tenth-grade students' attitudes toward reading due to the interaction between the students' gender and their group?

The population of the study consisted of the tenth grade students' in the public schools of Nablus Directorate of Education in the scholastic year 1999/2000.

The sample of the study consisted of (156) tenth grade students divided into two treatment groups, an experimental group with (78) students (41 females and 37 males), and a control group with (78) students (43 females and 35 males).

The Elementary Reading Attitude Survey was administered three days before the beginning of the treatment period. The analysis of the data obtained showed that the two groups were not equivalent in the attitudinal mean scores.

Then the experimental groups were taught many texts representing different literary genres using the literature-based reading instruction, while the control groups were taught many reading comprehension passages from their basal readers using the traditional method of teaching reading. Three classroom periods for four weeks were allotted for each class.

At the end of the four-week treatment period, students were given the elementary Reading Attitude Survey again to measure the change in their attitude toward reading.

The data were analyzed using two-way analysis of variance (ANNOVA), t- test (paired t-test), and two way analysis of covariance (ANCOVA).

The findings of the study were:

1. There was a statistically significant difference between the mean scores of the tenth-grade students' pre and post reading attitudinal tests of the experimental and control groups in favor of the experimental group due to the effect of literature-based reading instruction.
2. There was no statistically significant difference in the mean scores of the tenth-grade students' pre and post reading attitudinal tests of the experimental and control groups due to gender.
3. There was no statistically significant difference in the mean scores of the pupils' post reading attitudinal tests of the two groups due to the interaction between gender and method of instruction.

In the light of these findings, it is recommended that the basal reading approach should be replaced with a literature-based reading approach. It was also recommended that the Ministry of Education should train the teachers in literature-based reading instruction. Another important recommendation is that teachers should give special attention to the importance of the students' attitudes in developing proficient readers. Finally, the researcher recommended that further experimental and longitudinal studies should be conducted to find the long range effect of the whole language, literature-based reading program on students' attitudes toward and their achievement in reading and the correlation between these two variables.

Chapter one

Introduction and background

For years reading has remained the area of curricula receiving the most attention. It is a basic tool of learning. Thus, it is considered one of the most important and basic skills a learner of English as a foreign language needs. Reading in English, in particular, is most essential as much professional technical and scientific research is published in English. In addition, reading is a means of personal, linguistic, cultural, and intellectual development as it keeps one in touch with the rapid development of knowledge.

How should reading be taught and with what sort of materials, basal readers or literature? Do real books come later, after a child has mastered decoding skills? Might the child start with real books from the library and learn skills as needed in so called natural context? What are the best ways to lead a child to literacy? These questions has been at the core of continuous debate about the best approach of teaching reading (Tunnel and Jacobs, 1989).

In Palestine English is taught as a foreign language in governmental schools where Arabic is the medium of instruction. The majority of Palestinian students never have the chance of talking with native speakers of English, but they have to read in English to help them with their higher education, in their career, or to spend their free time

fruitfully. Therefore, the reading comprehension skill is given time and weight in the English curriculum.

In spite of such an emphasis on the reading comprehension skill, many teachers of English complain that their students are poor readers and poor comprehenders. Consequently, the beginning of the reading period results in complaints from students.

One of the main reasons behind this deficiency in reading comprehension and these complaints has to do with the students' attitudes toward reading. Anderson and others (1985) stated that "children don't like to fail. Predictably, poor readers have unfavorable attitudes toward reading. What is not predictable is whether the lack of proficiency in reading stems from unfavorable attitudes or whether it is the other way around" (p.15).

Smith (1988) noted that the emotional factor is the major reason that motivates readers to read and non-readers not to read. Moreover, Athey (1985) has shown that the students' attitudes toward reading is the major factor that affects cognitive variables involved in the reading process. He added that children reading comprehension has shown to be better with interesting materials because they maintain children's attention and motivation.

In addition the Commission on Reading in U.S.A. (Anderson, Scott and Wilkinson (1985) concluded that becoming a skilled reader requires written material that can be enjoyable. They also added that the goal of reading instruction should not be only to increase the number of students who are proficient readers but it should also be to increase the number of students who reads widely and with evident satisfaction.

After reviewing all the research studies on reading attitudes that were published in American scholarly journals between 1900- 1977,

Carmer (1993) concluded that there is a strong relationship between achievement and attitudes and that to be good readers students should have positive attitudes toward reading. Furthermore, Foss and Soper (1997) cited a study that was conducted by the National Reading Research Center (U.S.A.) in 1991 to determine priorities for reading research. Results pointed out that the top priority for research should be on how to develop and enhance children's interest and motivation for reading.

Mckenna and Kear (1990) observed that the focus of recent research on comprehension has often ignored the important part that the children's attitudes play in the process of becoming strategic readers. Athey (1985) suggested that one reason for this tendency is that the affective aspects of reading are ill-defined and have to do with shadowy variables which are difficult to conceptualize, measure, and address instructionally.

Rude and Oehlkers (1984) indicated that although reading is an intellectual process, we can't ignore the role of positive attitude. They also stated that students can reach their reading potential when they discover that they can get a great deal of enjoyment and satisfaction from books and that these can be a source in time of need. They added that students whose poor attitudes can prevent their reading development can be divided into two types. The disinterested readers and the discouraged readers. The disinterested readers are those who can read but for some reasons, choose not to. The discouraged readers are those who have a low- self-concept. In addition, Estes and Johnstone (1979) argued that no child comes to school with negative attitudes toward reading. Rather, the child expects to read and to enjoy reading. However, as he or she progresses through the grades something goes wrong .

Cramer (1993) pointed out that one of the reasons that make students to be alliterate (can read, but choose not to) is the dull content of basal readers. Anderson and others (1985) added that the results of many studies have proved that negative attitudes toward reading result from the skill and strategy approach, which is adopted by the majority of basal readers.

Abu El-Halaweh (1988) pointed out that the textbooks which are used to teach English in the governmental schools focus on particular vocabulary items followed by a syntactic structure. The author of these textbooks have sequenced these structural and lexical items to limit the teacher with what should be taught firstly secondly and so on. Each textbook contains reading passage, questions on the reading passage composition, dictation and structure exercises.

Moreover, Robb(1994) maintained that the selection and the ordering of skills in the basal series do not depend on research that explores how children first learn to read. Rather, when they select skills, authors depend on the rationale that reading is learned sequentially. And that the ordering of skills is connected with the need to design of the reader, grade by grade and the logical series of lessons for the school year.

Bingham and Allen (1986) noted that the basal readers are popular because they are attractive, well-decorated and easy to handle. Despite this fact, those readers don't develop the students' reading strategies, don't motivate them to think creatively and don't encourage the interaction of other language skills. Additionally, Robb (1994) pointed out that even the revised literature-based basal readers of the 1980s still follow the sequential reading program that has one of its major objectives to cover more and more material and that concentrates on mastery of facts

and students' final work because they are easy to measure and grade. Hence, both teacher and pupil will stop divergent thinking and searching.

The content in the basal readers and the way it is organized don't generate a positive attitude toward reading. We have to motivate the students to read English by using the appropriate reading material. To sum up, basal readers cannot provide students with the motivation to read. Therefore, the sequenced material in the basal readers should be replaced by a material that is interesting enough to create, in students, a positive attitude toward reading.

Stervic (1976) pointed out that if the teaching material satisfies, the students' needs and helps them use material they have learned in their practical life, then the material can motivate the learner. Nuttal (1985) suggested that the greatest motivation is that which is generated by the need to read. Therefore, if the teacher can draw his or her students' attention to the purpose for which foreign language reading might be useful outside the classroom, then this will help them realize that reading is not just a linguistic exercise but is involved in getting meaning out of the print.

Brock (1990), Gwin (1990), Ibsen (1990), Brozo & Tomlinson (1986), Kennedy & Rabinovitch (1986), and Goodman & others (1987) mentioned the following advantages of reading literature in EFL classes: first, it can develop students' linguistic knowledge on the use and the usage levels. Second, if it is used skillfully, literature makes the content curriculum more comprehensible and memorable and in turn motivates the students to interact with the text and thereby increases their reading and learning proficiency. Third, while experiencing a wide range of literature, pupils develop positive attitudes toward book and literacy which in turn helps them to develop lifelong strategies. Fourth, literature provides pupils with the opportunity of understanding other cultures

which might develop their imagination and thereby motivates them to create their imaginative works. Fifth, literature provides readers with the universality of human experience when they become aware of the human motivation and behavior, by reading about the ceaseless conflict between good and evil in the works of literature.

As stated above, the advantages of immersing students in literature are many but the most important advantage is the enjoyment that is created by and developed through books.

One of the variables that affect reading attitudes is the reading content. Rick, List, and Lerner (1989) agreed that in order to make learners permanent readers, the reading material should be interesting, informative, and enjoyable. In addition, Huck (1982) believes that imaginative literature can be an enjoyable and effective motivator that motivates students to read and learn. Furthermore, Routman (1991) believes that students' attitudes remain positive when they are immersed in a literature – based classroom.

The literature-based reading stems from the philosophy of whole language. Linek (1991) believes that in the whole language approach, teaching language concentrates on teaching pupils to use the tool of communication (reading, writing, speaking, and listening) in a purposeful, meaningful, and integrated manner. Goodman and others (1987) pointed out that in a holistic approach learning moves from whole to the part and from general to specific. Consequently, instruction begins where it ends with whole meaningful text. In contrast, the overemphasis of the phonics approaches on phonics and word-attack skills in early stages of teaching reading leads students away from meaning. As a result, students learn how to get each word right and they fail to learn how to get meaning.

Jenkins (1994) argued that the literature based-reading views reading as a process of building meaning .She further states that whole language concentrates on teaching meaning through reading and not reading through separated lessons of drills.

Criscuolo (1985) stated that a popular definition of reading is: “getting meaning from the printed page.” He added that the important word in this definition is meaning because it is the aim of any reader when he / she starts reading .In addition, Goodman (1971) distinguished “recoding” (moving from the graphic code to the oral code) from “decoding” (moving from the graphic code to meaning with no intervening pronunciation).

Statement of the Problem:

The ultimate goal of teaching reading is to produce pupils who are proficient and permanent readers. The researcher’s experience as a teacher of English in public schools indicates that this objective is not being achieved. Many researchers and experts agreed that the reason behind this failure might be due to non-linguistic variables such as the lack of interest and poor attitudes toward reading. Kennedy and Rabinovitch (1986) believe that students’ attitudes toward reading are a key variable that affects reading performance. Furthermore, Smith (1988) stated that the emotional response to reading is the major cause most readers read and probably the primary reason most non-readers don’t read.

The evidence available to the researcher, as a teacher of English, indicates that most of the tenth-grade students are poor readers despite their exposure to English instruction for six years .This means that the ultimate goal of teaching reading, which is reading proficiency is not being achieved. This deficiency in reading comprehension may be

partially attributed to non-linguistic factors such as the lack of motivation and interest. Therefore, the researcher saw that the traditional approach to reading should be replaced by a literature-based approach. Furthermore, the researcher saw that the literature-based reading requires the replacement of the basal readers by a literary material that will be suitable to the age, grade, and interest of students.

Purposes of the study:

The study has the following purposes: -

- To investigate if there is a significant positive difference in the tenth-grade students' attitudes toward reading to the whole language literature-based reading instruction.
- To find out if there is a significant difference between the mean scores of the males' and females' attitudinal tests due to the whole language, literature-based reading instruction.
- To find out if there is a significant difference in the tenth-grade students' attitudes toward reading due to the interaction between students' gender and method of instruction.

Questions of the Study:

This study aimed at answering the following questions:

1. Is there a significant difference in the tenth-grade students' reading attitudes due to the whole language, literature-based reading instruction?

2. Is there a significant difference between the mean scores of the males' and females' attitudinal tests due to the whole language literature-based reading instruction?
3. Is there a significant difference in the tenth-grade students' attitudes toward reading due to the interaction between the students' gender and their group?

Hypotheses of the Study:

To answer the questions of the study these questions were converted into the following null hypotheses:

1. There is no significant difference at ($\alpha = 0.05$) between the mean scores of the students' pre and post attitudinal tests for experimental and control groups due to the whole language, literature-based reading instruction.
2. There is no significant difference at ($\alpha = 0.05$) in the mean scores of the students' pre and post reading attitudinal tests for experimental and control group due to gender.
3. There is no significant difference at ($\alpha = 0.05$) in the mean scores of the tenth-grade students' post reading attitudinal tests due to the interaction between the students' gender and the method of instruction.

Significance of the Study:

For years reading has remained the area of language curriculum receiving the most attention. It is the core of the elementary curriculum because it serves a wide range of purposes, from getting information to enjoyment. Therefore, conducting studies to find out the impact of the variables that affect students attitudes toward reading is very necessary.

It's hoped that this study will contribute to improving the teaching reading methods as well as the curriculum design and development. Second, this study will determine the role of literature in developing the students' attitudes toward reading. Third, this study will shed light on the importance of the psychological factors in teaching reading. Finally, as far as the researcher knows, this study is the first attempt of its kind in Palestine, so it is expected to be of great help for teachers who are interested in improving students' attitudes toward and abilities in reading.

Definitions of terms:

The following terms are defined for the clarity in reading this study:

- **Basal reader:** Refers to a set of books issued by a publisher as text for systematic instruction in reading (Flowers and Roos, 1994).
- **Decode:** Refers to the process of translating printed or written symbols into the spoken word (Flowers and Roos, 1994).
- **Natural readers:** Refers to children who learn to read without any formal reading instruction (Flowers and Roos, 1994).
- **Natural text:** Refers to stories or books written in natural uncontrolled language (Flowers and Roos, 1994).
- **Neurological impress method:** Refers to reading which occurs when the teacher and a small group of children read together with the teacher reading slightly louder and just ahead of the children (Flowers and Roos, 1994).
- **Phonics:** Refers to a methodology of teaching elementary reading and spelling based on the phonetic interpretation of ordinary spelling (Jenkins, 1994).

- **Reading Attitude:** Refers to a system of feelings related to reading which causes the learner to approach or avoid a reading situation (Mckenna, Kear, Ellsworth, 1995).
- **Sustained silent reading:** Refers to time provided for students and teachers to read materials of their choice without interruption (Flowers and Roos, 1994).
- **Trade book:** Refers to a book published for the purpose of giving the reader pleasure and for feeding his interest in reading for pleasure (Flowers and Roos, 1994).
- **Whole-Language Reading Method:** Refers to a child-centered, literature-based approach to language teaching that immerses students in real communication situation (Jenkins, 1994).

Limitation of the study:

1. This study was limited to the investigation of the effect of the whole language, literature-based reading instruction on the tenth grade students' attitudes toward reading.
2. The period of instruction was limited into four weeks. This period might not be enough for the students to adapt themselves to the method of instruction. Therefore, longer duration may insure different results.
3. The study was limited to the population in Nablus District / West Bank. This might limit the generalization of the findings of the study outside its population.

Summary:

This chapter begins with an introduction about the importance of the reading skill. Then, it gives a background that emphasizes the important role that students' attitudes toward reading play in the process of learning to read. Moreover, this background introduces readers to the whole language literature-based reading instruction.

In addition, the researcher in the first chapter presents the problem of the study that aims at investigating the effect of the whole language, literature-based reading instruction on tenth-grade students' attitudes toward reading. Furthermore, 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

In this chapter, the researcher presents the following topics: the basic principles of the whole-language movement, answering objections to the whole-language movement, the literature-based program, the value of quality literature, the basic elements of a literature-based program and several relevant studies.

The Whole-Language ,literature-Based Movement.

Background

One of the main tasks of teachers of English as a second/foreign language (TESL/TEFL) is to make reading possible for readers of another language. To achieve this aim, these teachers have been trying such reading approaches as Grammar – Translation. When these traditional approaches failed in fulfilling this mission other innovative approaches were devised and put to use. One of these approaches beginning to interest ESL and EFL teachers is the whole- language approach (Adunvarittigun, 1993).

Robb (1994) stated that the rationale of the whole - language views stems from the work of several educators. The humanistic approach of Dewey that places the learner in the center of problem- solving experiences. Alvina Burrows(cited in Robb ,1994) called for teachers to give students the chance to write their own experiences. Rosenblatt (cited in Robb,1994) refused the view of texts giving uniform meanings. She described the relationship between the reader and the text as a transactional one through which a reader creates his/her own original meaning.

Psychologists and linguists like Jean Piaget, Levygotsky, and Michael Halliday influenced whole - language views by emphasizing the social and active nature of language learning. In addition, Donald Graves and Lucy Calkins introduced the idea of using classroom as a laboratory to understand how and why children write. Furthermore, Ken Goodman and Frank Smith offered more understanding to the reading process (Robb, 1994).

Tunnel and Jacobs (1989), indicated that the whole language movement, which concentrated on the heavy use of literature in reading programs, acquired momentum in the 1980's and gave renewed attention to individualize reading. The whole - language popularity in L1 instruction, as Adunvarittigun (1993) argues, has begun to gain the attention of ESL teachers and encourage them to transmit the whole language principles into L2 instruction.

In discussing the strategies of reading instruction Goodman and others (1987:246) wrote, "... Any strategy of reading instruction based on a single principle or tactic is incomplete, no matter how valid the

principle or how sound the tactic. Reading instruction must be based on complete understanding of the complex reading process.”

Basic Principles of a Whole - Language Program

The whole - language approach is based on the following basic tenets:

1. Reading is constructive.

Felsenthal (cited in Morrow, 1992) indicated that recent research shows that reading is a constructive process, which means, that readers come to text with background knowledge that helps them to construct meaning about what they read. Moreover, in his study Simth (1988) found that meaningful reading depends more on the reader's background knowledge than on the use of so-called decoding skills. Levine and Hans (1985); Johnson (1982); Nelson (1987) found that background knowledge has a significant role in reading comprehension.

Hudelson (1984) maintained that the L2 readers' schemata should be exploited before they read in order to facilitate comprehension. He added that because the L2 readers' background knowledge of his/ her culture may be different from that of the target language, ESL teachers should provide meaningful texts about the target culture in the primary stage of L2 reading. Lim (1988) showed, in his study, that ESL readers show greater comprehension of texts that are close to their cultural background.

2. Language systems and processes are inseparable.

Goodman and others (1987) pointed out that graphophonic, syntactic, semantic, pragmatic systems cannot be separated and

decontextualized without causing abstractions. They added that in a whole-language reading program the language should not be separated into bits and pieces. They further argued that a letter is harder to read than a word; a word is harder to read than a sentence; a sentence is harder to read than a paragraph; and a paragraph is harder to read than a story. Thus, in a whole-language the text is considered the minimum unit of meaningful discourse. That means that learning proceeds from whole to part and from general to specific.

Frey (1990) argued that phonics approaches are mainly centered on fragmenting natural language into abstract pieces. The result of phonics instruction is that students are able to pronounce words but are unable to understand them. Freeman and Freeman (1992) insisted that traditional L2 approaches make language learning difficult for L2 learners because it separates the language systems and isolates them from the context causing abstractions and nonsense. Furthermore, Smith (1988) stated that "Drills, exercises and rote learning play little part in learning to read and, in fact, may interfere with comprehension giving a distorted idea of the nature of reading"(4).

Additionally, the language processes -- listening, speaking, reading, and writing -- are mutually supportive and interrelated. Consequently, language processes should not be separated, but they should be developed simultaneously (Hudelson, 1984 and Carson, Carrel, Siberstein, kroll, and kuehn, 1990).

3. Lessons should be learner-centered.

In the whole language literature-based reading program the learners and their interests are always in the center of the lesson. Robb (1994) pointed out that in traditional approaches teacher talk dominates while in the whole language approach students talk and think about reading and writing most of the time.

Wigfield and McCann(1997) concluded that to motivate students to read, teachers should build on students' interests and curiosity about different topics. Another way of developing students' interest, they added, is to allow students to select their own materials and at the same time to interact with others about their reading. Mcwhirter (1990) suggested that lessons serve students' needs and interests when students participate with their teacher in planning the curriculum.

Chomsky is cited in (Rude and Oehlkers, 1984) as saying:

The dominant factor in successful teaching is and will always remain the teacher's skill in nourishing, and sometimes arousing, the child's curiosity and interest and in providing a rich and intellectual environment in which the child can find his own unique way toward understanding knowledge and skills(240).

4. Lessons should be meaningful.

In a whole-language reading curriculum attention should be always given to meaning. The most significant question, for the teacher, is "How is this contributing to comprehension?" For both the pupil and the teacher, the important question is, "What's the sense of this?"

Additionally, learners can evaluate their achievement and success by whether or not what they read makes sense (Goodman and others, 1987). L2 Learning should be centered on using language for real purposes; it should not be centered on talking about language structures. Therefore, second language reading instruction should be focused on meaningful texts for authentic purposes and not on drill exercises (Milk, 1985).

In discussing the nature of reading, Smith (1988:2) wrote:

Reading and learning to read are essentially meaningful activities; that they are not passive and mechanical but purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Reading is a matter of making sense of written language rather than of decoding print to sound.

5. Students should be engaged in social interaction.

Another aspect of the whole language is the issue of grouping. After conducting a study on four second - grade classrooms, Broko and Eisenhardt (cited in Bloom, 1989:120) concluded that “ the reading groups function as social and linguistic communities that can promote or hamper school success.” Robertson (1993) who conducted a study on first - grade remedial readers found that pupils in a heterogeneously (non-ability) grouped program had more positive attitudes toward reading as compared with the homogeneously (ability) grouped program. In addition, Slavin (1988) who has done a research to investigate the effects of ability grouping stated that “every means of grouping students by ability or performance level has drawbacks that may be serious enough to offset any advantages” (p.65).

To sum up, recent research indicates that homogeneous grouping does not develop pupils' achievement and has negative effects on students' self concept (Berghoff and Egawa, 1991). Therefore, if the teacher's job is to develop whole students, he/she must group classes heterogeneously and treat pupils with respect (Routman, 1991).

The most important advantage of heterogeneous groups is that they enable readers to approach literacy through social cooperative work. Adunvarittigun (1993) indicated that cooperative social work helps L2 learners to acquire L2 in an effective and meaningful way. Another advantage of social interaction is indicated by Johnson and others. (1981). They mentioned that research indicates that social interaction in small heterogeneous groups improves both achievement and productivity because pupils explain material to each other and arrive at joint understandings.

6. Students' mother language should be used

Hudelson (1987) indicated that at the primary stage of L2 learning, using the pupils' L1 for instruction is very important because it provides L2 learners with comprehensible inputs and builds a background knowledge. Hamdallah (1999) concluded that the psychological and motivational advantages and the positive influence of L1 on second language acquisition allow for a judicious use of L1 in L2 teaching. In addition Goodman (1971), and Grove (1981) insisted that in all languages, the reading process is the same except for learning the orthographies and the structures of each language.

7. Risk taking is necessary in language development.

Routman (1991) stated that optimal literary environments promote “risk taking and trust” (9). Goodman and others, (1987) indicated that language learners must try to use language before they master it. They must try, make mistakes, predict and guess as they progress toward meaning. Teachers must see this as natural and build a non threatening atmosphere. Clark (1992) pointed out that a whole language, literature-based reading program teacher can create a classroom environment which decreases the L2 learner’s affective filters and increases their potential in L2 learning and their self-esteem.

8. Materials must be predictable.

Goodman and others (1987) agreed that predictability is the most important factor in determining whether a given reading material is comprehensible for learners or not. Furthermore, Wood and Adenyl (1992) indicated that it has been well-established that prediction in reading is very important especially in the primary stages. They added that beginning readers are most successful when materials contain easily discernible patterns of language and content.

Answering Objections to Whole Language.

Much research has been done and many articles have been written on the topics of whole language instruction and phonics instruction. One claim made by the opponents of whole language is that whole language has little experimental research to support it. Chen (1992) conducted an experimental study to compare the whole language approach with the

phonics approach. Results showed superior benefits of whole language over the basal approach.

One of the main principles of whole language instruction is that pupils will read words better in the context of literature rather than from lists or on workbook pages. Goodman (1965) found that children's reading accuracy improved 60 percent to 80 percent when reading words in context. This result was not achieved when words in lists were pronounced in isolation. This result is in conflict with Nicholson's (1991) study that showed that overtime "good readers made no reliable context gains". This doesn't agree with the belief of whole language advocates that pupils learn words better when they read these words in context.

Vail (1991) explained another drawback to whole language; that is, the complete reliance on literature. It is claimed that literature will do nothing towards promoting the pupils' skills that are necessary for reading such content areas as science, math, and history. Macky (1982) noted that for some students literature might provide pupils with the positive attitudes and the experiential factors that are necessary to motivate them to read a literary text. Reading these literary texts will, in turn, contribute to the development of reading proficiency in other academic areas. Kennedy and Rabinovitch (1986) argued that through reading a wide variety of literature, pupils develop a positive attitude toward working with books which, in turn, helps them make "the transition from pre-literacy to formal literacy." Routman (1992) indicated that skills can really be taught in a whole-language class: "A skill, no matter how well it has been taught, cannot be considered a

strategy until the learner can use it purposefully and independently” (p.35).

The literature-Based Program.

Background.

The past decade has witnessed great changes in the language teaching methods. In addition, much research has been conducted on pupils reading and writing about literature. The result was that in the last few years we have noticed a tremendous increase of moving toward literature and the use of literature in language instruction program (Mc Gee, 1992).

Berman (1989) indicated that a decade of criticism has emphasized the increasing need for intellectually motivating curriculum in schools. In addition, Wood and Adenyl (1992) pointed out that teachers who recognize the shortcomings of traditional programs are moving away from total dependence on basal readers to literature-based or whole language instruction. Zarrillo (1989) noted that the movement toward literature has been caused by three issues: (a) a call for using quality in literature in elementary schools; (b) a call for whole - language approaches to literacy development; (c) the professional decision that was made by teachers who do not want their reading programs to be centered on basal materials.

The Value of Quality Literature

The success and the effectiveness of literature-based reading with different types of readers has been well-documented (Eldrege and Butterfield, 1986; Morrow, 1992; Flowers and Roos, 1994; Tunnel and Jacobs, 1989).

In discussing the value of literature as the core of reading instruction Huck (1982) wrote:

Literature records the depths and heights of the human experience. It develops compassion by educating the heart as well as the mind. It helps children entertain new ideas, and develop insights they never have before. It can stretch the imagination, creating new experiences, and enriching old ones. Literature can develop a sense of what is true and just and beautiful (P. 317).

Many researchers has confirmed the effective role of using literature in reading programs. Hiebert and Colt (1989) indicated that to develop proficient readers, reading approaches must use varied types of high quality literature. Moreover, Chomsky (1972) concluded that pupils who are immersed in literature develop sophisticated language structures, including vocabulary and syntax. Additionally, Routman (1992) insisted that skills in a whole language, literature - based classroom, are taught in a broader context because the learner needs them.

Cohen (1968) found that language development correlates with reading, and both can be developed when pupils read literature. He added that when pupils read literature, they accumulate knowledge

about the content as well as about how language works and how written language differs from spoken.

Brock (1990) and Ibsen (1990) agreed that the cultural benefits of reading literature cannot be ignored. Literature always reflects a national culture, therefore, it can acquaint pupils with the moral, aesthetic, spiritual and social values of that nation.

Diakiw (1990) insisted that children's literature is an effective tool for a deep understanding of the world. Pupils find it easy to understand new ideas when these ideas are presented within the context of a story.

Another benefit of literature is that which has to do with the pupils' attitudes and motivation. Guthrie and Wigfield (1997) suggested that motivating students to read should be a top priority for teachers. Further, Rude and Oehlkers (1984) indicated that teaching does not only require teaching cognitive strategies, but it also demands improving students' feelings, attitudes, and interests. In addition, Kennedy and Rabinovitch (1986) pointed out that if the pupil is not motivated to read and to write, then there is a strong possibility that the thinking skills will remain undeveloped. Therefore, teachers must recognize that improving the pupils' attitude toward reading is a significant factor assisting the pupil in making a successful transition to the world of literacy.

Additionally, Collie and Slater (1987) noted that there is a primary principle that should be taken into consideration when choosing the reading material. This factor is whether a particular material is able to invoke the kind of personal involvement by arousing the readers' interest and provoking positive reactions from them. If this material is

meaningful and enjoyable, reading, then, will have a lasting and beneficial, impact upon the learner's experience.

Routman (1992) indicated that when students are immersed in literature - based program, their attitudes remain positive. In addition, Solan (1980) pointed out that a literature - based program arouses book enthusiasm and launches permanent reading habits. Furthermore, Lehman, Freeman, and Allen, in their study (1994), concluded that the pupils of 91 percent of the teachers who implemented a literature - based reading program had very positive or moderately positive attitudes toward reading.

In contrast, Bingham and Allen (1986) indicated that pupils who read through basal readers are less likely to have positive attitudes toward reading. Moreover, Robb (1994) maintained that the basal series that dominated education during the 1950s, 1960s, and 1970s were sequentially structured programs. She added that the selection and ordering of skills in these basal readers did not emerge from research on how children learn to read. Rather, when selecting skills, the author of the basal readers depended on the premise that learning to read is sequential and the order of skills submitted to the need of design, grade by grade, and the logical sequence of lesson during the scholastic years.

Common Basic Elements of the Literature – Based Program.

Tunnel and Jacobs (1989) listed ten premises or commonalties that are employed in all of the literature- based reading programs.

*** premises about natural readers.**

According to Goodman and others (1987) literacy begins in response to social needs. Therefore, the need for literacy begins before school and so literacy begins before school. Froese (1991) noted that language is used for meaningful communication in real situations first and whole language theory expands on language that pupils have internalized. In addition, other whole language proponents believe that reading can be acquired in the same way as learning to speak (Holdaway, 1982).

In Durkin's study (1961) 49 pupils, from a population of 5 classrooms of 1st grade pupils, were identified as "natural readers." Despite the fact that these 49 pupils hadn't received any formal reading instruction, they joined school reading at a grade equivalent of 1.5 to 4.6. Durkin found that the families of these "natural readers" had a high respect for reading, children were read to regularly from age 2 forward, and parents answered frequent questions about words and reading .

*** Use of natural texts.**

Goodman and others. (1987) argued against basal reading materials because they tended to take letter and sound out of context causing abstractions and loss of contextual meaning. Furthermore, Ohanion (1991) indicated that stories from trade books conform more closely to the readers' implicit knowledge of story grammar. In contrast, basal readers contain stories that are contrived, oversimplified and also contain artificial language. Therefore, these are neither predictable nor well- constructed.

*** Neurological impress method.**

Different types of the neurological impress method were used in different studies. Eldredge and Buterfield in their study (1986) grouped the pupils in groups of two or three pupils. The groups contained poor readers as well as average readers. They sat together and read aloud while the faster reader touched words as they were read and the slower readers repeated them. Groups were changed every few days, and as the slow reader gained proficiency they began to read silently.

*** Reading aloud**

Sanacore (1996) suggested that the reading aloud technique generates positive attitudes toward reading and increases the opportunities of establishing a solid foundation for future development. Altwerger and Dockstader (1985), and Teale (1981) indicated that the type and amount of oral interaction among pupils and teachers are major factors that contribute to literacy development. This is because the interactive process generates negotiation and results in construction of meaning. During story reading, the teacher helps the pupils construct meaning from the text. Additionally, Haney (1988) conducted a study to review the research on the value of reading aloud to students. She concluded that reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Anderson, Mason, and Shirey (1984) pointed out that when reading to children aloud, the teacher can use a Direct/Listening - Thinking Activities (DR/LTA) format. Through this format, the teacher provides a framework for organizing and retrieving information from the story. The

result is that, over time, the pupil internalizes the strategy and uses it when encountering new material.

Morrow (1984) noted that the DR/LTA consists of three elements. The first is pre-reading questions in which students discuss these questions and make predictions about their answers. The second is reading the story to pupils. And the third is the post-reading discussion.

*** Sustained silent reading.**

Kunze (1994: 13) indicated that sustained silent reading is “a brief time set aside each day when every one reads by himself or herself.” During this time students select their own materials and they are encouraged to read anything they want.

Researchers (Anderson, Wilson, and Fielding 1988; Anderson et. al., 1985; Taylor, Frye, and Marugama, 1990) found a positive relationship between the length of time spent in independent reading and the students’ reading achievement. Pilgreen, in her study (1996), found that the use of sustained silent reading resulted in increase in reading comprehension, more positive attitudes toward reading, greater frequency of outside pleasure reading, and a wider use of reading sources.

*** Self-Selection of reading material.**

A major element in a literature - based classroom is that students should choose their own materials. Richek, List and Learner (1985) indicated that students should self - select their own reading material,

and silent reading of material of easier level should not be discouraged . Newman (1985) stated that “choice is an essential element for learning, there must be opportunities for students to choose what to read and what to write about (p.5).”

Furthermore, Schooley (1994) cited a study by Gunning who found that pupils who are given some choices in the books they read have a more positive attitude toward reading. Moreover, Goodman and others (1987: 251) wrote that “Intrinsic motivation is at its highest when the learner makes the choice of when and what to read.”

*** Teacher modeling.**

According to Holdaway (1982) teachers should present books with whole hearted enjoyment. Therefore, teachers themselves should read during sustained silent reading (McCracken and McCracken, 1978). This modeling requires teachers who like to read and can communicate this joy to their students (Piotrowski, 1996).

*** Emphasis on changing attitudes.**

According to Nagan (1994) when pupils are immersed in literature - based classroom and activities, their reading attitudes will be improved. In addition, Brozo and Tomlinson (1986) indicated that when children's literature is used skillfully, it makes the content more acceptable, and comprehensible, and memorable. Consequently, literature will improve students' interest in and involvement with content material.

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*** Meaning oriented with skill often taught in meaningful context**

Routman (1992) indicated that in a literature - based classroom skills are “ taught in a broader context because the learner demonstrated a need for them” (p. 34). She added that a skill cannot be classified as a strategy “until the reader can use it purposefully and independently” (p. 35).

*** Process writing.**

Routman (1991:a) indicated that becoming a reader and becoming a writer are closely related. In addition, Newman (1985) maintained that it has been found that whole-language incorporates more of a “language experience”. As away of incorporating skills with reading, journal writing should be an element of the literature based classroom. Journals provide a relaxed atmosphere in which students explore feelings, language and learning.

Relevant Studies

Phoonsiri (1998) conducted a study on a class of eleventh - grade students in Thailand. A literature- based program was implemented from November 1996 to February 1997, as an alternative to Basal English reading program, which had been traditionally used. The purpose of the study was to investigate the impact of the literature-based program on reading achievement, reading attitude, and attitudes of the participating students and teacher toward the program. A mixed research approach between quantitative and qualitative designs was used. Results indicated

the program's success, especially for low-achieving students. Students did significantly better both on achievement and attitude tests.

Sili (1999) in one of the most recent studies dealing with the implementation of literature-based reading program on three fourth-grade classrooms in Samarinda, Indonesia. Components of literature-based instruction employed in the study were reading aloud, sustained silent reading, book discussion, and journal writing in response to children's books that were read. Over five months, data were gathered from observation field notes, transcribed audio tape recordings of literature-based instruction and students' language learning artifacts. To learn the participants' reaction to this new approach, twelve focal learners and the teachers were interviewed before, during, and after the study application. The principal, vice principal, librarian and focal learners' parents were also interviewed at the end of the study. Analyses of the findings indicated that : (1) the students and the teachers supported the implementation of literature - based instruction, (2) the teachers' instructional patterns began to shift from teacher - centered to student - centered, (3) students had more opportunity to practice reading and writing in literature - based instruction, (4) students' attitudes toward writing changed from negative to positive, and (5) students' learning engagement increased.

Ruiqing (1986) examined the influence of studying literature on Chinese student's. Of the 58 students who responded to his questionnaire, 42 indicated a "strong liking" for and a "great interest" in literature, for they see literature as an "inexhaustible" source of language phenomena and experience of life. The responses of the science major participants

were all positive. They found literature “enriching”, “exhilarating”, and “relaxing”.

Rosenhouse, Feitelson, Kita and Goldstein (1997) conducted a study on fifteen Israeli first - grade classes (339 participants). Three issues were examined in this study: (a) how reading to first graders affects their achievement in decoding, reading comprehension and story telling; (b) how reading stories out of a series written by one author affects their achievement as compared with reading isolated stories and (c) how reading different types of literature affects the amount of voluntary reading. The teachers of the three experimental groups were asked to read aloud interactively to their students, that is, to interact with their students before, during, and after reading. Results indicated that classroom reading aloud to first graders led them to increases in decoding, reading comprehension, and picture storytelling. Reading by teachers from a series of stories was shown to have a positive effect on the extent of reading for pleasure and on the quantity of books purchased for leisure reading.

A study by McQuillan (1994) was conducted on 49 second language students. The purpose of this study was to examine the students' attitudes toward two language acquisition activities: grammar exercises and extensive reading of popular literature. Results indicated, by a significant margin, that students favored reading over grammar.

Dalhouse, Dalhouse, and Mitchell (1997) conducted a study on fifth and sixth graders in Hamilton School in the upper Midwestern USA. The sample of the study consisted of 144 students (67 girls and 77 boys). There were 34 fifth grade , 33 sixth grade girls and 43 fifth grade and 34

sixth grade boys. The purpose of the study was to find out the impact of a literature - based reading program on students' attitudes toward reading. At the end of the program, the Elementary Reading Attitude Survey by Mckenna and Kear (1990) was used to assess attitudes toward recreational and academic reading. Results indicated that the program was associated with attitude change in both recreational and academic reading. More fifth graders showed improvement in recreational than in academic reading (45% to 12%), and more sixth graders showed improvement in academic than in recreational reading (24% to 12%).

Another study (Friend, 1995) was conducted on a sample of 215 pupils in nine third and fifth classrooms from school districts in Eastern Kansas and Northeastern Oklahoma. The purpose of the study was to determine how students in basal - based, skill - oriented reading programs compare to students in literature-based programs in terms of their interest in reading. The Elementary Reading Attitude Survey was used to measure students attitudes toward reading. Results indicated that posttest scores were in all cases below pretest scores. The researcher explained this result by referring it to the probability that reading interest tends to drop off toward the end of the school year. In both third and fifth grades, scores on the posttest, while lower than the pretest, were still higher in classes using the literature - based approach than in those using the skills - based approach. Generally, third graders scored higher than fifth graders on the reading attitudes test. In addition, the results suggested that the literature - based approach is especially important for males, particularly those in fifth grade.

Kunze (1994) conducted a study on a sample of six fifth - grade students in a private school. The primary purpose of the study was to

improve the inferential comprehension, the textual and functional skills, and the overall attitude toward reading. The researcher suggested the following strategies for achieving the study's objectives: a change to a literature - based approach to reading; incorporation of the teaching of skills; the change from homogeneous grouping to heterogeneous classes; a one - to - one system for reading practice; journal writing; sustained silent reading; and a special Readers' Book club in which students talk about their interests in books and reading. Results revealed that : (1) 83% of the targeted students improved their academic reading attitude by 20%; (2) the recreational reading attitudes of 83% of the targeted students improved by 10%; (3) the inferential comprehension skills of 83% of the targeted students improved; (4) the objective that the textual and functional reading skills of 50% of the targeted students would be improved by 50% was not met; and all of the students increased their reading of books by more than 50%.

Spencer (1996) designed a reader - based literature response approach to reading to increase the recreational reading of ninth - grade English students and to improve their attitudes toward reading. Data was collected during the twelve - week research period. Estes (1971) Attitude Scale was given to students at the beginning and the end of the research period. Results indicated that (a) students' attitudes toward reading improved, (b) students engagement with self - chosen reading improved, (c) levels of aesthetic response increased (d) time spent in leisure reading increased.

Duggins (1989) conducted a study on sixth - grade middle school students to find out if there were clear gender differences in reading interests. During the treatment period, the group received literature - based reading instruction. At the end of the program, the researcher used

the Literature/Reading Survey, which contained questions on reading attitudes, leisure time use, reading interests and knowledge of literature. Results revealed that sixth - grade middle school girls were twice as likely as boys to be interested in reading.

Hollandsworth (1994) analyzed the effects of Literature- Based versus Textbook instruction in the study of two topics in social studies. The sample of the study consisted of four seventh - grade classes. No significant pretest differences were found in attitudes toward studying historical topics. There was also no significant pretest difference in reading achievement.

During the four-week treatment two groups received literature - based instruction while the other two groups received textbook - based instruction. Tests were administered immediately after each instructional unit to determine if there was a difference in attitude toward studying history and achievement of the content. In addition, interview data was collected to elicit further information that might have been overlooked.

Results indicated a statistically significant difference in students' achievement. Interview data showed a preference of students for the literature-based instruction.

Another study was conducted by Eldredge and Butterfield (1986) to compare a traditional basal approach to five other experimental methods, including two which use variations of a literature - based program. The sample of the study consisted of 1,149 pupils in second grade in 50 Utah classrooms. The researcher employed many evaluative techniques: an instrument for evaluative phonics skills developed and

Eldredge, the Gates - MacGinike Reading, and a pictorial self - concept scale. Results revealed significant differences among the instructional methods which favored the literature approach. Results also indicated that the use of children's literature to teach children had a positive effect upon students' achievement and attitudes toward reading.

Tunnel (1986) employed a literature - based reading / writing program adapted from the program suggested by Eldrege and Butterfield (1986). The sample of the study consisted of 28 students. Eight students in the sample were reading disabled. After a seven-month treatment, the Achievement Series Forms I and II were administered. Results indicated that the average gain in the overall reading score was a grade equivalent to 1.1. The eight reading disable children, posted an average gain of 1.3 with a comprehension gain of 2.0. The most noticeable change was in the students' attitudes. Negative attitudes toward books and reading virtually disappeared as self concept in relation to literacy rose.

A study conducted by Fader (1976) aimed at testing the effectiveness of a literature - based program on hard to reach subjects. Students at the W.J Maxey Boys Training School in Lake Whitmore, Michigan formed the experimental group. Another midwestern boys' training school was used as a control group. During the treatment period, hundreds of paperbacks were provided for the experimental group, along with the time to read them and no obligation to write the usual book reports or summaries. Results indicated gains over the control group on measures of self-esteem, literacy attitudes, anxiety, verbal proficiency and reading comprehension. In some instances, the control group's scores actually decreased from the year before while the experimental group's surged ahead, even doubling the control group's scores.

Mckenzie (1991) carried out a study to develop the students' positive reading attitudes. Her sample of study consisted of six at - risk third-grades. They were assigned as tutors to a group of first grade. The tutors shared a variety of literature with their tutees. Members of the group were taken to the public library. The group worked collectively on one story and individually on another. Results revealed that all students improved their attitudes. Results also indicated that the number of books borrowed increased.

A study conducted by Nagan (1994) investigated the impact of an immersion in literacy program in a first - grade classroom. Six of the 22 American students (all six were boys) indicated on a reading attitude survey that they didn't like to read books. The classroom teacher set up her classroom so that it fostered literacy development. Some of the experiences and activities she used included reading aloud to the students, shared reading, students completed two more reading attitude surveys. By the end of the school year all students felt they were readers and that they enjoyed reading. Results suggested that the classroom environment and the experience the children had with literacy played an important role in improving students' attitudes toward reading.

Foss and Soper (1996) conducted a study on fifty one first grade poor readers who had poor attitudes toward reading. The purpose of this study was to improve the students' reading attitudes and their reading strategies through a literature-based classroom and a reading workshop. Results from post-intervention indicated that the percentage of students who stated they like to read increased from 64% to 76%. Moreover, the percentage of students who found reading difficult decreased from 42% to 20%. In addition, the results of the analysis of the parent surveys and

the oral reading assessment indicated an increase in the understanding of the reading strategies.

Morrow (1992) investigated the effect of a literature - based program on the literacy achievement, use of literature, and attitudes toward reading of children from minority backgrounds. The sample of the study consisted of 166 second - grade pupils who were assigned to one control group and two experimental groups: one in a school - based program only and one in a school - and home-based program. Standardized and informal written and oral tests of comprehension were used to determine growth in literacy. Use of literature was measured by child surveys concerning after-school activities and records of books that were read in school and at home. Attitudes toward the reading program were determined by interviews with teachers and pupils. Results suggested that children in the experimental groups did significantly better on all literacy measures except for the standardized test, where no differences were found. No differences were found in the performance of the children in the home - and school - based program and the school - based program alone. In addition, the interview data pertaining to attitudes toward reading instruction and the literature program revealed that most of the children in the experimental groups identified reading and writing in the literature program as fun.

Kinghts (1991), in her study, developed a unit of instruction for teaching problem solving to low-achieving students. The sample of the study consisted of 28 seventh-grade students. The purpose of this study was to find out the effect of the literature - based reading program on the students' attitudes and problem - solving abilities. She used an essay as posttest of application of the material learned. She also used a

questionnaire to measure behavioral and attitudinal changes. Results revealed that: (1) students' retention remained high after a two - month interval; (2) all students learned the problem - solving process and the names of the events of the story; and many students found reading material more readily, while others still read what is assigned.

Oppelt (1991) conducted a practicum to raise reading vocabulary and comprehension scores and reading attitudes in a fourth - grade classroom. A sample of 23 students was used to carry out the program. A standard diagnostic test was used to record pre-and post - test scores in vocabulary and comprehension, and a reading attitudes survey test was used to analyze students' attitudes about recreational and academic reading. The program consisted of a reading and writing workshop that concentrated on learning skills through experiences with whole text. Classes consisted of four elements which included reading aloud, reading silently, self selection of reading materials and stressed process writing. Results indicated a 14% increase in vocabulary and 20% increase in comprehension skills. The most noticeable improvement was in the students' attitudes toward reading.

Baumann and Ivey (1997) conducted a study on a sample of 13 second - grade students. (7 were female and 6 were male). The purpose of this qualitative case study was to explore what diverse second - grade students learned about reading, writing, and literature through a year long program of strategy instruction integrated within a rich, literature - based environment. Data sources included personal journals by the first and second authors, individual student interviews and interviews with parents, videotapes of classroom activities, artifacts of students' teaching and writing, assessments of students literacy learning, and the first author's

daily plan book. The result of the analysis of the collected data indicated that: (1) students grow in overall instructional reading level and come to view reading as a natural component of the school day; (2) students demonstrated high level of engagement with books; (3) students developed word-attack skill, fluency, and comprehension; (4) and students grew in writing abilities.

A study conducted by Watson (1983) aimed at investigating the effect of children's literature on the reading attitudes and fluency of secondary remedial students. The sample of the study consisted of tenth through twelfth grade students enrolled in a central Washington State alternative high school for students who dropped out of regular high school but who still wished to earn a high school diploma. The program continued for six weeks. At the end of the course, subjects prepared written lesson plans and completed self-evaluations of their performance. Subjects also completed the Estes Attitude Scale and the informal reading inventory. Results revealed that there was no statistically significant difference in the subjects reading attitudes. Results also revealed that reading fluency increased significantly.

Dinghoom and others (1994) conducted a study on a sample of kindergarten and third - grade in elementary school community students. The purpose of the study was to improve the reading abilities and students' attitudes toward reading. They used a reading readiness inventory, the Curriculum Based Measurement, and a reading attitude survey. Evidence for the existence of the problem included the teaching staff observation who found students lacking the prerequisite reading skills. The researchers suggested three solution strategies: author - based literature studies; creation of non - threatening environment for students

to explore literature; and parental involvement with home - based reading. Results indicated that all strategic solutions affected positively the students' attitudes toward reading. Results also revealed that there was an improvement in the reading abilities but it cannot be determined whether this improvement resulted from this program or from the development of the learning process.

A research by Tyson (1997) explored how contemporary realistic fiction increased engagement and literary understanding while simultaneously moving the students toward social political action. The sample of the study consisted of seven fifth-grade African American students. Over the seven-month application of the program, data (field notes, transcribed audio tapes, individual and group interviews) were gathered. The children's responses suggested four categories of response: Engagement; literacy understanding; socio-economic status; and social political action.

Results of the analysis of the data revealed that when contemporary realistic children's literature is at the core of the reading instruction, literacy skills and attitudes will be developed, and the social, intellectual and political participation of reader are enhanced.

Morrow and Tharyll (1994) developed a practicum to encourage the at-risk elementary school students. The sample of the study contained fifteen students from grades 2 through 6 who were identified as being at-risk. Interviews with these students indicated that they didn't enjoy reading or writing and never did either for pleasure. After listening to their songs students wrote lyrics for their own song. Then students were asked to read their lyrics as a text, and to read a self-selected book

relating to their personal raps. The six students who completed the program showed increased pleasure in reading. Five of the six reflected increased reading proficiency.

Another study was carried out by Mayers (1993) studied the experience, thought, feelings, and motivation of young readers reading a novel. The focus of the study was on how and when students experience reading positively. The sample of study consisted of 24 eight - grade students of above average reading ability. Two types of data were analyzed. Quantitative data included the long entry responses to open-ended questions and a set of semantic differential scales based on the Experiential Sampling Methodology (ESM). Qualitative data included all responses on the log entries of the subjects, as well as their summaries of the novel, home reading backgrounds, and oral interviews. Results showed that the majority of the students enjoyed the novel. Findings suggested that activities that encourage the students' personal expression while reading literature can be of great benefit to students.

Miobar (1991) conducted a study to investigate the effectiveness of a literature - based reading strategy using a series of books with a familiar character. The sample of the study consisted of 36 third grade students in chapter I reading program at five different schools representing a variety of socio-economic backgrounds. They were divided into control and experimental groups. Subjects in the experimental group used the "Curious George" series of books. Both the experimental and the control groups used the assisted reading strategy consisting of neurological impress, reading aloud, retelling stories, vocabulary development and creative writing. Pre and posttests consisted of the Gates MacGinite Form C Reading Comprehension tests, the Solsson Word Recognition Test,

and the Botel Word Opposite test. Results indicated that all students made considerable gains. The findings indicated that using a connected series of books enhanced interest and enthusiasm in and about reading.

Moreover, Rasinki and De Ford (1985), conducted a study to find out, "why literature-based reading approaches may have a profound positive effect on learners?" They compared three first-grade classrooms, each with competent teachers using different approaches to teach reading: content-centered mastery learning, traditional trade books, and child-centered - literature - based approaches. The conclusions indicated that children from the literature-based program conceived reading to be a more meaning-related activity than did the other children. The main scores were (a) mastery group: 3.45, (b) basal group :4.32, and (c) literature groups: 4.91. Results also indicated that good readers in all three groups tended to define reading as being concerned with meaning while poor readers saw it as a process of converting symbol to sound. Natural texts support reading as a meaning related activity.

This was also supported by Morrow and others (1995) who carried out a study to determine the effect of integrating literature and science on literacy achievement, use of literature, and attitude toward reading and science. The sample of the study consisted of 128 third- grade pupils who were divided into one control and two experimental groups (literature/science program and literature only program). They used standardized and informal written and oral tests to determine growth in literacy and science. They also used a child survey to measure the use of generic literature and literature related to science. In addition, the researchers conducted interviews with teachers and children to determine the attitudes toward the literature and science program.

Results revealed that pupils in the literature / science group did significantly better on all literacy measures than children in the literature only group. Moreover, children in the literature only group did significantly better on all literacy measures, except for the standardized reading test, than children in the control group. In the test of science concept, the literature / science group did significantly better than the literature only group and the control group.

Larrick (1987), examined the influence of literature - based reading on failed children in New York city. The sample consisted of 225 kindergarten children, of whom 92% came from a non-English speaking home, 96% lived below the poverty level, and 80% spoke no English when entering school.

The program provided the students with the opportunity to read in a non-threatening, pleasurable way, using neither trade books nor workbooks. Immersion in children's literature and language experience approaches to reading and writing were the major instructional thrusts. Skills were taught primarily in meaningful context as children asked for help in writing. As the year concluded, all 225 students could read their dictated stories and many of the pictured books shown in class. Some were even reading on second grade level. The following year; all 225 in the first grade were happily reading English, 60% on or above grade level. Only three of the 225 pupils failed to pass district comprehension tests.

Summary

In chapter two, the researcher presented the literature related to the whole language movement :the basic principles of the whole language program ,and answering objections to the whole language. Moreover, this chapter has dealt with literature-based program: the value of quality literature and the common basic elements of literature -based program.

Furthermore, the researcher, in this charter, has presented several studies that deal with the effect of the literature -based program on the students attitudes toward reading .

In conclusion, there seem to be various studies and views that have emphasized the important role that the whole language instructional framework of the literature - based play in motivating learners not only to read but also to choose to read for pleasure and self-satisfaction.

Chapter Three

Methodology

Introduction

The researcher in this chapter presents the design and procedure used in rejecting or confirming the hypotheses of the study. In other words, this chapter respectively includes the study purposes, questions and hypotheses, the population and the sample procedure, the study design, instrument as well as its validity and reliability procedure, the study procedure, pre-testing and post-testing sessions, and the statistical analysis used in this study.

Purposes of the study

This study has the following purposes:

- To investigate if there is a significant positive difference in the tenth-grade students' attitudes toward reading to the whole language literature-based reading instruction.
- To find out if there is a significant difference between the mean scores of the males' and females' attitudinal tests due to the whole language, literature-based reading instruction.
- To find out if there is a significant difference in the tenth-grade students' attitudes toward reading due to the interaction between students' gender and method of instruction.

Questions of the study

This study tried to answer the following research questions:

1. Is there a significant difference in the tenth-grade students' reading attitudes due to the whole language, literature-based reading instruction?
2. Is there a significant difference between the mean scores of the males' and females' attitudinal tests due to the whole language literature-based reading instruction?
3. Is there a significant difference in the tenth-grade students' attitudes toward reading due to the interaction between the students' gender and their group?

Hypotheses of the study

To answer the questions of the study these questions were converted into the following null hypotheses:

1. There is no significant difference at ($\alpha=0.05$) between the mean scores of the tenth- grade students' pre and post reading attitudinal tests for experimental and control groups due to the whole language, literature – based reading instruction.
2. There is no significant difference at ($\alpha=0.05$) in the mean scores of the tenth - grade students' pre and post reading attitudinal tests for experimental and control groups due to gender.
3. There is no significant difference at ($\alpha=0.05$) in the mean scores of the tenth- grade students' post reading attitudinal tests due to the interaction between the students' gender and the method of instruction.

Population

The population of this study consisted of (4144) tenth-grade students (2048) males and 2096 females) distributed in (145) sections in the state schools in Nablus District. These statistical numbers were taken from the Directorate of Education in Nablus District during the first semester of the scholastic year 99/2000. This is explicitly stated in table (1).

Table (1)
Population Distribution

Gender	No. of sections	No. of students	Percentage
Males	72	2048	49.4%
Females	73	2096	50.6%
Total	145	4144	100%

Sample

A total of (156) male and female students from four classes in two state secondary schools in Nablus District participated in the study. More specifically, the participants were (84) females from Beit Foureek Secondary School for Girls distributed in two tenth grade sections (A, B). Section A included (43) females and section B included (41) females. The rest of the participants were (72) males from Beit Foureek Secondary School for Boys distributed in two sections (A, B). There were (35) males in section A, and (37) in section B. The schools as well as the sections were chosen randomly.

At the beginning of the study, in September during the scholastic year 1999/2000, the students' ages ranged from (15) years to (17) years (8) months with a mean of (15) years (6) months.

The participants were randomly divided into two groups; experimental and control. The experimental group consisted of (78)

control group included (78) students (43 females in section A, 35 males / section A) this is shown in table (2).

Table (2)
Sample Distribution

<div> <div>School</div> <div>Croup</div> </div>	Beit Foureek Sec. School For Girls	Biet Foureek Sec. School for Boys	Total	Percentage
	No. of students §ion	No. of students & section		
Experimental	41/ section B	37 section B	78	50%
Control	43/ section A	35 section A	78	50%
Total	84	72	156	100%
Percentage	53.8%	46.2%		

Design

This study was carried out with (156) tenth-grade students from two secondary schools in Nablus District in order to investigate the effect of whole language, literature -- based reading instruction on tenth -- grade students’ attitudes toward reading. More specifically, these students were divided into two groups, experimental and control, and each having male and female subjects.

The subjects of the experimental group were taught, by the researcher, literary texts using the whole language, literature – based reading instruction whereas those of the control group were taught reading texts from their basal readers using the traditional way of teaching reading. The researcher assessed one dependent variable, that is, reading attitudes.

The measure used in testing the participants’ reading attitudes was a questionnaire designed by McKenna and Kear (1990) (appendix A&B).

Before the application of the treatment, the students were given the Elementary Reading Attitude Survey (appendix A&B) as a pretest and individual scores were recorded. At the end of a four – week study, the students were given the attitudinal questionnaire (appendix A&B) as a posttest and the individual scores were recorded. The participants' scores for the pretest and the posttest were subtracted from each other, so that change in attitudes toward reading could be noted.

Instrumentation

The researcher used the Elementary Reading Attitudes Survey (questionnaire) in, (appendix A & B), to find out the impact of whole language, literature – based reading instruction on tenth – grade students' attitudes toward reading. This scale was created by two education professors – McKenna and Kear (1990). McKenna and Kear (1990) indicated that the purpose of this tool is to “enable teachers to estimate the attitude level efficiently and reliably”. Moreover, this instrument consists of twenty questions and next to the questions was a grid consisting of four columns: very happy, happy, upset and very upset. Each column has particular value, i.e. 4, 3, 2, 1. A “4” indicating very happy.

In order to answer these twenty questions, respondents were given the Arabic translation of the survey. They were also asked to circle one of the four numbers to indicate to what extent they feel about each item. To establish a consistent, appropriate expectation on the part of the students, each item was worded with a uniform beginning: “How do you feel...”

The first ten questions in this scale have to do with recreational reading or reading outside of school, while the questions on the second part of the scale have to do with academic reading or reading at school.

Several important criteria were taken into consideration by the creators of this tool, including that it has a large – scale normative frame of reference, that it is applicable to all elementary students, and that it comprises separate subclasses for recreational and academic reading (McKenna and Kear, 1990).

Table (3)
Weight and level of responses for the Elementary
Reading Attitude Survey

	Very happy	Happy	Mildly upset	Very upset
Weight of items	4	3	2	1

The highest score that can be obtained in this attitude scale is (80), while the lowest is (20). Therefore, the respondent’s, scores can fall within a continuum from (20) to (80).

Table (4)
Distribution of the Elementary Reading Attitude
Survey Items and their Marks

Domains	No. of items	Maximum mark	Minimum mark
Recreational	10	40	10
Academic	10	40	10
Total	20	80	20

Validation Procedure of the Questionnaire

To ensure the questionnaire validity, the researcher gave it to four specialists from An – Najah National University. They were asked to judge the appropriateness of each item to the purpose of the study. The selected specialists ensured its appropriateness.

Questionnaire Reliability

A sample of (12) male students from Salem Secondary School for Boys and (13) female students from Jamal Abd- Ennaser Secondary School For Girls participated in ensuring the questionnaire reliability. Alpha – Formula was used in computing the data obtained and the results are shown in table (5).

Table (5)
Reliability of the Elementary Attitude
Survey using Alpha Formula

Domains	Reliability
Recreational	0.78
Academic	0.84
Total	0.88

Procedure

In co-ordination with the Ministry of Education and Directorate of Education in Nablus District, the researcher held a meeting with the principals and the regular classroom English teachers of the participants. In this meeting, the researcher gave extended explanations about the purpose of the study and the nature of the experiment.

The control groups were taught, by their regular classroom teachers, six reading comprehension passages prescribed for the first semester of the tenth grade English syllabus (Petra / Students' Book 6). The teachers of the control groups used the traditional way of teaching reading in teaching them the mentioned passages.

The researcher himself taught the experimental groups. He used a whole language, literature-based reading instruction to teach the two groups different types of literary texts: three poems, two short stories, one

folktale, extracts from a biography and extracts from two different novels. These texts were taken from Oxford Secondary English Course.

Three classroom periods, (45) minutes each, a week were allotted for each class in the two groups for four weeks. The class time was divided as follows:

- (5) Minutes for dividing the participants into heterogeneous groups.
- (5) minutes for introduction about the author and the period he /she lived in.
- (10-15) Minutes for sustained silent reading or reading aloud.
- (10) Minutes for post-reading activities. Students worked in heterogeneous groups to carry out these activities.
- (10) Minutes for discussing the answers and some of the literary techniques within the context of the literary work.
- (5-10) Minutes for writing about the literary work. Students wrote their personal reflections concerning matters brought up in the literary text.

Pre-testing Session (Equivalence between groups)

The Elementary Reading Attitudes Survey was administered two days before the onset of the instruction. The purpose of this survey was to investigate if the attitudes of the two groups toward recreational reading and academic reading were of the same level or not. Two – way analysis of variance was used in the analysis of the mean scores in table (6) for both groups and the results are shown in table (7).

Table (6)

Mean scores of students' pre – reading attitudinal test with respect to
gender and teaching method

Domain	Group	Gender	Mean	Standard Deviation	Number
Recreational	Experimental	Male	2.60	0.58	37
		Female	2.80	0.44	41
		Total	2.70	0.51	78
	Control	Male	2.60	0.57	35
		Female	2.85	0.41	43
		Total	2.73	0.49	78
	Total	Male	2.60	0.58	72
		Female	2.83	0.43	84
		Total	2.72	0.51	156
Academic	Experimental	Male	2.68	0.60	37
		Female	2.84	0.38	41
		Total	2.76	0.49	78
	Control	Male	2.87	0.64	35
		Female	2.72	0.53	43
		Total	2.80	0.59	78
	Total	Male	2.78	0.62	72
		Female	2.78	0.46	84
		Total	2.78	0.54	156
Total	Experimental	Male	2.64	0.53	37
		Female	2.82	0.36	41
		Total	2.73	0.45	78
	Control	Male	2.73	0.54	35
		Female	2.79	0.40	43
		Total	2.76	0.47	78
	Total	Male	2.69	0.54	72
		Female	2.81	0.38	84
		Total	2.75	0.46	156

Table (7)

Results of two-way analysis of variance test of the pupils' mean scores in the pre reading attitudinal test with respect to gender and teaching method

	Source of variance	Sum of squares	Df	Mean squares	F	Sig.
Recreational	Group	3.248	1	3.248	0.131	0.718
	Gender	1.827	1	1.827	7.65	0.007*
	Group*Gender	4.616	1	4.616	0.186	0.667
	Error	37.818	152	0.249		
	Total	1191.610	156			
Academic	Group	122.139	1	122.139	0.145	0.000*
	Gender	1.486	1	1.486	0.128	0.721
	Group*Gender	0.109	1	0.109	0.938	0.334
	Error	17.690	152	116		
	Total	955.407	156			
Total	Group	17.183	1	17.183	0.131	0.718
	Gender	0.648	1	0.648	4.100	0.045*
	Group*Gender	6.132	1	6.132	0.388	.534
	Error	24.012	152	0.158		
	Total	939.007	156			

* significant at ($\alpha = 0.05$).

As indicated in table (6), the control group's mean score in the recreational attitudinal test was higher (0.03) than the experimental mean score. This difference in the mean scores was statistically analyzed in table (7) and indicated no significant difference as shown by an F- Value of 0.131, $P < 0.718$.

Moreover, table (6) also shows that the control group's mean score in the academic attitudinal test was higher (0.04) than the experimental group's mean score. This difference was significant as it is shown in table (7) by the an F- Value of 0.145, $P < 0.65$.

In addition, table (6) indicates that the control total mean score in the reading attitude test was higher (0.03) than the control mean score. This difference in the mean scores was statistically analyzed in table (7) and indicated a significant difference as shown by an F – Value of 0.131, $P < 0.718$.

Taking gender as a unit of analysis, table (6) shows that the females' mean score in the recreational attitudinal test was higher (0.23) than the males' mean score. This difference in mean scores was statistically analyzed in table (7) and indicated significant difference as shown by an F – Value of 7.65 $P < 0.007$.

Moreover, table (6) shows that the males' mean score in the academic attitudinal test was equivalent with the females' mean score.

Furthermore, table (6) indicates that the females' total mean score in the reading attitudinal test was higher (0.12) than the males' mean scores. This difference in mean scores was statistically significant as shown, in table (7), by an F – Value of 4.1, $P < 0.045$.

Post-testing session

At the end of the treatment period, subjects were assessed by using the Elementary Reading Attitude Survey. The aim of this testing session was to investigate if the participants' attitudes toward recreational and academic reading had been affected or not. The subjects' scores for the pre and post attitudinal tests were subtracted from each other, so change in attitudes toward reading could be noted.

Statistical Analysis

The data obtained from the Elementary Reading Attitude Survey was statistically analyzed using the following methods:

1. Two-way analysis of Variance (ANNOVA) to analyze the pupils' results in the pre-attitudinal test.
2. Two-way analysis of co-variance (ANCOVA) to analyze students' results in the post-attitudinal test. This method is used to make statistical controlling in the results of the posttest when the experimental and control groups are not equivalent in the pretest result.
3. Dependent t-test (paired t-test) to analyze the data obtained from the Elementary Reading attitude Survey. This method is used when a group of subjects is tested twice in the same variable, and the researcher is interested in the change between the two tests.

Summary

In this chapter the researcher has discussed and described explicitly the population of the study, sample, research design and the procedures used in confirming or rejecting the hypotheses of the study. The researcher also described the measure which was used in the assessment of the students' attitudes toward reading. Validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter four

Results

Introduction:

The researcher in this chapter presents the research findings. The major aim of this study was to investigate the effect of the whole language, literature-based reading instruction on the tenth grade students, recreational and academic reading attitudes. To achieve this aim, three hypotheses were used.

Hypothesis number one states:

There is no significant difference at ($\alpha = 0.05$) between the mean scores of the pupils pre and post attitudinal tests for both experimental and control groups due to the whole language, literature-based instruction.

For testing this hypotheses, Dependent T-test (paired T-test) was conducted and the results are shown in table (8).

Table (8)

Means, standard deviation and T-test of the differences between pre and post reading attitudinal tests for experimental and control groups

Groups	Attitudinal tests	Pre-test		Post-test		T-value	Sig*/-	Percent of change(%)
		M	SD	M	SD			
Experimental	Domains							
	Recreational	2.70	0.51	3.34	0.42	7.09*	0.000*	23.7%
	Academic	2.76	0.49	3.29	0.44	6.58*	0.000*	19.2%
	Total	2.73	0.45	3.32	0.41	7.01*	0.000*	21.6%
Control	Recreational	2.73	0.49	3.09	0.72	1.70	0.09	13.6%
	Academic	2.80	0.59	2.84	0.82	0.59	0.553	1.4%
	Total	2.77	0.54	2.97	0.77	1.08	0.48	7.6%

* significant at ($\alpha = 0.05$).

The results of Dependent T-test using group as a unit of analysis, as indicated in table (8), revealed that there was a significant difference between the students' pre and post recreational, academic, and total attitudinal scores for the experimental group. The t-values were (7.09), (7.58), and (5.48) respectively. All of these values were more than the critical T-value (1.99). The percentage of change was (23.7%) for the recreational reading attitudes, (19.2%) for the academic reading attitudes and (21.6%) for the total reading attitudes. This result is clear in figure (1).

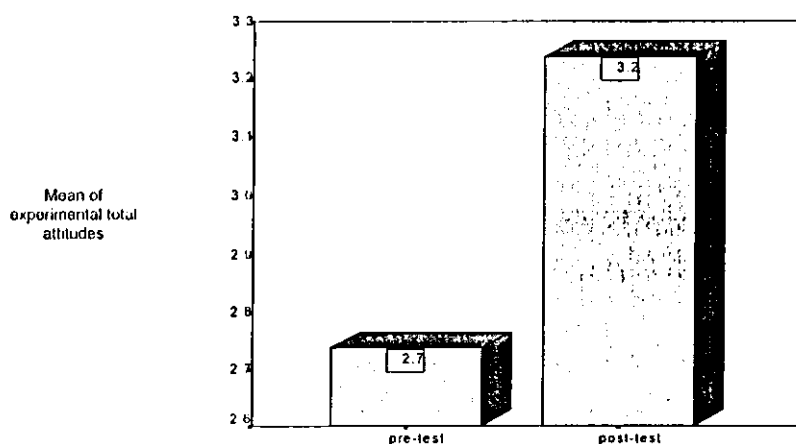


figure (1)

The students' pre and post total attitudinal scores for the experimental group

In addition, table (8) also shows that there was no significant difference between the students' pre and post recreational, academic and total attitudinal tests for the control group .The T-values were (1.70), (0.59) and (0.16) respectively. All these values were less than the critical t-value (1.99) .The percentage of change was (13.6%) for the academic reading attitudes (1.4%) for the recreational reading attitudes and (7.6%) for the total reading attitudes.

Hypothesis number 2 says:

There is no significant difference at ($\alpha=0.05$) in the mean scores of the students pre and post reading attitudinal tests for experimental and control groups due to gender.

To determine which group performed significantly higher ,using gender as a unit of analysis ,dependent T-test was conducted on each group separately .The results are shown in the following table :

Table (9)

Means , Standard Deviation and T-test value of pre and post Attitudinal T-Tests for both groups with respect to gender

Domain	Groups	Gender Attitudinal test	Pre-test		Post-test		T-value	Sig*	Percent of change (%)	No.
			M	SD	M	SD				
Recreational	Exp.	Males	2.60	0.58	3.47	0.47	6.49*	0.000*	33.46%	37
		Females	2.80	0.44	3.21	0.37	7.10*	0.000*	14.64%	41
	Cont.	Males	2.60	0.57	2.79	0.91	1.35	0.187	7.31%	35
		Females	2.85	0.11	3.39	0.53	7.87*	0.000*	18.95%	43
Academic	Exp.	Males	2.68	0.60	3.25	0.46	4.48*	0.000*	21.27%	37
		Females	2.84	0.38	3.32	0.41	7.34*	0.000*	16.90%	41
	Cont.	Males	2.868	0.64	2.871	1.02	0.018	0.986	0.1%	35
		Females	2.72	0.53	2.81	0.62	1.04	0.303	3.31%	43
Total	Exp.	Males	2.64	0.53	3.36	0.42	6.18*	0.000*	27.27%	37
		Females	2.82	0.36	3.27	0.34	9.22*	0.000*	15.96%	41
	Cont.	Males	2.73	0.54	2.83	0.78	0.88	0.383	3.66%	35
		Females	2.79	0.40	3.10	0.52	5.16*	0.000*	11.11%	43

* significant at ($\alpha = 0.05$).

Table (8) shows the following results:

1. There is a positive significant difference at ($\alpha = 0,05$) between the males' pre and post recreational attitudinal tests for the experimental group. The male students' mean score for the post recreational attitudinal test was higher than that of the pretest. This significant difference was shown by a T-value of (6.49). The percentage of positive change was (33.46%).
2. There is a positive significant difference at ($\alpha = 0.05$) between the females' pre and post recreational attitudinal tests for the experimental group. The female students' mean score for the post recreational attitudinal test was higher than that of the pretest. This significant difference was shown by a T-value of (7.1). The percentage of a positive change was (14.64%).
3. There is no significance negative or positive difference at ($\alpha = 0.05$) between the males' pre and post recreational attitudinal tests for the control group. The mean score of the post-test was slightly higher than that of the pre test. This difference was not significant as was shown by a T-value of (1.35). The percentage of positive change was (7.31%).
4. There is a positive significant difference at ($\alpha = 0.05$) between the females' pre and post recreational attitudinal tests for the control group. The mean score of the posttest was higher than that of the pre test. This difference was statistically significant as shown by a T-value of (7.87). The percentage of positive change was (18.95 %).
5. There is a positive significant difference at ($\alpha = 0.05$) between the males' pre and post academic attitudinal tests for the experimental group. The male students' mean score for the post academic attitudinal test was higher than that of the pre test. This significant difference was

shown by a T-value of (4.48). The percentage of positive change was (21.27 %).

6. There is a positive significant difference at ($\alpha = 0.05$) between the females' pre and post academic attitudinal tests for the experimental group. The female students' mean scores for the post academic attitudinal test was higher than that of the pretest. This significant difference was shown by a T-test value of (7.34). The percentage of a positive change was (16.90 %).
7. There is no significant positive or negative difference at ($\alpha = 0.05$) between males' pre and post academic attitudinal tests for the control group. The male students' mean score for the post academic test was slightly higher than that of the pretest. This difference wasn't significant as was shown by a T-test value of (0.018). The percentage of positive change was (0.1%) .
8. There is no significant positive or negative difference at ($\alpha = 0.05$) between the females' pre and post academic attitudinal tests for the control group. The female students' mean score for the post academic test was slightly higher than that of the pretest. This difference was not significant as shown by T-test value of (1.04). The percentage of positive change was (3.31%).
9. There is a positive significant difference at ($\alpha = 0.05$) between the males' pre and post attitudinal test for the experimental group. The male students' mean score for the post attitudinal test was higher than that of the pretest. This significant was by a T-value of (6.18). The percentage of significant difference was (27.27 %). This result is clear in figure (2).

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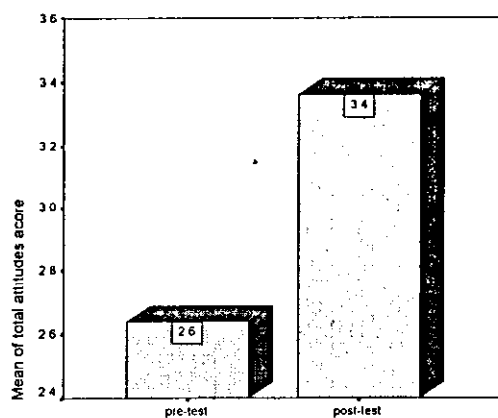


figure (2)

The males' pre and post attitudinal mean scores for the experimental group

10. There is a positive significant difference at ($\alpha = 0.05$) between the females' pre and post total attitudinal tests for the experimental group. The female students' mean score for the post attitudinal test was higher than that of the pretest. This significant difference was shown by a T-value of (9.22). The percentage of positive change was (15.96 %). This result is shown in figure (3).

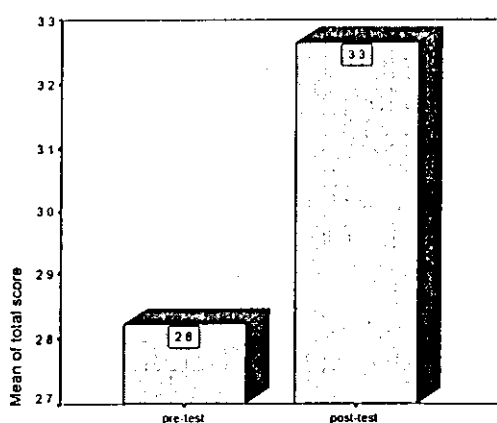


figure (3)

The females' pre and post total attitudinal mean scores for the experimental group

11. There is no significant positive or negative difference at ($\alpha = 0.05$) between the males' pre and post total attitudinal tests for the control

group. The mean score of the posttest was slightly higher than that of the pretest. This difference wasn't significant as was shown by a T-value of (0.88). The percentage of the positive change was (3.66%).

12. There is a positive significant difference at ($\alpha = 0.05$) between the females' pre and post total attitudinal tests for the control group .The mean score of the posttest was higher than the pretest. This significant difference was shown by a T-value of (5.16). The percentage of the positive change was (11.11%). This result is clear in figure (4).

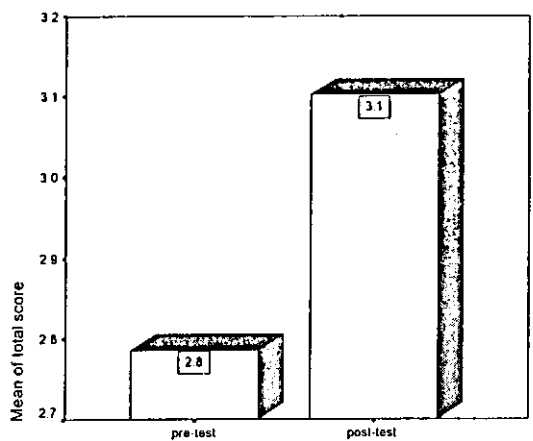


figure (4)

The females' pre and post total attitudinal mean scores for the control group

Moreover, two way analysis of variance (ANCOVA) was conducted to investigate the effect of the method of instruction on the pupils' mean scores in the post reading attitudinal test .The results are shown in tables (10& 11).

Table (10)

Mean scores of students' post reading attitudinal test with respect to
gender and teaching method

Domain	Groups	Gender	Mean	S. deviation	Number
Recreational	Exp.	Male	3.47	0.47	37
		Female	3.21	0.37	41
		Total	3.34	0.42	78
	Cont.	Male	2.79	0.91	35
		Female	3.39	0.53	43
		Total	3.09	0.72	78
	Total	Male	3.13	0.69	72
		Female	3.30	0.45	84
		Total	3.22	0.57	156
Academic	Exp.	Male	3.25	0.46	37
		Female	3.32	0.41	41
		Total	3.29	0.44	78
	Cont.	Male	2.87	1.02	35
		Female	2.81	0.62	43
		Total	2.84	0.82	78
	Total	Male	3.06	0.74	72
		Female	3.07	0.52	84
		Total	3.07	0.63	156
Total	Exp.	Male	3.36	0.42	37
		Female	3.27	0.34	41
		Total	3.32	0.38	78
	Cont.	Male	2.83	0.78	35
		Female	3.10	0.52	43
		Total	2.97	0.65	78
	Total	Male	3.10	0.60	72
		Female	3.19	0.43	84
		Total	3.15	0.52	156

Table (11)

Results of Two Way Analysis of Co- variance (ANCOVA) Test of Students' Mean Scores in the Post Reading Attitudinal Test with Respect to Gender and Method of Instruction

Domains	Source of variance	Sum of squares	DF	Mean squares	F	Sig*
Recreational	Group	8.32	1	8.32	0.28	0.59
	Gender	0.51	1	0.51	1.71	0.19
	Group*Gender	.92	1	.92	3.11	0.08
	Error	44.86	151	.29		
	Total	1236.31	156			
Academic	Group	2.55	1	2.55	19.78	0.000*
	Gender	1.81	1	1.81	0.14	0.70
	Group*Gender	9.53	1	9.53	0.007	0.93
	Error	19.46	151	0.12		
	Total	1024.11	156			
Total	Group	17.81	1	17.81	109.26	0.000*
	Gender	0.16	1	0.16	0.99	0.32
	Group*Gender	6	1	6	0.36	0.54
	Error	24.61	151	0.16		
	Total	1167.35	156			

* significant at ($\alpha = 0.05$).

The following results are deduced from table (10):

1. There is no significant difference at ($\alpha = 0.05$) among the pupils' mean scores in the post recreational reading attitudinal test due to gender or method of instruction .The pupils' recreational reading attitudes were not changed as a result of using or neglecting the literature- based instruction.
2. There is a significant difference at ($\alpha = 0.05$) among the pupils' mean scores in the post academic reading attitudinal test due to the method of instruction. This was shown by an F-value of (19.789).

3. There is no significant difference at ($\alpha = 0.05$) among the students mean score in the post academic reading attitudinal test due to gender.
4. There is a significant difference at ($\alpha = 0.05$) among the students mean score in the post total reading attitudinal test due to the method of instruction. The ANCOVA for the total score in this test, $F(3.91) = 109.26$, $P < 0.000$ showed that the experimental group scored significantly better than the control. This means that students total reading attitudes were positively changed as a result of using the literature based-instruction.
5. There is no significant difference at ($\alpha = 0.05$) among the pupils' mean score in the post total reading attitudinal test due to gender.

Hypothesis No.3 states:

There is no significant difference at ($\alpha = 0.05$) in the tenth grade students' attitudes toward reading due to the interaction between the students' gender and their group.

As we notice from table (11), it is clear that there is no significant interaction between the students group and gender. This is shown by an F-value of (.36) $p < .54$. This means that the method of instruction is equally suitable for males and females.

Summary

The researcher, in this chapter, has presented the findings and the results of the statistical analysis. These results have been displayed in term of answering the three hypotheses of the study. Two way analysis of variance, two way analysis of covariance, and dependant T-test were used to analyze the data collected for this study.

Chapter five

Discussion Conclusions and Recommendations

Introduction

The results displayed in chapter three will be discussed in this chapter. Moreover, the researcher in this chapter, presents the conclusions and the recommendations. Furthermore, the results will be compared with the results of other relevant studies to investigate if they are consistent or not.

Discussion of the First Hypothesis Result

The first hypothesis says that there is no significant difference at ($\alpha=0.05$) in the mean scores of the pupils' pre and post attitudinal test for both experimental and control groups due to the whole language, literature – based reading instruction. The result of the analysis of the pre/post attitude survey seems to indicate that the whole language , literature-based reading program was associated with attitude improvement in both recreational and academic reading .The experimental group scored significantly higher than the control group.

This result coincides with the findings of Dalhouse, Dalhouse and Mitchell (1997); Kunze (1994); Spencer (1996); and Mckenzie (1991) who found that the whole language, literature-based reading program

resulted in a significant positive change in the students' academic as well as recreational reading attitudes.

This result also agrees with the results of Phoonsiri (1998); Eldredge and Butterfield (1986); Tunnel (1988); Fader (1976); Nagan (1994); and Oppelt (1991) who concluded that the whole language, literature-based reading program led to a significant positive improvement in students' attitudes toward reading.

Additionally, this result supports the findings of Foss and Soper (1996); Morrow (1992); Knights (1991); Bauman and Ivey (1997); Morrow and Tharyll (1994); Mayers (1993); Miobar (1991); Hollandworth (1994); and McQuillan (1994) who found that students found reading material fun and more readily, demonstrated a high level of enthusiasm to and engagement with books, and showed increased pleasure in reading after they had been immersed in a whole language, literature-based reading program.

However, the result pertinent to the first hypothesis does not agree with Friend (1995) and Watson (1983) who discovered that the whole language, literature-based reading instruction did not positively affect the students' attitudes toward reading.

Accordingly, the researcher believes that students' attitudes toward reading have an important role that can promote or hamper reading success and even school success. Thus, the researcher thinks that the aim of reading instruction should be to make reading meaningful, enjoyable, and relevant to the students' needs and interests and to bring about positive reading attitudes. Literature-based reading instruction can be the ideal means to that ideal end.

Discussion of the Second Hypothesis Result

The second hypothesis says that there no significant difference at ($\alpha=0.05$) in the mean scores of the students' pre and post reading attitudinal tests for experimental and control groups due to gender.

The result of analysis provides evidence for the confirmation of this hypothesis and indicates that the whole language, literature-based instruction resulted in a significant positive change in the males' as well as the females' attitudes toward reading. Further, the result of analysis showed that this method of instruction brought about a higher positive percent of change in the male students' attitudes than that of the female students.

This result coincides with (Friend, 1995) who found that the literature-based reading approach was especially important for male students. However, this result doesn't agree with the result of Duggins (1989) who found that sixth-grade middle school girls were twice as likely as boys to be interested in reading after they had received literature-based reading instruction.

The researcher attributes the higher percent of change in the male students' attitudes to the fact that the male students' attitudinal mean scores were originally lower than those of the female students. So , this Supports Phoonsiri (1998) conclusion that the literature-based reading program is successful, especially for low achievers.

Discussion of the Third Hypothesis Result

The third hypothesis states that there is no significant difference at ($\alpha=0.05$) in the tenth – grade students' attitudes toward reading as due to

the interaction between the students' gender and the method of instruction.

The result of analysis provides evidence for the confirmation of this hypothesis and indicates that there was no significant positive change in the males' as well as the females' attitudes toward reading as due to the interaction between the students' gender and the method of instruction. This leads the researcher to conclude that the whole language, literature-based instruction is suitable for improving the attitudes of both the male and the female students.

Conclusion

In conclusion, the whole language, literature-based reading program can be a suitable approach for improving both female and male students' recreational and academic reading attitudes. Its ultimate goal is to produce readers who not only can read but who also want to read for pleasure and self-satisfaction.

Literature-based reading instruction stems from the philosophy of whole language. Whole language is based on the rationale that language is a whole and cannot be fragmented. When it is kept as a whole, language is meaningful; but when it is fragmented it becomes abstractions and nonsense. Thus, lessons begin from the whole to the part and all language systems are integrated. Further, the whole language lesson builds on the students interests and needs to read for self – satisfaction. In addition, whole language trusts the students' potential to learn and develop their self-esteem.

A literature-based reading program requires a print-rich environment in which students have access to a wide range of literary materials. Quality literature can be a source of reading material that motivates learners of a foreign language to read on their own. From this wide range of literary material, students should have the liberty to choose whatever applies to their tastes, needs, and interests.

A literature-based reading program requires an informed professional teacher, who understands language and how it develops and one who can deal with different kinds of reading tastes. In a whole language literature-based program, the teacher is co-learner, one who

admits that reading and learning to read never stop , and one who knows how students acquire language.

To sum up, the effectiveness of literature-based reading programs in improving students' attitudes toward reading is well documented in the literature and research. An important aim of reading programs should be to motivate students and to give them reasons for reading. Literature-based reading instruction can be the ideal means to that end.

Recommendations

As a result of this study that showed that the whole language, literature-based program can have a positive effect on students' attitudes toward reading, the researcher recommends the following:

1. Basal reading approaches should be replaced by a whole language literature-based approach to make a second language reading more enjoyable and effective for EFL learners especially in low levels.
2. Pre as well as inservice teacher training programs should be conducted on literature-based reading instruction. .
3. Teacher's attention should be directed to the important role that students' attitudes toward reading play in life-long proficient readers. Neglecting the role of attitudes in the primary stages, can result in negative consequences in students' future experiences with reading.
4. School libraries should participate in providing a print – rich environment. They should contain a wide range of different books.
5. Further experimental research should be conducted to find the effect of the whole language, literature-based reading program on the reading attitudes of different age groups.

6. Further experimental research should be conducted to find the effect of the whole language, literature-based reading program on the reading attitudes of students in different areas.
7. Experimental studies should be carried out to find the impact of whole language, literature-based instruction on students' reading achievement.
8. Longitudinal studies should be conducted on the long range effect of the whole language, literature-based reading program on students' attitudes toward and their achievement in reading and the correlation between these two variables.

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An-Najah National University
Faculty of Graduate Studies
Department of Teaching Methods

Dear student,

This is an experimental study about the methods of teaching English. Its main purpose is to investigate the effect of the method of instruction on the pupils' reading attitudes.

So the researcher hopes that you will cooperate by filling in this questionnaire. All what you write will be used only for the purpose of scientific research.

Instructions:

Each question in this questionnaire contains a certain idea. I would like you to express your feeling about this idea according to the following scale.

Very happy	Happy	Mildly upset	Very upset
4	3	2	1

Example: If we take the following question: (How do you feel when it's time for reading class?) and you feel very happy when it's time for reading class, so you should circle No.4 as follows:

Very happy	Happy	Mildly upset	Very upset
4	3	2	1

Appendix/A

Elementary Reading Attitude Survey

Name: _____

School: _____

Section: _____

No.	Item	Very happy	Happy	Mildly upset	Very upset
1.	How do you feel when you read a book on a rainy Saturday?	4	3	2	1
2.	How do you feel when you read a book in school during free time?	4	3	2	1
3.	How do you feel about reading for fun at home?	4	3	2	1
4.	How do you feel about getting a book for a present?	4	3	2	1
5.	How do you feel about spending free time reading?	4	3	2	1
6.	How do you feel about starting a new book?	4	3	2	1
7.	How do you feel about reading during summer vacation?	4	3	2	1
8.	How do you feel about reading instead of playing?	4	3	2	1
9.	How do you feel about going to a bookstore?	4	3	2	1
10.	How do you feel about reading different kinds of books?	4	3	2	1
11.	How do you feel when the teacher asks you questions about what you read?	4	3	2	1
12.	How do you feel about doing reading workbook pages and worksheets?	4	3	2	1
13.	How do you feel about reading in school?	4	3	2	1

14.	How do you feel about reading your school books?	4	3	2	1
15.	How do you feel about learning from a book?	4	3	2	1
16.	How do you feel when it's time for reading class?	4	3	2	1
17.	How do you feel about stories you read in reading class?	4	3	2	1
18.	How do you feel when you read out loud in class?	4	3	2	1
19.	How do you feel about using a dictionary?	4	3	2	1
20.	How do you feel about taking a reading test?	4	3	2	1

بسم الله الرحمن الرحيم

كلية الدراسات العليا
قسم أساليب التدريس

أخي الطالب / أختي الطالبة
تحية طيبة وبعد،،،،

هذه دراسة تجريبية في مجال أساليب تدريس اللغة الإنجليزية تهدف إلى استطلاع العلاقة بين طريقة التدريس واثـر ذلك على اتجاهات الطلبة نحو مهارة القراءة في اللغة الإنجليزية.

لذلك يأمل الباحث منك التعاون وذلك بالإجابة بصدق وموضوعية على فقرات الاستبانة وتأكد من أن ما سيكتب سيكون سراً ولن يستخدم ألا لغرض البحث العلمي.

التعليمات:

كل سؤال من أسئلة هذه الاستبانة يحمل فكرة معينة. الرجاء التعبير عن ماهية شعورك نحو هذه الفكرة حسب النموذج التالي:

سعادة قليلة جداً	سعادة قليلة	سعادة كبيرة	سعادة كبيرة جداً
1	2	3	4

مثال: لو أخذنا السؤال التالي: (كيف تشعر عندما تحين الحصة المخصصة للقراءة؟) وكنت تشعر بسعادة كبيرة جداً عندما تحين حصة القراءة، فإنه يجب عليك أن تضع دائرة حول الرقم 4 كما في الجدول التالي:

سعادة قليلة جداً	سعادة قليلة	سعادة كبيرة	سعادة كبيرة جداً
1	2	3	4

الملحق (ب)

مقياس (Mckenna & Kear) لمعرفة اتجاهات الطلبة نحو القراءة الاساسية في اللغة الانجليزية

الاسم: _____ المدرسة: _____
الشعبة: _____

الرقم	الفقرة	سعادة كبيرة جداً	سعادة كبيرة	سعادة قليلة	سعادة قليلة جداً
1.	كيف تشعر عندما تقرأ كتاب في يوم خميس مطر؟	4	3	2	1
2.	كيف تشعر عندما تقرأ كتاب في المدرسة خلال وقت الفراغ؟	4	3	2	1
3.	كيف تشعر نحو القراءة من أجل المتعة في البيت ؟	4	3	2	1
4.	كيف تشعر عندما تحصل على كتاب كهديّة؟	4	3	2	1
5.	كيف تشعر نحو قضاء وقت الفراغ في القراءة؟	4	3	2	1
6.	كيف تشعر نحو البدء في قراءة كتاب جديد؟	4	3	2	1
7.	كيف تشعر نحو القراءة خلال العطلة الصيفية؟	4	3	2	1
8.	كيف تشعر نحو القراءة بدلاً من اللعب؟	4	3	2	1
9.	كيف تشعر نحو الذهاب إلى دكان بيع الكتب؟	4	3	2	1
10.	كيف تشعر نحو قراءة أنواع مختلفة من الكتب؟	4	3	2	1
11.	كيف تشعر عندما يوجه لك المدرس أسئلة عما قرأته؟	4	3	2	1
12.	كيف تشعر نحو حل التمارين المتعلقة بالقراءة في كتاب الأنشطة؟	4	3	2	1
13.	كيف تشعر نحو القراءة في المدرسة؟	4	3	2	1
14.	كيف تشعر نحو قراءة الكتب المدرسية؟	4	3	2	1
15.	كيف تشعر نحو التعلم من الكتاب؟	4	3	2	1
16.	كيف تشعر عندما تحين الحصة المخصصة للقراءة؟	4	3	2	1
17.	كيف تشعر نحو القصص التي تقرأها في حصة القراءة؟	4	3	2	1
18.	كيف تشعر عندما تقرأ قراءة جهرية بالصف؟	4	3	2	1
19.	كيف تشعر بخصوص باستخدام القاموس؟	4	3	2	1
20.	كيف تشعر نحو تأديتك للامتحان القراءة؟	4	3	2	1

الملحق (ج) الملخص

أثر طريقة تدريس القراءة المعتمدة على الأدب على اتجاهات طلبة الصف العاشر نحو القراءة

مقدم من الطالب
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أشرف
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هدفت هذه الدراسة إلى بحث اثر طريقة تدريس القراءة المعتمدة على الأدب على اتجاهات طلبة الصف العاشر نحو القراءة .

وقد حاولت الدراسة الإجابة على الأسئلة التالية:-

1. هل طريقة التدريس المعتمدة على الأدب تؤدي إلى تحسين اتجاهات الطلبة نحو القراءة في اللغة الإنجليزية؟
2. هل طريقة التدريس المعتمدة على الأدب تؤدي إلى اختلاف بين اتجاهات الطلبة الذكور والإناث نحو القراءة؟
3. هل هناك اختلاف في اتجاهات الطلبة نحو القراءة يعزى إلى التفاعل بين طريقة التدريس والجنس؟

اشتمل مجتمع عينة الدراسة على جميع طلاب وطالبات الصف العاشر في المدارس الحكومية التابعة لمديرية التربية والتعليم - نابلس.

أما عينة الدراسة فقد اشتملت على (156) طالبا وطالبة يدرسون في مدرستين حكوميتين في محافظة نابلس (مدرسة بيت فوريك الثانوية للبنين ومدرسة بيت فوريك الثانوية للبنات). وقد تم تقسيم عينة الدراسة عشوائيا إلى مجموعتين: مجموعة تجريبية مكونة من (78) طالبا وطالبة ومجموعة ضابطة مكونة أيضا من (78) طالبا وطالبة.

وقد تم اختبار التكافؤ بين المجموعتين التجريبية والضابطة وذلك بأجراء امتحان مسبق قبل بدأ التجربة بثلاثة أيام. حيث قام الطلبة بالإجابة على اختبار (McKenna & Kear, 1990) ، لقياس الاتجاهات نحو القراءة. وقد تبين بعد تحليل البيانات عدم تكافؤ المجموعتين في الاتجاهات نحو القراءة.

بعد ذلك تم استخدام أسلوب تدريس القراءة المعتمد على الأدب وذلك من أجل تدريس المجموعة التجريبية عدة نصوص قراءة تمثل عدة أجناس أدبية. أما المجموعة الضابطة فقد تم تدريسها عدة نصوص قراءة من كتاب اللغة الإنجليزية للصف العاشر. وقد تم تخصيص ثلاث حصص أسبوعية لمدة أربع أسابيع خلال الفصل الأول من العام الدراسي 2000/1999. بعد انتهاء تدريس فترة التدريس تم إجراء اختبار لاحق حيث قام الطلبة بالإجابة على مقياس (McKenna & Kear, 1990) مرة أخرى.

وبعد ذلك تم تحليل البيانات باستخدام تحليل (ANNOVA) واختبار (Paired t-test). وبسبب عدم تكافؤ المجموعتين قبل التجربة فقد تم استخدام تحليل (ANCOVA) وقد أظهرت النتائج ما يلي:

1. استخدام طريقة تدريس القراءة المعتمدة على الأدب أدى إلى تغيير ذي دلالة إحصائية في اتجاهات الطلبة نحو القراءة.
2. استخدام طريقة تدريس القراءة المعتمدة على الأدب لم يؤدي إلى فروق دالة إحصائية بين اتجاهات الذكور والإناث نحو القراءة مما يعني أن هذه الطريقة مناسبة للجنسين.
3. لم يؤدي التفاعل بين الجنس وطريقة التدريس إلى تغيير ذي دلالة إحصائية في اتجاهات الطلبة نحو القراءة.

وعلى ضوء هذه النتائج خلص الباحث إلى عدد من التوصيات التي يمكن لها أن تؤدي إلى تحسين اتجاهات الطلبة نحو القراءة في اللغة الإنجليزية حيث كان من أهم هذه التوصيات: ضرورة استبدال الطريقة التقليدية في تدريس القراءة بالطريقة المعتمدة على الأدب لما لذلك من أهمية في خلق طلبة راغبون في القراءة داخل المدرسة وخارجها. كما أوصى الباحث بضرورة تركيز المعلمين على خلق اتجاهات إيجابية نحو القراءة لدى الطلبة. وفي النهاية أوصى الباحث بأن يتم إجراء دراسات تجريبية ومطولة من أجل تناول أثر طريقة التدريس المعتمدة على الأدب على تحصيل الطلبة واتجاهاتهم نحو القراءة ودراسة الارتباط بين هذين المتغيرين.