An-Najah National University

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Department of Teaching Methods

The Effects of Prereading Activities on the Tenth-Graders Achievement in Reading Comprehension In Tulkarem District

Master Thesis

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The Effects of Prereading Activities on the Tenth-Graders
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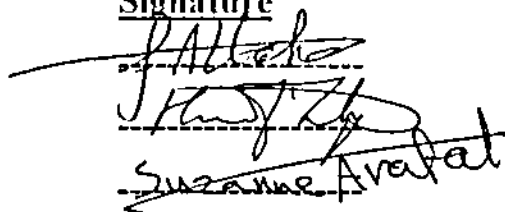## InTulkarem District

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I

Dedication

To my family, my wife and children for their continuous support and love. To my parents and sisters for their encouragement. To my relatives and friends, and to my teachers without whose help this work wouldn't have been completed. Special dedication is to my school-Beit Leed Secondary Boys' School- and its staff.

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Abstract

The Effects of Prereading Activities on the Tenth-Graders'
Achievement in Reading Comprehension
in Tulkarem District

Saleem Mahmoud Salim

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The main purpose of this study was to investigate the effects of prereading activities on Tenth Graders' reading comprehension in Tulkarem district.

The population of the study consisted of all the Tenth Graders in the public schools of Tulkarem Directorate of Education in the academic year 1999/2000.

The sample of the study which was selected according to pre-determined criteria consisted of (294) students divided into 4 male and 4 female sections. Three male and three female sections were assigned to the three experimental groups, while the remaining two male and female sections were assigned to the control group.

This study attempted to answer the following questions:

1- Is there any significant differences at ($\alpha = 0.05$) in the students' achievement between first and second applications for the verbal, previewing and the graphic activities groups?

2- Is there any significant differences at ($\alpha = 0.05$) in the students' achievement between first and second applications for the control group?

3- Is there any significant differences at (α = 0.05) in the students' achievement on the first application due to gender, group and interaction between gender and group?

4- Is there any significant differences at (α = 0.05) in the students' achievement on the second application due to gender, group and interaction between gender and group?

To answer the questions of the study, the researcher selected an appropriate reading passage, prepared the required prereading activities, and constructed a reading comprehension achievement test after reviewing several studies and adopted the positive points from them.

Each experimental group was taught according to one of the three prereading activities (verbal, previewing and graphic) while the control group was taught without using any prereading activities. Afterwards, students in all groups were asked to answer the questions of the reading achievement test.

The results were analyzed using two way analysis of variance, paired t-test, and Sheffee Post-Hoc test.

The findings of the study indicated significant differences in favor of the experimental groups taught using the prereading activities, and also indicated that there is stability of achievement between the first and second application. The findings also revealed significant differences in the reading achievement test scores attributed to sex and no significant differences attributed to the interaction of sex with activity.

In the light of the findings, the researcher recommended that teachers should give more attention to the prereading stage by using appropriate prereading activities. He also recommended further research to investigate the effects of other prereading activities on the students' reading comprehension skill.

Chapter One
Introduction and Background

Reading as a major skill was ignored by pedagogues and researchers for a long period of time. Most of the focus was placed on oral skills (listening and speaking). For example, the Audiolingual Method which was developed in the United States during World War II when there was a need for people to learn foreign languages rapidly for military purposes emphasized the oral skills, ignoring reading and considering it as a passive skill which was given no emphasis at all. The Ministry of Education in Jordan and (The West Bank) at that time advised its English as a Foreign Language (EFL) teachers to use this method in teaching the New Living English for Jordan series that included Palestine at that time which was in effect until mid-eighties.

When the Audiolingual Method failed in fulfilling its mission, other teaching methods were devised and put to use. The Cognitive Method in the United States and the Communicative Approach in Britain came into being during the late 1960s. Equal attention has been given to the four skills together (listening, speaking, reading and writing). Pedagogues and researchers started to put more emphasis on reading comprehension as a major skill for students of English all over the world.

Reading, the mother of all study skills, is a basic tool of learning and one of the most important skills in everyday life (Fry, 1997:9). As a matter of fact, nearly all children begin school with the expectation they will learn to read, and one of the most important things a child is asked to do is to read. Trelease (1989), perhaps the United States best-known advocate of reading aloud, indicated that by hooking a child with reading, you influence not only his future health and financial circumstances , but also those of the next generation.

Reading is often more important in the Arab world than any language skills as English is taught more for academic or business purposes than for daily communication. Ward (1980), McDonough and Shaw (1994:101) argued that reading is the most important and fruitful foreign language skill to teach, particularly in cases where students have to read English material for their own specialist subjects but may never actually have to speak the language. Such cases are often referred to as "English as a library language." Al-Mutawa and Kailani (1996:115) also considered reading as a window through which foreign/second language learners could see other cultures and gain more specific knowledge. Furthermore, Kim and Krashen (1997) considered reading as a powerful means of developing second language competence. Kaddoumi (1995) also indicated that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development.

Despite this vital need for the skill of reading in foreign language learning situation, Alderson (1992) indicated that foreign language students fail to learn to read adequately in the foreign language as they usually seem to read with less understanding than one might expect them to, and to read considerably slower than they reportedly read in their first language. Through his long experience in teaching English, the researcher believes that there is a general dissatisfaction among parents, school teachers and university instructors at the low level of reading comprehension achievement of Palestinian students in reading English texts after nine years of instruction. The real situation inside most reading classrooms in the West Bank is that students who are barely able to read often spend too much time in paired reading, where reading may be modeled by another child who cannot read well, or in sustained silent reading, trying to do what they are not able to do.

Therefore, the teaching of reading has perhaps generated more controversy than any other aspects of language teaching (Wray and Medwell, 1991:94). According to Grabe (1991), research on reading in a second language and efforts to improve second language reading instruction have grown remarkably in the past quarter century. So, there have recently been many influential theories about how children should be taught how to read. Some of these theories have been reflected in a number of methods of teaching reading comprehension.

Making reading an enjoyable useful activity is a very important part of the language experience. Teachers should be aware of the main approaches to the teaching of reading and the models that underlie them. Teachers play an active role in developing efficient readers and in awakening students to the rewards of life long reading (Perez, 1986).

To show the importance of reading comprehension, Allen and Vallete (1977) pointed out that for many students, reading is the skill that they may occasionally use when they have left the classroom. It is also the skill that is retained the longest.

Different views have been expressed toward the meaning or the nature of reading. Robinson and Good (1987:9) said, "no definition of reading can possibly include all viewpoints and features because each person's definition reflects what reading means to that person."

Generally speaking, most writers defined reading as getting meaning encoded by the writer from the text. It is an interactive skill in which the reader interacts with the text and employs his experience and previous knowledge to get meaning.

Brumfit (1980:3) defined reading as "an extremely complex activity involving a combination of perceptual, linguistic, and cognitive abilities." Grellet (1981:3) looked at reading as "understanding a written text through extracting the required information from it as efficiently as possible." He

also adds that reading comprehension should not be separated from the other skills, because he thinks that there are few cases such as when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. Similarly, Williams (1984) described reading as a process of obtaining meaning from the text.

Some authors and researchers have recently begun to emphasize the close relationship between reading and writing. Many contend that reading and writing may be two sides of the same basic process. For example, Schallert (cited in Robinson and Good, 1987) argued that writing and reading represent a communication process between author and reader and that all instruction should be understood and explored in the context of communication. 547437

As a result of changes and developments in the fields of linguistics and education, the Jordanian Ministry of Education and (The West Bank at that time) introduced a new English series called PETRA for the basic stage in 1985. Teaching methodology of these two series is mainly based on the communicative approach which was developed in Britain during the late 1960s. The communicative approach gives emphasis and attention to all the four skills together especially comprehension skill. So, this skill is given emphasis and attention in both Basic and Secondary curricula in Jordan and Palestine. By the end of the Basic stage, pupils are expected to be able to "read and understand English texts of a general nature." (Ministry of Education in Jordan, 1990:5). The main aim of teaching reading for the Secondary Stage is also to enable students to "read and understand authentic written English text having to do with general and technical topics." (Ministry of Education, 1993:6)

In spite of such an emphasis on reading comprehension skill, many teachers of English in Palestine have always complained that their students are slow readers and poor in comprehension. They say that their students

lack the ability to comprehend their reading textbook selections or even to answer the factual questions. Teachers have also complained that they spend much time on reading comprehension lessons.

Many studies have been conducted to investigate the reasons for students' weakness in reading comprehension. Most of these studies, especially the local ones have concentrated on the While and Post reading stages. Some studies at the international level have been conducted on the prereading stage, while no studies, to the best of the researcher's knowledge, have been conducted at the local (Palestine) level at this stage.

The prereading stage is considered the most important stage in reading comprehension. Dubin and Bycins (cited in Celce-Murci, 1991:202-203) stated that "the goals of the prereading stage are to activate or build if necessary) the students' knowledge of the subject, to provide any language preparation that might been needed for coping with the passage and finally to motivate the learners to want to read the text."

Prereading activities which aim at motivating interest in the reading assignment could generate some excitement with regard to the reading text. Several prereading techniques can be used to motivate students and activate their prior background knowledge such as: oral discussion, pictorial contexts, movies, dramatization, field trips, pretests, previewing, story impressions ... etc.

A study by Taglieber (1988) showed that answers of the undergraduate forty Brazilian English as a foreign language students to an open-ended and multiple-choice reading comprehension test revealed that three prereading activities (pictorial, context, vocabulary teaching, and prequestioning) resulted in higher comprehension.

Denner (1992) conducted a study to examine the effectiveness of story impressions as a prereading writing activity on Junior High students recall. Students either received story impressions, read a story, then wrote

stories using clues; received story impressions, and listed predictions about a story; or received no preview activity before story reading. Story impressions produced the highest level of story recall.

Troyer (1994) conducted a study to test the effectiveness of three instructional strategies on students' reading comprehension. One hundred and seventy three fourth, fifth and sixth grades participated in the six-week study and were randomly assigned to one of three treatments conditions: mental modeling and graphic organizer, or a control read/answer group. The reading comprehension results indicated significant effects for the favor of graphic organizer strategy.
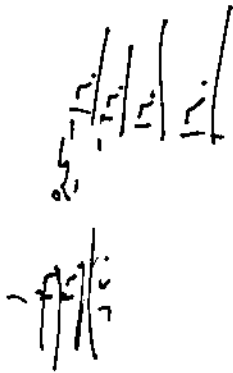
Statement of the Problem

Learning English as a foreign language is, undoubtedly, a complex and difficult process. Comprehension is the ultimate goal of teaching reading. However, experience of the English teachers shows that most students of the 10th grade are poor readers despite their exposure to English instructions for 6 years.

Students' obstacles in reading comprehension may be partially attributed to non-linguistic factors such as lack of motivation and interest. Williams (1984) indicated that a teacher who starts the reading lesson by asking his students to read the passage on page so and so and then to answer the questions is hardly likely to motivate them. But a teacher who starts his reading lesson by giving his students a reason to read and providing them with some preparation can certainly arouse their interest in the topic.

Despite the importance and relevance of the prereading stage in reading comprehension, it is often ignored in traditional reading instruction. I believe that this stage should be given more focus and more attention. It is in this faith that this study intends to investigate the effectiveness of three selected prereading activities on improving students' reading comprehension.

Purpose of the Study

The objectives of this study are the following:

1- To find out the effects of using three selected prereading activities: verbal, previewing and graphic on the Tenth Basic Grade students' achievement in reading comprehension.

2- To find out which of the three prereading activities is the most effective in improving students' reading comprehension.

3- To find out if there are significant differences in students' achievement of reading comprehension due to gender or due to the interaction between gender with activity.

4- To provide recommendations which may contribute to the improvement of teaching reading comprehension.

Questions of the Study

This study aims at answering the following questions:

1- Is there any significant differences at $(\alpha = 0.05)$ in the students' achievement between first and second applications for the verbal prereading activity group?

2- Is there any significant differences at $(\alpha = 0.05)$ in the students' achievement between first and second applications for the previewing prereading activity group?

3- Is there any significant differences at $(\alpha = 0.05)$ in the students' achievement between first and second applications for the graphic prereading activity group?

4- Is there any significant differences at $(\alpha = 0.05)$ in the students' achievement between first and second applications for the control group?

5- Is there any significant differences at $(\alpha = 0.05)$ in the students' achievement on the first application due to gender, group and interaction between gender and group?

6- Is there any significant differences at $(\alpha = 0.05)$ in the students' achievement on the second application due to gender, group and interaction between gender and group?

Hypotheses of the Study

Investigating the effects of the prereading activities in reading comprehension on the achievement of the 10th graders is the main target of the study. As a means of structuring the problem, the researcher attempts to answer the following null hypotheses:

1- There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second applications for the verbal prereading activity group.

2- There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second applications for the previewing prereading activity group.

3- There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second applications for the graphic prereading activity group.

4- There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second applications for the control group.

5- There is no significant difference at ($\alpha = 0.05$) in the students' achievement on the first application due to gender, group and interaction between gender and group.

6- There is no significant difference at ($\alpha = 0.05$) in the students' achievement on the second application due to gender, group and interaction between gender and group.

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Significance of the Study

This study will be the first one which deals with prereading activities in reading comprehension in Palestine. It was carried out to add more information on the effect of prereading activities on the students' achievement in comprehension and on their attitudes toward reading. Many studies have been conducted to investigate the reason for students' weakness in reading comprehension. Most of these studies, especially the local ones, have concentrated on the while and post reading stages. To the researcher's knowledge, no similar studies were conducted in the West Bank.

Therefore, the significance of this study emerges from the fact that teachers as well as learners are indeed in need of having this classroom practice investigated in second language teaching situations. Such investigations will help both teachers and learners to overcome an important problematic area in the teaching and learning of reading comprehension.

Moreover, it is hoped that this study contribute to the improvement of teaching reading comprehension in the West Bank and it is expected to lead to further achievement in teaching English as a second language as many elements of this language are usually introduced and taught through reading comprehension passages. So, with a better understanding of the nature of the reading process, of mature reading strategies and of what a reading-skill program should include, language teachers will be able to choose materials and activities that capitalize on their students' interests. Such a study may provide the teachers with insights into their behavior in the classroom.

Definition of Terms

These are the most important technical terms used in the study:

- *Achievement*: Accomplishment or proficiency of performance in a given skill or body of knowledge (Good-Dictionary of Education, p.7).

- *Comprehension*: This term is defined as the construction of meaning using both the decoded language and the comprehension prior knowledge (Lunda, 1991).

- *Reading comprehension*: Reading comprehension is not just understanding words, sentences, or even texts, but involves a complex integration of the reader prior knowledge, language proficiency and metacognitive strategies (Li & Munby, 1996). Grellet (1981:56) cited in Paran (1996) considered reading as an activity involving constant guesses that are later rejected or confirmed. According to Athey (1983) reading is an activity that involves extracting meaning from print and assimilating that meaning to one's store of information.

- *Prereading stage*: The stage which precedes students' commencement of reading the assigned text.

- *Prereading activity*: Any activity in the prereading stage aiming at presenting the topic and arousing the students' interest in that topic.

- *Verbal activity*: A discussion (questions and answers) led by the teacher aiming at motivating students and presenting the topic of the reading selections.

- *Graphic activity*: Drawing or pictures shown to the students so as to arouse their interest and help them make inferences about the topic of the reading selection.

- *Previewing*: Providing students with one or two verbal or written paragraphs as a background knowledge of the reading selection topic.

- *Control group*: A group of students taught a reading passage without using any prereading activities to help them make inferences about the topic.

- *Traditional reading instruction*: A method in which the teacher starts a reading lessons by asking his students to read the passage on a particular page and then answer the questions that follow (Williams, 1984).

- *Background knowledge*: The relevant content knowledge that the students already have had about the topic of the reading text through previous experience of learning.

- *Story impression*: Denner (1986) defined story impressions as story fragments in the form of clue words and phrases, which, when assembled, enable the reader to form an overall impression of how characters and events interacted in the story.

- *Semantic mapping*: A graphic arrangement showing the major ideas and relationships in text or among word meanings.

- *Advance organizers*: Pearson (1992) defined advance organizers as appropriately relevant and inclusive introductory materials introduced in advance of learning at a higher level of abstraction, generality, and inclusiveness.

Limitations of the Study

1- Teachers who took part in conducting the experiment might not have followed the recommended steps.

2- The short period of time within which the experiment was conducted did not allow the interaction of gender with prereading activity to take place.

3- The use of only one reading passage weakened the possibility of getting a clear picture about the real effect of each of the three experimental prereading activities.

Summary

The researcher in the first chapter explicitly presents the problem of his study which aims at investigating the effects of the prereading activities on the Tenth Grade students' achievement in reading comprehension. Furthermore, this chapter includes the statement of the problem, research questions, hypotheses, significance of the study, definition of terms and limitations of the study.

Chapter Two
Review of Related Literature

Introduction

Issues and debates surrounding the use of the prereading activities as an effective means towards improving learners' reading comprehension skills and developing positive attitudes towards reading have recently emerged. So the researcher in this chapter presents the most recent views to this method of instruction.

Several writers have written about the importance of the prereading stage and its influence on arousing students' interest in the reading selection and in creating the required motivation. But as mentioned in chapter one, and to the researcher's best knowledge, no Palestinian studies have been conducted to investigate the effects of selected prereading activities on students' reading comprehension. However, several studies have been performed at the international level related to the effects of different prereading activities on students reading comprehension.

Different writers' point of view are mentioned to show how essential the prereading stage is in presenting the topic of a certain reading selection and in motivating students and activating their prior knowledge and as a result, improving their reading comprehension.

Langer (1981) suggested a pre-reading plan through which we can help students comprehend a text by creating conditions under which appropriate knowledge is brought to awareness and applied. This permits a link between text concepts and past experiences, and sets up in the mind of the learner, appropriate expectations about the language and content of the text.

Shuman (1982) remarked that students read best when they are seeking information for a specific purpose. They will be unaware that they

are participating in a reading exercise because the problem with which they are wrestling will be foremost in their minds. Besides putting their reading skills to the test, purposeful assignments call upon students to do mathematical calculation, to write, to classify and organise, to make decisions and to integrate their basic skills.

Williams (1983) said that relevant background experience facilitate comprehension. He adds that pre-reading assistance helps to establish a proper mental set for the reading and discussion of the passage. Relevant background information provided by the teacher, or prereading discussion involving the students themselves, gives the necessary motivation for reading the passage. Pre-reading assistance need not be verbal. It can be given through demonstration. The writer observed a successful introduction to the reading of a passage on the horrors of war in which some of the students paraded around the classroom with placards reading "Make Peace Not War", and the like.

Shulz (1983:130) stated, "Reading teachers and subject specialists agree that a reader's prior knowledge is a crucial factor in text comprehension ... a prereading Plan (PreP) which intends to make readers aware of what they already know about a topic to be read and to activate their memory and expectations. The teacher selects a key word, phrase, or picture to stimulate group discussion."

Williams (1984:37-38) said, "In order to help prepare for pre-reading work, useful questions that the teacher can ask himself are:
a. What knowledge, ideas or opinions might the learners already have on the text topic, and how can this knowledge be drawn out and used?
b. Why should anyone want to read this text, and can the same, or similar reasons be generated in the learners? The answers to these questions will give clues to ways of introducing the text."

Al-Makhzoomy (1986) suggested some steps to teach reading comprehension. One of these steps is providing students with "anchorage" or "advance organizer" around which they can organize the idea involved in the passage in order to help them comprehend the total meaning of the passage.

As a pre-reading activity, McGinley and Denner (1987) suggested making an initial survey of the title and accompanying pictures or diagrams. The readers are encouraged to develop purposes for reading by making predictions as to the content of the selection. They also learn to test their predictions as they read. As a variation, students may be told to read an initial segment of the passage before being asked to suggest what will happen next or to declare purposes for reading the text segment.

Gebhard (1987) asserted that by providing background knowledge on a reading selection in another way, teachers can facilitate successful reading comprehension. He also adds that providing information about the content of a reading selection before students read provides them with opportunities to gain knowledge, as well as recall already existing knowledge, which they can take with them into their reading experience. Gebhard (1987) mentions the short class discussion as an example of the prereading activities. He says that this way aims at activating students' existing knowledge and increasing sensitivity to the content of the reading material. He adds that class discussion also provides an opportunity for students to consider their own experience in relation to the topic of reading. "key" words can be discussed during the prereading discussion.

Robinson and Good (1987:222) stated, "The teacher should clearly establish a purpose for silent reading before students begin to read. The purpose for silent reading may be as specific as finding a single detail such as a date, name or location, or the teacher may want students to find a main

idea or to determine whether a selection is fact or opinion. In any event, all students should clearly understand why they are reading a passage."

In a paper presented to the International Conference on learning Disabilities about *prereading Activities* , Kueker (1990) pointed out that prereading activities are seen to prepare the students to both read and comprehend the story and involve cognitive engagement with ideas crucial to comprehension of the reading material. Teachers are urgued to develop the students background, including activating prior knowledge in a prereading mental set. Finally, Abdel Ghani (cited in Khwailah, 1991) reported that it is very important to use various teaching techniques in order to stimulate thinking and provide change. She adds that group discussion is a technique that promotes creativity. She advised teachers to give their students time to discuss the various aspects of the topic by asking them questions like how? What? And Why? in order to stimulate their thinking and motivation. During the discussion, the reader should act as a facilitator, and record all the ideas on the chalkboard without any evaluation or criticism.

Some studies have been conducted to investigate the effectiveness of the prereading stage and the effect of different prereading activities on students' reading comprehension.

A paper presented by Denner (1986) at the Spring Conference of the Idaho Council of the International Reading Association aimed at examining the effectiveness of story-impressions, (a previewing strategy) on story comprehension on remedial eighth grade students. They were asked to write predictions or "story-guesses" based on a series of one-word clues (story-impressions) that had been extracted from the material to be read. Having written a logical "hypothesis story" of their own, students then read the assigned material and confirmed, modified, or disconformed their

predictions. Results indicated that story impressions had a significantly facilitative effect on story comprehension.

Another study conducted by Qudah (1987) aimed at investigating the effect of relevant background knowledge of a topic on students', reading comprehension. The sample which was chosen randomly consisted of 216 male secondary students. The materials used for the study were (a) an appropriate reading passage. (b) a comprehension multiple choice post test to measure subjects' comprehension of a reading passage. (c) a questionnaire to measure subjects' background knowledge about the reading passage and (d) a close test to measure subjects' overall language proficiency in English. The data were analyzed using a two way analysis of covariance (ANOVA). The results indicated significant difference in reading comprehension (α = 0.05) due to prereading background knowledge. There was no statistically significant difference due to grade level and there was no statistically significant difference due to the interaction between grade level and background knowledge.

Pearson (1992) conducted a study to determine if one of three pre-reading advance organizers: a verbal, a graphic or a problematic situation organizer affected the comprehension of given fifth grade social studies reading selections. Subjects in eight Hamilton Country, Tennessee, schools were used. Four 30-minute lessons plans were written for each of four lessons in the McGraw –Hill fifth grade social studies series (1985), USA. Each plan included one of the prereading organizers, the given reading selection, and a post-reading comprehension test. Eight college education majors taught the lessons. The data was collected and analyzed using t-test or a one-way ANOVA. The results indicated no significant difference between the test scores following the control organizer and each of the studied organizers and significantly higher score for the graphic organizer over the problematic situation.

In another study, Dynak (1991) conducted a study to examine the difference in various prereading strategies to help students retrieve relevant knowledge through speaking and writing. The prereading strategies were (a) no prior discussion, (b) prior teacher–led, large group discussion and (c) prior student-led, small group discussion. The three strategies were alternatively presented to a group of 21 fourth–grade students over a six-month period of time while teaching a new chapter in the social studies text. The findings indicated that statistically significant total group differences were found among the three strategies for both quality and quantity of words written. In the student-led, small-group discussion, more words were written and exact definitions were cited.

A study by Malendez (1991) was conducted to investigate the effect of semantic mapping, reading level and cultural matching on culturally diverse students, particularly Filipino –Americans . The results of this investigation indicated a strong relationship between semantic mapping and reading comprehension. This study also indicated a strong correlation between semantic mapping and reading level. A third conclusion suggests that there may not have been cultural matching. However, this study shows the effectiveness of semantic mapping as an alternative technique for bridging new and known concepts.

Myettee (1993) compared the effectiveness of three reading strategies on hearing impaired children: (a) a vocabulary strategy that gave the subjects, eight clues for finding the meaning of unknown words from context; (b) a metacognition strategy that modeled for the subjects seven ways of monitoring comprehension; (c) a story schema strategy that taught the subjects eight important elements of a story. Forty –five hearing impaired students participated in the study. They were evaluated before and after each treatment. Both analysis of variance and covariance were conducted on the scores of the pretests, post training tests, and post tests.

Results indicated that the metacognition and story schema strategies were significantly effective in increasing the comprehension of the subjects, whereas, the vocabulary strategy did not significantly increase it. Both the post training test and the post test scores for the metacognition and story schema group were significantly different from the pretest scores.

Dawson (1992) conducted a study to determine the differential effects of teacher modeling of prereading strategies on the reading comprehension of upper elementary deaf students. The three specific strategies under study were activating background knowledge, making predictions and setting a purpose for reading. The subjects in the study were four male and three female students in the third, fourth or fifth grade. All the students were either severely or profoundly deaf and had no concomitant handicapping conditions. Two types of instructional intervention were used: traditional instruction and modeled prereading strategies. The students selected stories under each type of intervention and answered comprehension questions. Reading comprehension was measured at the word, phrase, sentence, paragraph and story level. The score under the two interventions were then compared. Both severely deaf and profoundly deaf students experienced an increase in reading comprehension under modeled pre-reading strategies as compared to traditional instruction. In terms of achievement level, all students in general experienced an increase in reading comprehension at the various levels.

Tang (1992) found that the ESL seventh graders reacted favorably to the teaching strategy in her study of the effect of graphic representation of knowledge structures on ESL reading comprehension. She also found that this strategy facilitated comprehension and immediate recall.

Usen (1993) investigated whether comprehension would he affected by utilizing prereading strategies. Subjects were 57 students (low level 11th graders) in 4 classes. Two classes totaling 29 students utilized prereading

strategies before 2 units of study. In the other 2 classes with 28 usable subjects, no prereading activities were used prior to reading; otherwise instruction was the same. Results showed no significant difference between the two groups.

A study by Chen (1993) was conducted to investigate the effects of previewing and providing background knowledge for American short stories containing uniquely American cultural content on Taiwanese college students comprehension. A sample of 243 students was randomly assigned to three experimental groups and one control group. The experimental groups received one of three treatments: previewing, providing background knowledge, or both; the control group received no treatment. Each student read two stories and completed pretests, short-answer and multiple-choice comprehension post tests. The data were analyzed using a three-way repeated measures ANOVA and the Newman-Keuls procedure. The results were in favor of the experimental groups, especially of the previewing and combined groups.

Simmons (1994), described a variety of prereading strategies that can be used by teacher librarians to encourage students to read and gives examples of uses with secondary school students. Strategies described include sort and predict, which uses word manipulation; key visual; anticipation guide; and building from clues.

McAloon (1994) described how content area teacher balked at the need for prereading activities. Discussed how the teacher realized the importance of such activities through a variety of in-service activities.

According to Stoller (1994), prereading activities can be utilized to top students, already existing background knowledge and/or to provide students with new information that will then comprehend the passage. Such activities increase student concentration, stimulate curiosity, increase imagination, and foster motivation, in addition to giving the students a

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sense of purpose. Dutta (1994) indicated that it is unfair to force unskilled students to read a text without bringing them to complete mental readiness for the task.

Another study by Avery (1994) described cooperative learning activities that can be used in high school classroom for focus prereading activities, to increase processing while reading, and to add punch to closing activities.

A study done by Akagawa (1995), that investigated whether or not providing EFL learners with information relating background knowledge of the content of a reading text and inducing learners to pay careful attention to specific texical items in the text are effective in helping learners understand the text and acquire target words. Providing subjects with information relating background knowledge of the content of a reading text resulted in improved comprehension and vocabulary knowledge out of the context, whereas including subjects to pay careful attention to specific texical items in the text was not effective in comprehension and vocabulary acquisition.

Graves (1996) carried out a study about the use of scaffolding in reading instruction for children with different reading abilities, including children with disabilities in inclusive settings. Scaffolding is described and a scaffollidng model (The Scaffolded Reading Experience) is illustrated. The article also suggests possible program components for prereading activities, during reading activities, and post reading activities.

In another study conducted by Zhu (1997), to evaluate the effects of text-based vs. experience-based prereading activities on 10th grade students reading comprehension and free written response to narrative texts.

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Questions answered by this study were:

1- Whether instruction using a text-based and experienced-based prereading activities will improve students' reading comprehension and free written response to narrative texts?

2- Which condition proves to be more effective, the text-based or the experience-based treatment?

3- Whether the treatment will have any impact on gender as evaluated in reading comprehension and free written response?

Ninety-eight 10th grade students from a southern California city high school, stratified upon gender, were randomly assigned to one of the three treatment groups, text-based, experience-based and a control group. For six consecutive weeks, subjects received one hour of treatment each week within the same group and were evaluated with a multiple-choice comprehension test and a free written response. Treatments were written and instructions were designed to engage students in a thinking process. It was either a text centered pre-reading activity, or a stimulus that aimed at activating students' prior knowledge about a particular theme before reading.

Analysis of variance using regression revealed that both experimental groups were more effective than the control group. However, the text based treatment was more effective for comprehension, and experience-based conditions yielded a more favorable result for free written response to narrative texts. There were also differences in the ways girls and boys responded to narrative text.

A recent study by Olson (1998) reinforced that a prereading vocabulary tutorial would yield gains in reading comprehension and reading rate scores for participants who identified English as a primary language and those who identified it as a secondary language compared to

control groups who received either no tutorial or a tutorias with content that was unrelated to the experimental reading test. Specific questions addressed whether a context-relevant computerized tutorial enhanced reading rate and reading comprehension on subsequent materials related to the tutorial. The English speaking, context-relevant participants demonstrated enhanced reading comprehension compared to English as a second language participants, though significance was not found to exit between tutorial groups.

The English as a primary language group outperformed the English as a secondary language group on reading comprehension. The primary goal of development using this tutorial as a prereading exercise to improve reading comprehension of students in an academic setting was not demonstrated. The use of the tutorials to learn specific responses was supported. There exists an opportunity to improve the tutorial such that the topic of study should reflect what will be directly tested, subsequent to use of the tutorial. Future stories and implications for pedagogical development in traditional and world wide web are discussed.

The previous review emphasises the importance of pre-reading activities as instructional strategies for the development of reading comprehension. It also highlights the need for conducting the present study. By reviewing the related literature, it has become obvious that this study is really needed for some important reasons. It is the first study which aims at investigating and comparing the effectiveness of graphic, previewing, and verbal prereading activities within the same experiment. It is also the first time that such a study is conducted at the Tenth Grade level in Palestine.

Summary

In chapter two, the researcher has presented several relevant studies and literature related to the effects of prereading activities on the Tenth-Grades' achievement in reading comprehension. There are various studies and views which have emphasized the importance of this technique in first language learning situations, but the matter has rarely been investigated in the second language.

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Chapter Three
Methodology

Introduction

The researcher in this chapter presents the design and the procedure of the study. In other words, this chapter respectively includes the population and the sample procedure, the study design, instruments as well as their validity and reliability procedure and data analysis procedure.

Population

The population of this study consisted of all male and female Tenth Graders in the public schools of Tulkarm District in the academic year 1999-2000. The population of the study consisted of 2046 male and female students divided as follows: 1041 male students divided into 36 sections. 1005 female students divided into 31 sections.

These statistical numbers were taken from the Directorate of Education in Tulkarm District during the second semester for the scholastic year 1999/2000.

Table (1)
Population Distribution Table

Gender	No. of sections	No. of students	Percentage
Male	36	1041	50.9
Female	31	1005	49.1
Total	67	2046	100

Table (1) shows explicitly the population of the study.

The teachers in these schools are university graduates holding a minimum of BA degrees in English language, while their teaching experiences range between 5-20 years. Moreover, it is known that government teachers follow the same teachers' books and the same students' books as well.

Sample

The sample of the study (stratified) consists of 294 students enrolled in 3 male and female secondary schools and divided into 8 sections.

Table (2)

Distribution of the subjects of the study (sample distribution table)

Gender	No. of schools	No. of Sections	No. of students in each group			
Male	1	4	Graphic	34	141	
			Verbal	36		
			Previewing	34		
			Control	35		
Female	2	4	Graphic	35	153	
			Verbal	42		
			Previewing	35		
			Control	41		
Total	3	8		294		

The selection of the sample was based on the following points:

1- Ten schools were initially selected depending on the opinions of their principals. They emphasised that Tenth Grade students were normally distributed into the sections at the beginning of the first semester. These schools contained different sections of the Tenth Grades which made it easy for the researcher to apply his experiment in two or three schools instead of eight schools.

2- The students' scores on the first semester were collected. After comparing the scores of the different sections, 8 male and female sections whose grades were closer to the normal distribution were selected.

3- It is worth mentioning that the sample tests of the eight sections were similar in their components. They included questions about reading and writing skills and questions on vocabulary and structure. The questions on reading and writing skills were given almost half of the total marks, while the questions on vocabulary and structures were given the other

half. Naturally, their had been a slight difference in the distribution of the marks.

Design

This study was conducted on (294) Tenth Grade students from three secondary schools in Tulkarm District in order to investigate the effect of the three prereading activities on the pupils' achievement in reading comprehension. However, strictly speaking, there were four groups, three experimental and one control, and each having male and female students.

The students of the experimental groups were taught a comprehension passage using the three prereading activity process, whereas those of the control group were not exposed to this process.

Variables of the study

The independent variables of the study were the prereading activity at four levels: (graphic, verbal, previewing, and control); gender, and the interaction of prereading activity with gender. The dependent variable was the achievement on the test of the reading comprehension skills.

Research instruments

The researcher used the following instruments to conduct the study:

1- A reading passage about animals entitled "Offense and Defense" chosen from the American Language Course (vol. 2100, 1983:165) (see appendix A).

2- Three prereading activities for the experimental groups including the key words of the reading passage (see Appendices B, C, D, E).

3- A reading comprehension achievement test consisting of 40 questions of different types (see Appendix F).

4- An answer key sheet including the scoring scale (See Appendix G).

Validity of the instrument

To guarantee the content validity of the research instruments, they were given to a group of TEFL specialists from An-Najah University to examine their adequacy to the Tenth Graders in Palestine. They were also asked to examine the questions included in the achievement test in relation to the objectives of the study.

The TEFL specialists consisted of three university lecturers, three English language supervisors, and three experienced English language teachers of the Tenth Graders. Their comments were received and the necessary modifications were accordingly made. For example, one of them suggested some changes in the Arabic title of the thesis.

Test Reliability

To establish the test reliability, the test underwent a pilot study in the field by means of a random sample consisting of 30 students, 15 male and 15 female representing the Tenth Grade students in the boys and girls' governmental schools in Tulkarm District. Two weeks later the researcher administered the same test to the same sample. The test-retest was applied to overcome the effect of remembrance. Pearson's Correlation coefficient was used and showed a reliability of (0.92), which showed the reliability of this research.

Procedures of the Experiment

The researcher followed the following procedures to conduct the experiment during the second semester of the academic year 1999/2000.

The researcher obtained a letter from An-Najah University-Faculty of Graduate Studies addressed to the Ministry of Education in Ramallah to allow him to conduct his study. A permission was obtained from the

Ministry of Education carry out this study. The researcher took down the names of the schools in which he wanted to apply his experiment from the Directorate of Education in Tulkarem. After that he held a meeting with the teachers in the schools where the experiment was conducted to explain the purpose of this study and the steps to be followed, and to distribute the necessary sheets. Each experimental- group teacher taught the selected reading passage according to one of the prereading activities (graphic, verbal, or previewing) while the teachers of the control groups taught the reading passage without using any prereading activities.

- The graphic group teachers distributed the handouts which included pictures for different kinds of animals attached to the reading passage, then asked some general questions about these pictures in order to let their students infer the main idea of the assigned reading passage. They asked questions such as:

1- Where do these animals live?

2- How do they get their food?

3- What parts of their bodies do they use to attack or to defend themselves?

Then they introduced the key words using the given pictures, giving synonyms and antonyms, or depending on translation when it was necessary.

- The verbal group teachers led a discussion so as to motivate their students and let them infer the idea of the assigned reading passage. They asked different kinds of questions (see appendix D) such as:

1- Have you ever been to a zoo?

2- What do strong animals use to attack their enemies?

3- What do weak animals usually do to avoid the attacks of strong animals?

Then they introduced the key words depending on giving synonyms or antonyms, or using translation when it was necessary to clarify the meaning.

- The previewing group teachers distributed sheets which contained two simple written paragraphs prepared by the researcher in order to provide students with some background knowledge about the reading selection (see appendix D). Students were given five minutes to read the two paragraphs then they answered the following questions:

1. Where can we see wild animals?

2. What do strong animals use to kill their enemies?

3. How do weak animals protect themselves?

Afterwards, teachers introduced the key words by giving synonyms or antonyms, or using translation when it was necessary.

- The control group teachers didn't use any prereading activities to present the topic of the reading passage. Instead, they only introduced the key words depending mainly on translation, then asked students to read the passage silently to answer the questions of the achievement test.

The experimental group teachers needed almost one hour to teach the assigned reading passage. Out of the 60 minutes, they spent almost 15 minutes on the prereading stage. The control group teachers needed almost 50 minutes to teach the assigned reading passage since they didn't use any prereading activity. Students of the different groups were given one complete hour to answer the questions of the comprehension achievement test.

The researcher visited the various groups so as to make sure that the process was being implemented properly. The test was applied once more after one week, this time it was applied unexpectedly without preparation,

to check how much information the students retained from the first application, and then to compare between the first and second application.

Data Collection

When the experiment was over, the test sheets were collected and were given to two voluntary qualified teachers to correct and mark them according to the answer key and the scoring scale. It is worth mentioning that the two teachers were given proper guidance by the researcher on how to correct the papers. To sustain systems activity the researcher examined the papers again and found that they were corrected properly and accurately.

The achieved scores were statistically scored and computed, and the findings were defined.

Data Statistical Analysis

To analyze the students' responses on the achievement test and the collected data, the researcher used the following: Basic statistical description through means and standard deviation, Analysis of Variance, One way ANOVA was used, paired t-test and independent t-test means and standard deviation.

Summary

The researcher in this chapter has discussed and described explicitly the population of the study, sample, research design and the procedures used in confirming or rejecting the hypothesis of this study. Validity and reliability procedures as well as the statistical analysis used in this study were also described in this chapter.

Chapter Four

Results Analysis

Introduction

The researcher in this chapter presents the findings. These results are divided into two major parts. The first part is concerned with the results of the first four hypotheses which dealt with the students' achievement between first and second application for the three experimental groups and the control group. The second part consisted of the results related to the 5th and 6th hypotheses which dealt with the students' achievement in the first and second application due to gender, group and the interaction between gender and group.

Part One

The results which are shown in this section are related to the first four hypotheses.

Hypothesis one states: "There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second application for the verbal prereading activity group."

For testing this hypothesis, paired t-test was used and the results are presented in table (3) below.

Table (3)
Results of paired t-test for the students' achievement between first and second application for verbal group

Gender	First		Second		t-test	Sig.*	* %
	Means	SD.	Means	SD.			
Female	57.96	19.90	53.66	19.48	2.45	0.01*	-7.41
Male	71.18	16.34	69.84	16.94	2.58	0.01*	-1.88
Total	64.24	19.36	61.35	19.93	3.009	0.004*	-4.49

*Significance at ($\alpha = 0.05$)

The results of table (3) show that there is a significant difference at (α = 0.05) in the students' achievement between first and second applications for the verbal prereading activity group in favor of the first application for both male and female students.

So, the results of table (3) provide evidence for the rejection of the first hypothesis which revealed that there is a significant difference at (α=0.05) in the students' achievement between first and second application for the verbal prereading activity group in favor of the first application for both male and female students. This difference in the mean scores is shown in figures (1), (2), and (3).
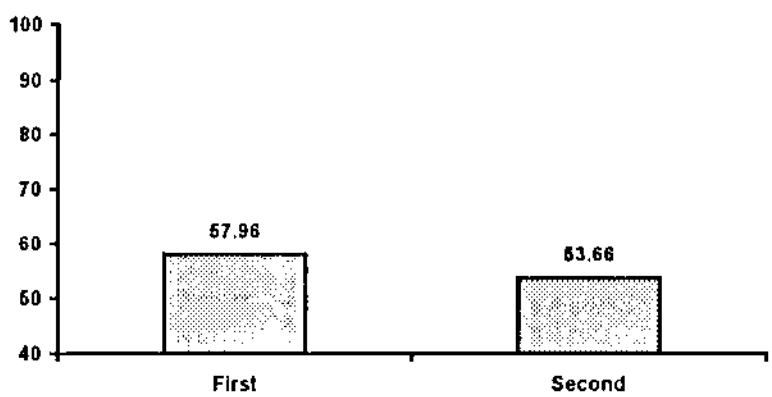

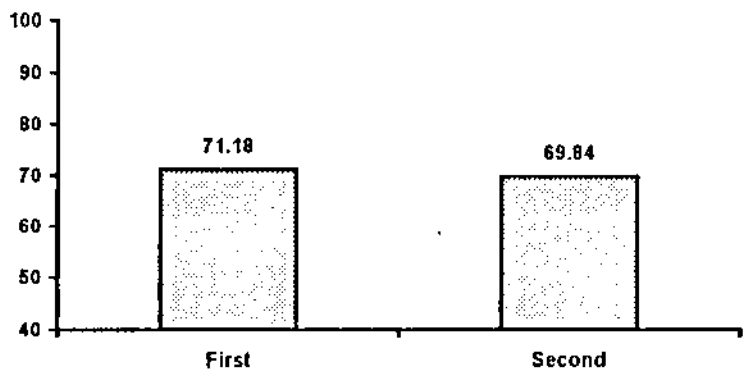*Figure (1):* Means of the first and second application for female students in the verbal group.

Figure (2): Means of the first and second application for male students in the verbal group.

Figure (3): Means of the first and second application for both male and female students (total) in the verbal group.

Hypothesis two states: "There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second application for the previewing prereading activity group."

For testing this hypothesis, paired t-test was used and the results are indicated in table (4) below.

Table (4)
Results of paired t-test for the students' achievement between first and second application for previewing group

Gender	First		Second		t-test	Sig. [*]	%
	Means	SD.	Means	SD.			
Female	65.25	17.72	64.88	17.69	1.30	0.20	-0.56
Male	74.67	14.03	74.85	13.09	0.17	0.85	0.24
Total	69.89	16.59	69.79	16.27	0.20	0.84	-0.13

[*]Significance at ($\alpha = 0.05$)

The results of the paired t-test for the students achievement between first and second application for the previewing group in table (4) provide evidence for accepting this hypothesis which indicates that there is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second applications for the previewing group. These results are illustrated in figures (4), (5), and (6).

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Figure (4): Means of the first and second application for female students in the previewing group.

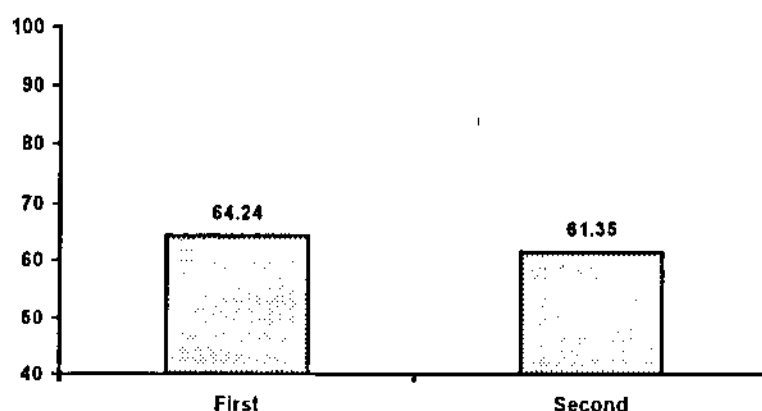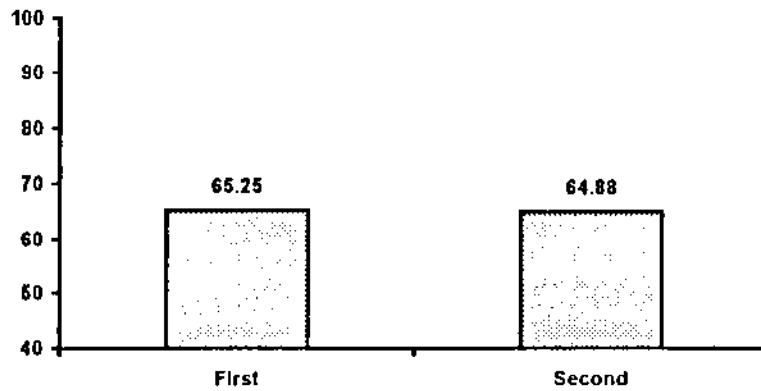*Figure (5):* Means of the first and second application for male students in the previewing group.

Figure (6): Means of the first and second application for both male and female students (total) in the previewing group.

Hypothesis No. 3 says: "There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second application for the graphic prereading activity group."

For testing this hypothesis, paired t-test was used and the results are presented in table (5) below.

Table (5)
Results of paired t-test for the students' achievement between first and second application for graphic group

Gender	First		Second		t-test	Sig.[*]	%
	Means	SD.	Means	SD.			
Female	73.08	16.83	72.85	17.10	1.31	0.19	-0.31
Male	74.38	14.25	74.32	14.11	0.33	0.73	-0.08
Total	73.72	15.51	73.57	15.60	1.18	0.24	-0.20

[*]Significance at ($\alpha = 0.05$)

The results of table (5) show that there is no significant difference at ($\alpha=0.05$) in the students' achievement between first and second applications for the graphic group. These results provide evidence for accepting this hypothesis, such results are shown in figures (7), (8), and (9).

Figure (7): Means of the first and second application for female students in the graphic group.
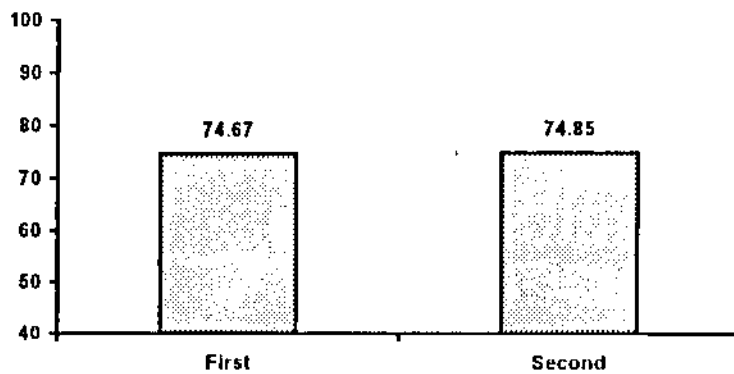
Figure (8): Means of the first and second application for male students in the graphic group.
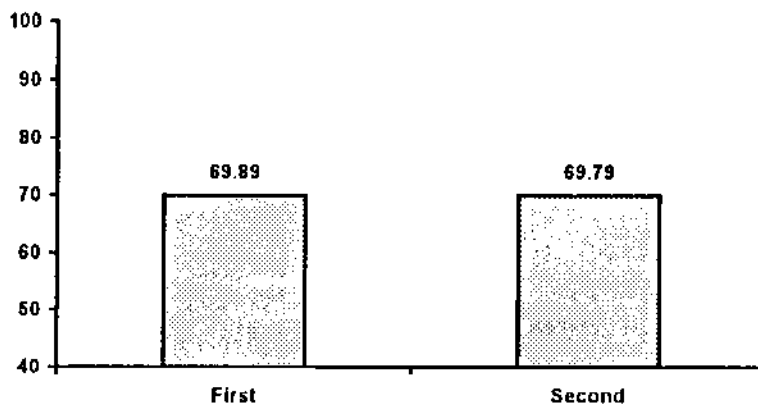

Figure (9): Means of the first and second application for both male and female students (total) in the graphic group.

Hypothesis No. 4 says: "There is no significant difference at ($\alpha = 0.05$) in the students' achievement between first and second applications for the control group."

For testing this hypothesis, paired t-test was used and the results are indicated table (6) below.

Table (6)
Results of paired t-test for the students' achievement between first and second applications for control group

Gender	First		Second		t-test	Sig.*	%
	Means	SD.	Means	SD.			
Female	58.46	18.78	53.21	19.01	3.19	0.003*	-8.98
Male	67.32	17.20	63.69	16.97	3.68	0.001*	-5.39
Total	62.48	18.50	57.96	18.74	4.50	0.0001*	-7.23

*Significance at ($\alpha = 0.05$)

The results of table (6) show that there is a significant difference at (α=0.05) in the students' achievement for both male and female students between first and second applications in favor of the first application. So the results presented in table (6) provide evidence for the rejection of the fourth hypothesis which showed that there is a significant difference at (α=0.05) in the mean scores of the reading comprehension achievement test for both male and female students between first and second applications in favor of the first application. These results are clarified in figures (10), (11), and (12).
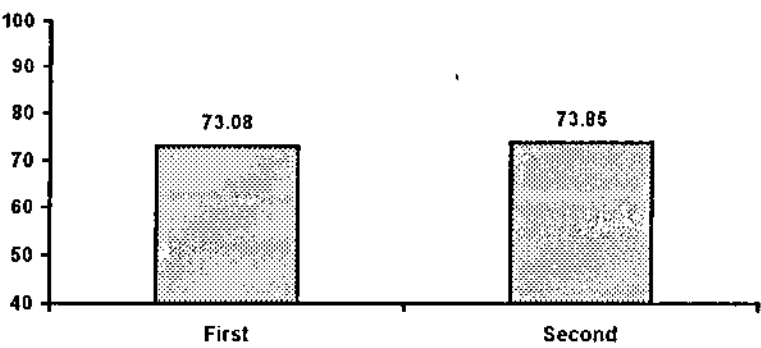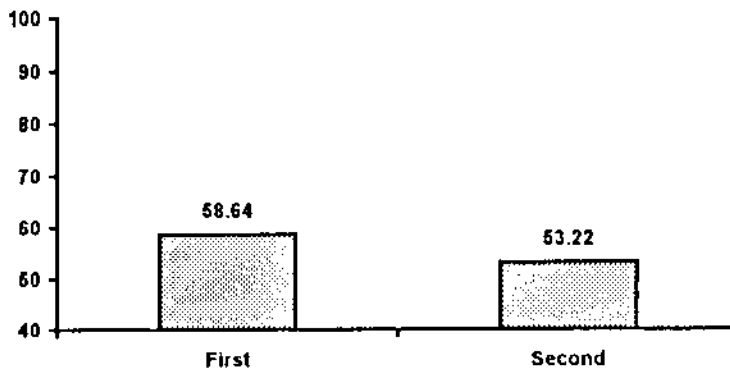

Figure (10): Means of the first and second application for female students in the control group.
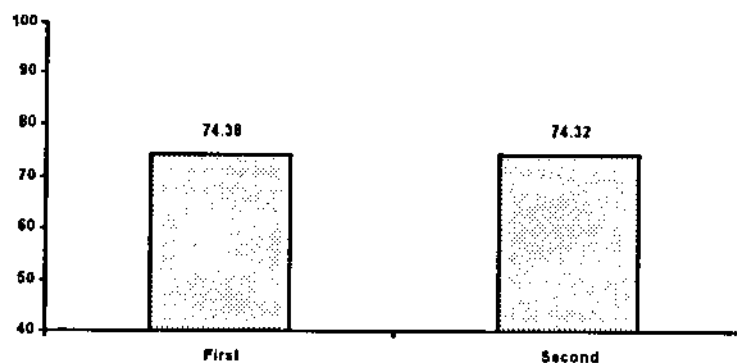

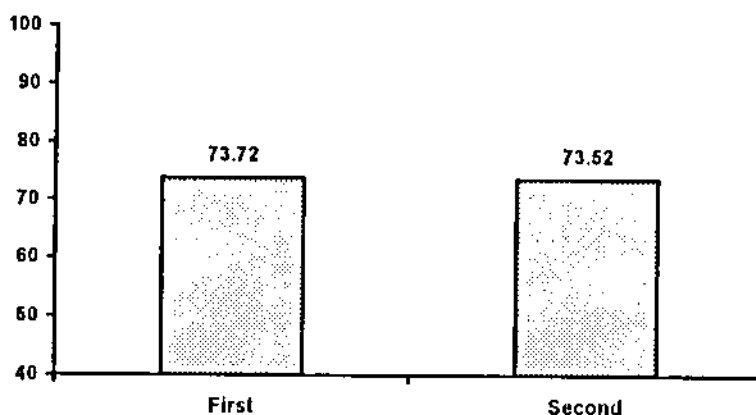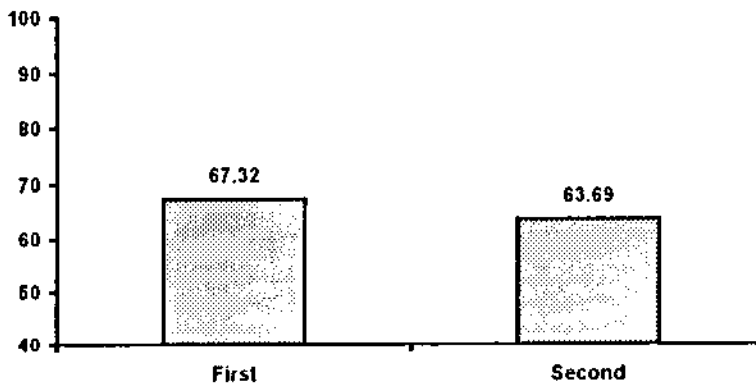*Figure (11):* Means of the first and second application for male students in the control group.
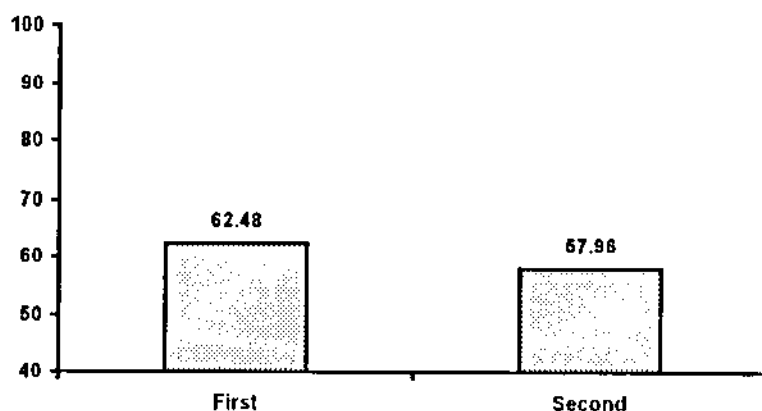
Figure (12): Means of the first and second application for both male and female students (total) in the control group.

Part Two:

The results presented in this section are related to the 5th and 6th hypotheses.

Hypothesis No. 5 says: "There is no significant difference at (α=0.05) in the students' achievement on the first application due to gender, group and interaction between gender and group."

For testing this hypothesis, two-way analysis of variance was used. Table (7) shows the means of students achievement and table (8) shows the results of (two-way ANOVA).

Table (7)
Means of first application students' achievement according to gender, group and interaction variables.

Groups	Gender	Mean	SD	N
Verbal	Male	71.18	16.34	38
	Female	57.96	19.90	42
	Total	64.42	19.36	80
Previewing	Male	74.67	14.67	34
	Female	65.25	17.72	35
	Total	69.89	16.59	69
Graphic	Male	74.38	14.25	34
	Female	73.08	16.83	35
	Total	73.72	15.51	69
Control	Male	67.32	17.20	34
	Female	58.64	18.87	41
	Total	62.48	18.50	75
Total	Male	71.87	15.65	140
	Female	63.22	19.24	153
	Total	67.35	18.11	293

Table (8)

Results of two way ANOVA for the differences in the students' achievement on the first test according to gender, group and interaction variables.

Source	Sum of squares	d.f.	Mean squares	F	Sig.*
Gender	4891.35	1	4891.35	16.68	0.0001*
Group	5359.49	3	1786.49	6.09	0.0001*
Gender * Group	1355.53	3	451.84	1.54	0.20
Error	83539.94	258			
Total	9584.48	292			

The results presented in table (8) show the following:

- There is no significant interaction between gender and group variables.

- There is a significant difference at (α=0.05) in the students' achievement on the first application due to gender.

- There is a significant difference at (α=0.05) in the student achievement on the first application among the groups.

To determine these differences Scheffes' Post-Hoc test was conducted as shown in table (9).

Table (9)

Scheffe's Post-Hoc test for students' achievement on the first test among group variables.

Group	Verbal	Previewing	Graphic	Control
Verbal	-	-5.65	-9.48*	1.76
Previewing	-	-	-3.82	7.41
Graphic	-	-	-	11.24*
Control	-	-	-	-

*Significance at (α = 0.05)

The results of table (9) show the following:

- There is a significant difference at (α=0.05) in the students' achievement in the first application between:

* Verbal and graphic groups in favor of the graphic group.

* Graphic and control groups in favor of the graphic group.

These results provide evidence for the rejection of the 5th hypothesis which revealed that there is a significant difference at (α=0.05) in the students' achievement in the first application.

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- There is no significant difference at (α=0.05) in the students' achievement in the first application between:

* Verbal group and (previewing, control).

* Previewing group and (graphic, control).

Here the results provide evidence for accepting this hypothesis which indicates that there is no significant difference at (α=0.05) in the students' achievement in the first application due to gender, group and interaction between gender and group. Such results are clear in figure (13).
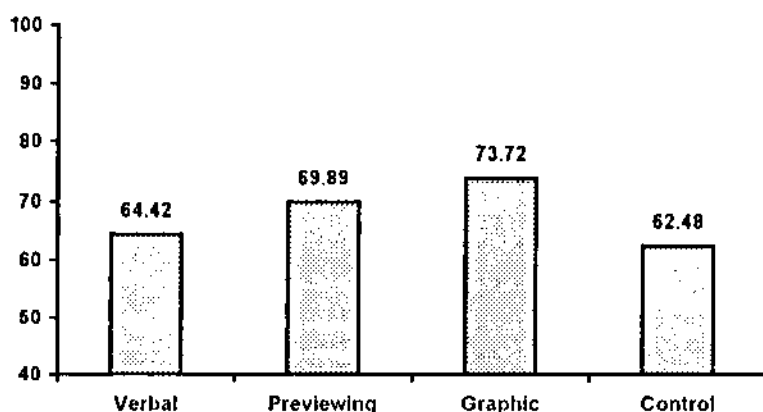
Figure (13): Means of students' achievement on the first application among group.

The last section focuses on the students' achievement in the second application due to gender, group and interaction between gender and group. In other words, the researcher in this section presents the results related to the 6th hypothesis which says: "There is no significant difference at (α=0.05) in the student achievement in the second application due to gender, group and interaction between gender and group."

For testing this hypothesis, two-way analysis of variance was used. Table (10) shows the means of students' achievement, and table (11) shows the results of (two-way ANOVA).

Table (10)
Means of second application students' achievement according
to gender, group and interaction variables.

Groups	Gender	Mean	SD.	N
Verbal	Male	69.84	16.94	38
	Female	53.66	19.48	42
	Total	61.35	19.93	80
Previewing	Male	74.85	13.09	34
	Female	64.88	17.69	35
	Total	64.79	16.27	69
Graphic	Male	74.32	14.11	34
	Female	72.85	17.10	35
	Total	73.57	15.60	69
Control	Male	63.69	16.97	34
	Female	53.21	19.01	41
	Total	57.96	18.74	75
Total	Male	70.65	15.88	140
	Female	60.50	19.99	153
	Total	65.35	18.81	293

Table (11)
Results of two way ANOVA for the differences in the students' achievement on the
second test according to gender, group and interaction variables.

Source	Sum of Squares	d.f.	Mean squares	F	Sig.*
Gender	6594.73	1	6594.73	22.65	0.0001*
Group	10636.87	3	3545.62	12.17	0.0001*
Gender * Group	2017.48	3	672.49	2.31	0.07
Error	82974.45	258			
Total	103389.18	292			

*Significance at ($\alpha = 0.05$)

The results presented in table (11) show the following:

- There is no significant difference in the students' achievement on the second application due to interaction between gender and group variables. So these results provide evidence for accepting this hypothesis.

- There is a significant difference at ($\alpha=0.05$) in the students' achievement on the second application between male and female students in favor of male students.

- There is a significant difference at ($\alpha=0.05$) in the students' achievement on the second application among group variables.

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Here the results provide evidence for the rejection of this part of the hypothesis which revealed that there is a significant differences in the students' achievement on the second application between male and female students in favor of males and also there is a significant difference on the second application among group variables.

To determine these differences, Scheffes' Post-Hoc test was conducted as shown in table (12).

Table (12)
Scheffe's Post-Hoc test for students' achievement on the second test among group variables.

Group	Verbal	Previewing	Graphic	Control
Verbal	-	-8.44*	-12.22*	3.38
Previewing	-	-	-3.78	11.83*
Graphic	-	-	-	15.61*
Control	-	-	-	-

*Significance at ($\alpha = 0.05$)

- There is a significant difference at ($\alpha=0.05$) in the students' achievement on the second application between:

* Verbal and (previewing, graphic) in favor of the previewing and graphic groups.

* Previewing and control groups in favor of the previewing group.

So, this part of the hypothesis as in table (12) provide evidence for the rejection of the hypothesis which indicates that there is no significant difference in the students' achievement on the second application due to gender, group and interaction between gender and group.

- There is no significant difference at ($\alpha=0.05$) in the students' achievement on the second application between:

* Verbal and control groups.

* Previewing and graphic groups.

So, this part of this hypothesis as in table (12) provide evidence for accepting this hypothesis. These results are clarified in figure (14).
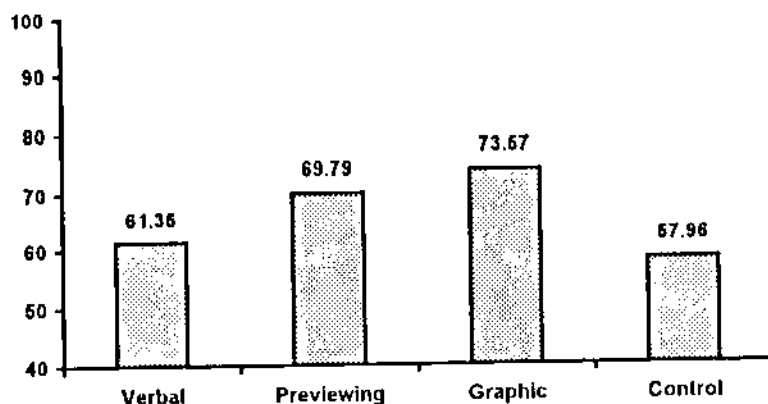
Figure (14): Means of students' achievement on the second application among groups.

Summary

The researcher in this chapter has presented the findings and results of the statistical analysis. These results have been displayed in two sections in terms of answers to the six hypotheses of the study. Two way analysis of variance (2x4), Scheffee's Post-Hoc test and paired t-test were used in the analysis of data collected for this study.

Chapter Five
Discussion, Conclusions, and Recommendations

Introduction

The results displayed in the previous chapter will be discussed in this chapter. In the light of these results, conclusions will be drawn and recommendations will be provided.

Specifically speaking, the researcher presents his discussion of the hypotheses findings under two headings. The first section focuses on the effect of the four groups (the three experimental groups and the control group) in the students' achievement between first and second applications. The second section deals with the effect of the first and second applications in the students' achievement due to gender, group and the interaction between gender and group.

The results in each section are also compared with other related studies to find whether these results are congruent with them or not.

Part One: Achievement in reading comprehension

This section includes discussion of the results of the first four hypotheses which show the students' achievement in reading comprehension between first and second applications.

Discussion of the Result of the First Hypothesis

The first hypothesis says that there are no significant differences at ($\alpha=0.05$) in the students' achievement between first and second applications for the verbal prereading activity group.

Analysis of the results provided evidence for the rejection of the first hypothesis, and revealed that the use of the verbal prereading activity group while teaching Tenth Grade students reading comprehension text did lead

to a higher rate of comprehension. The experimental group here which used the verbal prereading activity scored in the reading comprehension test better than the control group students who weren't exposed to this method of instruction. This difference in the mean scores was statistically significant, in favor of the experimental group.

The rejection of the above mentioned hypothesis strongly supports the notion which considers the use of the verbal prereading activity as a valuable gift teachers can give to their students and as an efficient means for improving the students' achievement in reading comprehension texts. In other words, such results support the view which perceives the use of the verbal prereading activity as a good classroom technique that helps students develop important language skills that will help them to improve their achievement in reading comprehension texts.

This result is consistent with the results of Gebhard (1987) whose study showed that by providing background knowledge on a reading selection, teachers can facilitate successful reading comprehension. He also adds that providing information about the content of a reading selection before students read, provides them with opportunities to gain knowledge, as well as recall already existing knowledge, which adds up to their reading experience. The result is also in accordance with Robinson and Good (1987) whose studies showed that the teacher should clearly establish a purpose for silent reading before students begin to read. The purpose for silent reading may be as specific as finding a single detail, such as a date, name or location, or the teacher may want students to find a main idea or to determine whether a selection is fact or opinion. All students should clearly understand why they are reading a passage.

Such a finding also supports Kueker's (1990) view who pointed out that prereading activities are seen to prepare the students to both read and comprehend the story and involve cognitive engagement with ideas crucial

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to comprehension of the reading material. Teachers are urged to develop the students' background, including activating prior knowledge in a prereading mental set. Finally, Abdel Ghani (cited in Khwailah, 1991) reported that it is very important to use various teaching techniques in order to stimulate thinking and provide change. She added that group discussion is a technique that promotes creativity. She advised teachers to give their students time to discuss the various aspects of the topic by asking them questions like how? What? And why? in order to stimulate their thinking and initiatives. During the discussion, the teacher should act as a facilitator, and record all the ideas on the chalkboard without any evaluation or criticism.

Discussion of the Results of the Second Hypothesis

The second hypothesis says that there is no significant difference at (α=0.05) in the students' achievement between first and second application for the previewing prereading activity group.

The results of this hypothesis show no significant difference in the students' achievement between first and second application for the previewing group. Thus, the hypothesis set forth in this section was accepted.

This result is consistent with Denner (1986) who presented a paper at the "Spring Conference of the Idaho Council of the International Reading Association" aimed at examining the effectiveness of story-impressions, (a previewing strategy) on story comprehension of remedial eighth grade students. They were asked to write predictions or "story-guesses" based on a series of one-word clues (story-impressions) that had been extracted from the material to be read. Results indicated that story impressions had a significantly facilitative effect on story comprehension.

This result is also congruent with Pearson (1992) study which was conducted to determine if one of three prereading advance organizers, a verbal, a graphic or a problematic situation organizer, affected the comprehension of given fifth-grade social studies reading selections. Subjects in eight Hamilton county, Tennessee, school were used. Four thirty-minute lesson plans were written for each of four lessons in the McGraw-Hill fifth grade social studies series (1985), USA. Each plan included one of the prereading organizers, the given reading selection, and a post-reading comprehension test. Eight college education majors taught the lessons. The results indicated no significant differences between the test scores following the control organizer and each of the studied organizers and significantly higher scores for the graphic organizer over the problematic situation. This result also does not coincide with Chen (1993) who found that students exposed to prereading activities had a better achievement in reading comprehension than those who were not exposed to it.

Discussion of the Results of the Third Hypothesis

The third hypothesis says that there is no significant difference at (α=0.05) in the students' achievement between first and second applications for the graphic prereading activity group. This result is consistent with Usen (1993) who indicated that prereading activities to (low level 11th graders) didn't significantly result in a positive change in the students' achievement compared with other group that didn't use any prereading activity prior to teaching.

However, the result pertinent to the third hypothesis doesn't agree with a study conducted by Dulton (1994) whose study emphasized the importance of using a prereading activity graphic technique in bringing about a positive change in the students' achievement.

This result does not match that of Tang (1992) who found that students exposed to any prereading activity had better results in reading comprehension than students who are not exposed to the same. She also found that this strategy facilitated comprehension and immediate recall.

Accordingly, the researcher believes that teachers must employ strategies and classroom techniques that bring about positive results towards reading comprehension. The goal of reading instruction should be directed towards enhancing the students' ability in reading and comprehension.

Discussion of the Results of the Fourth Hypothesis

The fourth hypothesis says that there is no significant difference at (α=0.05) in the students' achievement between first and second application for the control group.

The findings provided evidence for the rejection of the fourth hypothesis and indicated that there is a significant difference at (α=0.05) in the mean scores of the reading comprehension achievement test for both male and female students between first and second applications in favor of the first application.

The result pertinent to the fourth hypothesis is not congruent with a study conducted by Zhu (1997) who found that the experimental groups were more effective than the control group in comprehension.

The researcher attributes this result to the fact, in the second application students didn't retain much information from the first one, so they didn't overcome the effect of remembrance.

Part Two: Achievement in reading comprehension due to gender, group and the interaction between them.

This section includes discussion of the results of the 5th and 6th hypotheses which show the students' achievement in reading comprehension on the first and second applications due to gender, group and the interaction between gender and group.

Discussion of the Results of the Fifth Hypothesis

The fifth hypothesis says that there is no significant difference at (α=0.05) in the students' achievement on the first application due to gender, group and the interaction between gender and group.

Analysis of the data provided evidence for the rejection of part of the fifth hypothesis which revealed that there is a significant difference at (α=0.05) in the students' achievement on the first application between male and female students in favor of the former.

This result disagrees with Williams' (1981) study which indicated that gender was one of the least important variables in the prediction of the reading performance scores. Williams added that the examination of gender differences in reading achievement usually shows varying patterns of results. In some countries, boys do better than girls, and in others girls do better than boys.

Another study which agrees with the result of the fifth hypothesis is the study of Hamed (1997) and Bakir (1996) who found out significant differences due to gender in the achievement of students in favor of females.

Discussion of the Results of the Sixth Hypothesis

The sixth hypothesis says that there is no significant difference at ($\alpha=0.05$) in the students' achievement on the second application due to gender, group and interaction between gender and group.

Here the results provided evidence for accepting the first part of the hypothesis which deals with the interaction between gender and group variables.

The findings provided evidence for rejecting the other parts of the hypothesis which deals with gender, and groups variable.

The significant differences triggered by the activity variable could probably be attributed to the idea that prereading activities activated the students' background knowledge and aroused their interests in the topic of the reading passage. Stevens (1982) said that studies concerning the relationship between background knowledge and reading comprehension lead to the conclusion that if readers are supplied with background information, the reading process is facilitated. Adams and Bruce (cited in Stevens, 1982) postulated that reading comprehension involves the construction of ideas out of pre-existing concepts. A more correct statement of the role of the background knowledge would be that comprehension is the use of prior knowledge to create new knowledge. Without prior knowledge, a complex object, such as a text, is not just difficult to interpret. Strictly speaking, it is meaningless. Levine and Haus (1985) also pointed out that background knowledge is indeed a significant factor affecting reading performance and could be more important than language level in comprehending certain materials. This result sheds light on the importance of using prereading activities as a means for improving students' reading comprehension, and consequently helping them improve their foreign language proficiency, and as a result, learning English rapidly and effectively.

This result is consistent with the findings of Qudah (1987) and Myette (1993) who found out that prereading activities or strategies had their clear effects on students' reading comprehension achievement.

So, the researcher believes that using prereading activities will definitely meet individual needs and improve their learning strategies. The use of the prereading activities helps students understand the overall meaning of reading comprehension texts. So, students usually list prereading activities as positive activities in their reading experience.

Conclusions

The results presented in this study indicated that the use of the prereading activities as a regular classroom technique in teaching Tenth Grade students' reading comprehension texts intensively did prove to have significantly positive effects on the students' reading achievement.

The results showed that the experimental group outperformed the control group on the reading comprehension test. Generally speaking, the findings of the study indicated that there were statistically significant differences between the experimental groups on the one hand as a whole, and the control group on the other hand. The t-test showed significant differences at (α=0.05) between the mean score of the students of the experimental groups and the mean score of those of the control group for the benefit of the experimental groups. The mean score of students of the experimental groups on the achievement test was (69.34) which was higher than the mean score of the control group (62.48).

The mean score of the experimental group was high probably due to the effect of using the prereading activities. These activities might arouse students' interest and provide them with some background knowledge before starting reading the assigned passage.

It is worth mentioning here that the different groups of this study were selected on equal bases and were taught under the same conditions. Each experimental group was taught using one of the three prereading

activities, while the control group was taught without using any prereading activity. As mentioned before, the findings revealed statistically significant differences in favor of the experimental groups. But it was noticed that the graphic, the previewing and the verbal occupied the first, the second and the third ranks respectively on the achievement test mean scores. The most effective experimental technique in presenting the topic, motivating the students, and arousing their interests was the graphic prereading activity.

The verbal prereading activity was the least effective technique. The oral teacher-led verbal activity which was based on the questions prepared by the researcher, did not contribute much in motivating the students and did not provide them with some background knowledge.

The findings also indicated that the previewing activity was also an effective prereading technique in comparison with the control group.

In conclusion, the combination of more than one technique results in a more effective and yields better reading comprehension results. The verbal activity could be combined either with the graphic or with the previewing. The previewing could also be combined with the graphic.

The findings revealed that boys totally achieved higher mean scores than girls on the reading comprehension achievement test. These statistical differences were significant. The statistical analysis showed that male students responded better to the practiced technique. This was unexpected because both male and female students who participated in the experiment were of the same age and they had the same educational, social and economical background.

Moreover, the teachers who participated in this study had almost the same qualifications and teaching experiences. They were holders of BA degrees in English language, with teaching experience ranging between 5 to 10 years. All of them had In-Service Training on the Petra Curriculum. Moreover, the schools where the experiment was conducted had similar teaching/learning facilities.

In general, the subjects of the study had almost the same teaching/learning conditions. It is also worth mentioning that parents in Tulkarem society deal with their children on equal bases regardless of their gender. So, they take care of their children and encourage them to work hard in order to at least obtained The High Secondary School Certificate that may open the way to a respectable standard of living in the future.

The findings of the study also revealed no significant differences in students' reading comprehension achievement test scores due to the interaction of group or activity with gender.

In the researcher's opinion, the reason behind that was the short period of time within which the experiment was conducted. That short period of time did not allow the interaction to take place. In addition to that reason, the use of only one reading passage weakened the possibility for gender to interact with activity. It was also noticed that the subjects of the study achieved low mean scores on the reading comprehension achievement test. One of the main reasons behind that was the low language proficiency of the subjects. It was noticed that both male and female students got very low scores on the cloze test which was a part of the reading comprehension test.

The findings of this study revealed three main points: The first, focuses on improving students' language proficiency which surely includes getting students to be more acquainted with the language skills and language components. The second, includes urging teachers to train their students on the different reading skills. The third, emphasizes using prereading activities as a means of activating students' prior knowledge of the reading topics, motivating them and arousing their interests.

Implications

The following implications can be drawn for reading instruction depending on the findings of the study:

1- This study demonstrated that the prereading stage is as crucial as the while and the post reading stages. It is indeed a significant stage when it is employed properly and efficiently. Thus, teachers can employ several prereading activities with students to focus on language, culture, or background knowledge. Teachers are urged to activate and develop their students' background knowledge in a prereading schema or mental set. Williams (1983) mentions that teachers must have an instructional frame within which they can plan the details of a comprehension lesson. He also adds that such a framework should provide for the establishment of mental set before the actual reading.

2- Teachers can help students comprehend a text by creating conditions under which appropriate knowledge is brought to awareness and applied. This permits a link between text concepts and past experiences that may give the learner appropriate hints about the language and content of the text.

3- Teachers are recommended to try a variety of prereading techniques in order to use the most suitable one for their students for each teaching situation. In this study, three prereading activities were experimented: the verbal, the previewing and the graphic activities. Each group using one of these activities proved to be more effective than the control group. So, teachers can try any one of these or any other activities. In addition to the three techniques adopted in this study, teachers can try some other ones such as: dramatization, movies, field trips, pretests, story impression, or a combination of two or more of them. A teacher may look for the prereading technique that is suitable for his students, that can motivate them, arouse their interests, and activate their prior knowledge.

In addition to this, teachers can introduce key words to give their students a hint about the text or to provide them with brief background introduction to the text.

4- English language teachers should help their students improve their total language proficiency in order to exploit whatever knowledge or resources (linguistic, schematic, etc.) they may have. Richards et. al. (1985) state, "proficiency refers to the degree of skill with which a person can read, write, speak, or understand language". All these skills are interrelated, and each one of them supports the other. But reading as indicated by this study is the most important skill. Reading does not only depend on linguistic knowledge (phonetic, syntactic, semantic, etc.), but also on cultural, social, psychological, religious, ... etc. Consequently, effective reading comprehension depends not only on the reading matters, but also on the degree of experimental input and motivation as well.

5- English language teachers should also have in mind that their focus should not be so much on the reading product but on the process. Students should be acquainted with what successful reading includes. They should know that reading includes the creation of meaning from the text, rather than focus on word-for-word deciphering. Therefore, teachers should always train their students on the different reading skills such as skimming and scanning.

If English language teachers pay special attention to the prereading stage using appropriate prereading techniques, apply the steps of the While and the Post reading stages properly, train their students on reading skills, and if they always try to improve students' general language proficiency, they will surely have fast readers and good level of comprehension.

Recommendations

The researcher considers students' deficiency in reading comprehension as an acute and serious problem. Therefore, in light of the findings of this study, he believes that the following recommendations are of direct relevance and help for the Ministry of Education, teachers and researchers.

1- The Ministry of Education is called on to hold regular special meetings and seminars so as to discuss the reading-teaching problems and to provide teachers with the most innovative reading-teaching methodology.

2- Teachers are advised to give more emphasis on the prereading stage which surely helps to motivate students and activate their prior knowledge when employed skillfully and appropriately.

3- Teachers are also recommended not to stick to only one prereading activity but always try a variety of activities and adopt the most suitable prereading techniques for their students and/or for the different types of reading selections.

4- Teachers should train their students in the various reading skills to enhance the students' speed and promote their level of comprehension.

5- The Ministry if Education should provide teachers of English regularly with printed materials which display techniques and teaching strategies used in teaching English as a second/foreign language.

6- The Ministry of Education is recommended to establish a journal concerned with teaching English in the West Bank.

7- Researchers should be encouraged to investigate the effects of other prereading activities other than the ones investigated in this study.

8- Researchers are recommended to conduct similar studies on other classes at other levels and in other areas.

9- Conducting another study that takes a whole semester and uses a number of reading comprehension passages is recommended.

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Appendix A

The Reading Comprehension Passage

READING

OFFENSE AND DEFENSE

Animals use many things for defense or protection and offense attack. Speed is a big factor for defense and offense. Most animals find it necessary to run, swim, or fly as fast as possible to get food and escape from the enemy. Many animals hide in order to survive or catch other animals by surprise. A good sense of hearing, good eyesight, and ability to smell protect animals from getting killed and also make it easier for some animals to capture their food.

Big animals usually have strong teeth, large claws, or big horns. They use these weapons very effectively. The bear can cut a man fatally with one stroke of his claws. With his powerful jaws and strong teeth, a lion can crush a man's head or leg. An animal with big, sharp horns can deliver a fatal blow by ripping a hole in a person or an animal.

Some large animals depend mainly on speed for survival. Wild horses can outrun most their enemies. Deer also run very fast and depend on speed for escape. These animals usually live in groups and the instant they hear or see a danger signal from an animal in the group they run away.

Camouflage or disguise is also used as a mean of protection. Some animals have the same color as their surroundings, for example, some of those that live in the snow are white; some that live on the trees are green or look like the wood. Many animals that live on the ground are green, gray, or brown like their surrounding.

Nature protects one of her animals by making him easily seen. This animal is about the size of a cat, and he is black and has a white stripe on his back. Other animals can easily see him. His bright black and white colors protect him from being mistaken for an animal with little or no defense. His glands store a very bad smelling liquid. If attacked, he uses

chemical warfare for defense by ejecting this <u>stinking</u> liquid. This animal is called a skunk or polecat.

The octopus also ejects liquid when attacked. This liquid is very dark and hides the octopus, while that attacker is trying to see through the liquid, the octopus can escape.

Insects and snakes use poison as a defense weapon. In the United Sates, there are several kinds of poisonous snakes and spiders. Rattlesnakes, copperheads, corals, and water moccasins are extremely dangerous. Do not touch a snake or an insect because it looks harmless. Be especially careful when you walk near tall weeds or grass, bushes, rocks or buildings where snakes like to hide.

There is a very interesting snake that lives in the southern part of the Unites States. This snake is not poisonous. When one approaches the snake, the snake coils and enlarges its head. In this position it looks similar to the cobra from India. The closer one gets, the more dangerous the snake looks. It puffs and moves its head as if to deliver a fatal bite. It really looks very dangerous. However, if one tries to touch the snake, the snake seems to faint. This type of defense is called a bluff.

Appendix B

The Reading Passage Key Words

Key words:

- Survive = stay alive, continue to live.

- capture = get, obtain.

- fatally = causing-ending in death.

- blow = stroke, hit.

- ripping = opening.

- camouflage = making it difficult to recognize.

- ejecting = sending out (liquid, etc.).

- stinking = having a bad smell.

- harmless = doesn't hurt, inoffensive.

- bluff = deceiving, cunning.

Appendix C

The Verbal Prereading Activity

Verbal prereading activity

The teacher leads a discussion depending on the questions below so as to motivate his students and to present the topic of the reading selection.

1- Have you ever been in a zoo?

2- Which wild animal have you seen?

3- Where do wild animals usually live?

4- What do they eat?

5- How do flesh-eating animals get their food?

6- Have you ever seen an animal attacked by another?

7- What do strong animals use to attack their enemies?

8- Can strong animals always hunt their victims?

9- What do weak animals usually do to avoid the attacks of strong animals?

10- What do you think our reading passage today is about?

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1- Have you ever been in a zoo?

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8- Can strong animals always hunt their victims?

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10- What do you think our reading passage today is about?

Appendix D

Previewing Prereading Activity

Previewing Activity

The teacher provides his students with the two written paragraphs below in order to provide them with some background knowledge about the reading selection and to arouse their motivation and interests. Students read silently then answer some general questions.

Animals in general are either wild or domestic. Wild animals do not usually live with people. We can see them in forests, in deserts, in seas and oceans, or in meadows. Wild animals are either grass-eating or flesh-eating. They all do their best to get their food and to stay alive. The strong animals attack the weak ones depending on their strong teeth, claws, horns ... etc. Weak animals in turn try always to protect themselves depending on speed, hiding, living in groups ... etc.

Today, we are going to read a passage which gives us examples of how wild animals act when they attack or when they are attacked, and what weapons they use either to get their food or to save their lives when they face danger.

Previewing Activity

Animals in general are either wild or domestic. Wild animals do not usually live with people. We can see them in forests, in deserts, in seas and oceans, or in meadows. Wild animals are either grass-eating or flesh-eating. They all do their best to get their food and to stay alive. The strong animals attack the weak ones depending on their strong teeth, claws, horns ... etc. Weak animals in turn try always to protect themselves depending on speed, hiding, living in groups ... etc.

Today, we are going to read a passage which gives us examples of how wild animals act when they attack or when they are attacked, and what weapons they use either to get their food or to save their lives when they face danger.
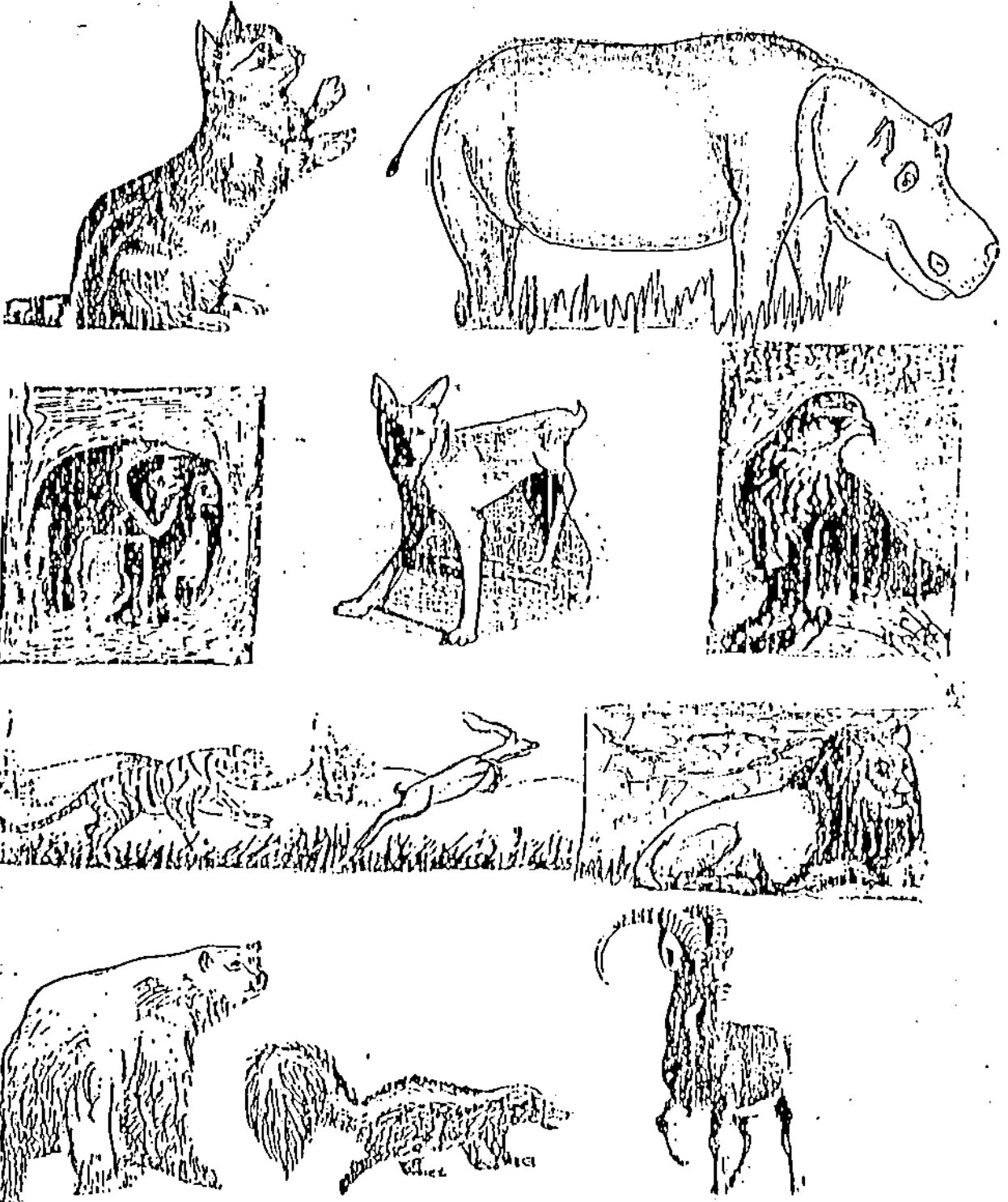
Appendix E
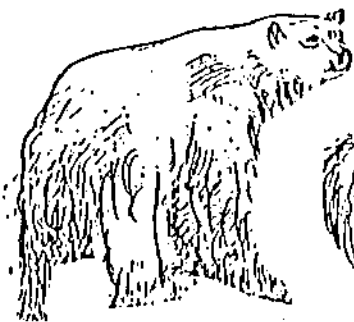
The Graphic Prereading Activity
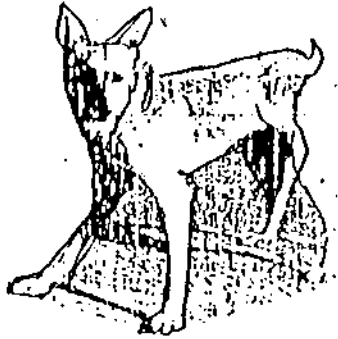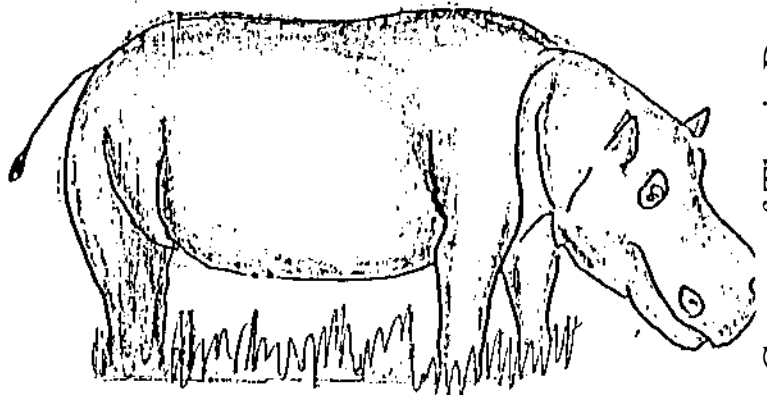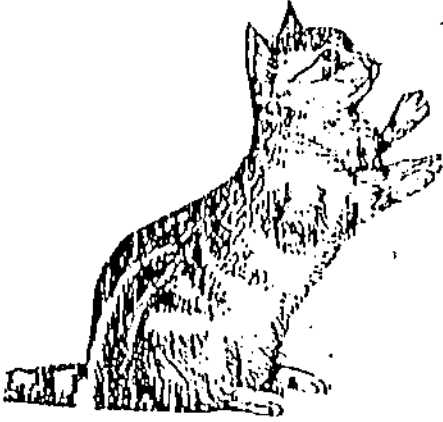
Graphic Prereading Activity

The teacher shows his students the pictures below and asks them questions so as to arouse their interests and help them make inferences about the topic of the reading selection.

Graphic Prereading Activity

Appendix F

The Reading Comprehension Achievement Test

Reading Comprehension Achievement Test

I. Choose the best answer according to the reading passage.

1. In order to survive, animals should be able to ------------ well.

    a. swim and fly.

    b. see and hear.

    c. move and bite.

    d. touch and taste.

2. Making a hole in a person or an animal can be done by ------------

    a. strong claws.

    b. powerful jaws.

    c. sharp horns.

    d. strong teeth

3. The pronoun they (line 9) refers to ------------

    a. strong teeth.

    b. big animals.

    c. big claws.

    d. big horns.

4. The underlined word (line 30) means the same as ------------

    a. smell badly.

    b. dangerous.

    c. sweet.

    d. dark.

5. For survival, a deer depends on ------------

    a. disguise

    b. ejecting liquid.

    c. speed.

    d. surprise.

6. To defend itself and to avoid its enemies, the ------------ ejects a bad smelling liquid.

    a. rattlesnake

    b. octopus.

    c. skunk.

    d. bear.

7. Having the same color as snow, trees, or ground is called ------------

    a. survival.

    b. offense.

    c. camouflage.

    d. chemical war.

8. When the snake of the southern part of the USA feels danger, it ------------

    a. coils and enlarges its head.

    b. ejects stinking liquid.

    c. hides itself underground.

    d. goes forward and attacks.

II. Write True or False in the space in front of each statement below:

1. ------- Wild horses, deer and snakes depend on speed for survival.

2. ------- When it is touched, the snake of the southern part of the USA attacks strongly.

3. ------- Deer and wild horses are faster than their enemies.

4. ------- The bright colors of the skunk make him easy to be attacked.

5. ------- Deer and wild horses put themselves in danger when they are out of their groups.

6. ------- The danger signal is either heard or seen by the animals of the group.

7. ------- The snake that lives in the southern part of the USA is as dangerous as the Indian Cobra.

8. ------- Copperheads, rattlesnakes and moccasins are harmless snakes.

III. Answer the following questions:

1. Why do animals usually hide?

    _____

2. Do animals in groups attack other animals or protect themselves?

    _____

3. Which animal do you consider the strongest in the world? Why?

    _____

4. Which animals depend on ejecting liquids to defend themselves?

    _____

5. Why should you be careful when you walk near grass, weeds, or rocks?

    _____

6. Name some animals that depend on speed for survival?

    _____

7. Do some American snakes live in seas?

    _____

IV. Complete the sentences below using one of the following words:

polecat, hiding, weapons, camouflage, harmful, poison, glands.

1. The world <u>disguise</u> has the same meaning as -------------------.

2. ------------------- is used for both offense and defense.

3. Moccasins are ------------------- American snakes.

4. Claws, teeth, and horns are strong ------------------- for attacking.

5. The ------------------- of a snake may cause death.

6. ------------------- has the same meaning as skunk.

7. The skunk keeps the stinking liquid in his -------------------.

V. Cloze Test:

In the following paragraph, 10 words have been deleted. Read carefully, and in each space insert whatever word makes sense to the whole meaning of this paragraph.

There is a very interesting snake ---------- lives in the southern part of ----------
Unites States. This snake is not ----------. When one approaches the snake, the ----------
coils and enlarges its head. In ---------- position it looks similar to the ---------- from
India. The closer one gets, ---------- more dangerous the snake looks. It ---------- and
moves its head as if ---------- deliver a fatal bite. It really ---------- very dangerous.
However, if one tries to touch the snake, the snake seems to faint. This type of defense
is called a bluff.

Appendix G

The Answer Key and Scoring Scale

Answer Key

Question one: (Multiple choice).

1- b	2- c	3- b	4- a
5- c	6- c	7- c	8- a

Question two: (True/False).

1- False	2- False	3- True	4- False
5- True	6- True	7- False	8- False

Question three: (yes/no, or , wh questions).

1- They hide either to defend themselves or to attack other animals.

2- They protect themselves.

3- The lion, because it uses its strong teeth, jaws, and claws. It also uses speed to attack.

4- The skunk (polecat) and the octopus.

5- Because snakes live there.

6- Deer, wild horses ... etc.

7- Yes, they do.

Question four: (Filling Gaps).

1- Camouflage.	2- hiding.	3- harmful.	4- weapons.
5- poison.	6- polecat.	7- glands.	

Question five: (Cloze Test).

1- that, which.	2- the.	3- poisonous, dangerous.
4- snake, animal.	5- this.	6- cobra, snake.
7- the.	8- puffs, rises, snakes.	9- to. 10- looks, seems.

Scoring scale.

Question No.	*Grades.*
- One	8*3 = 24
- Two	8*3 = 24
- Three	7*3 = 21
- Four	7*3 = 21
- Five	10*1 = 10
Total	**100**

An-Najah
onal University

/ of Graduate Studies

جامعـة
النجاح الوطنية

كلية الدراسات العليا

التاريخ : ٢٠٠٠/٢/٢٨

معالي وزير التربية والتعليم المحترم ،،،
وزارة التربية والتعليم / رام الله

تحية طيبة وبعد،،

الموضوع : تسهيل مهمة الطالب "سليم محمود سالم محمود" رقم التسجيل (٩٧٤٩٨٨٠)

الطالب "سليم محمود سالم محمود" هو احد طلبة الماجستير تخصص اساليب تدريس اللغة
الانجليزية في جامعة النجاح الوطنية ، وهو الآن بصدد إجراء دراسة له بعنوان :

(The Effects of Pre-reading Activities on the Tenth - Graders' Reading
Comprehension in Tulkarm District)

لذا يرجى من حضرتكم تسهيل مهمته والسماح له اعطاء امتحان التحصيلي لطلبة
الصف العاشر الاساسي في مدارس محافظة طولكرم .

شاكرين لكم حسن تعاونكم .

تفضلوا بقبول الاحترام ،،،

عميد كلية الدراسات العليا

د. محمد العملة

نسخة : الملف

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السلطة الوطنية الفلسطينية

وزارة التربية والتعليم ,

الإدارة العامة للتعليم العام

الرقم : ر ت/ ٣ / ٢١ / ١٦٧٦

التاريخ: ٤ / ٣ / 2000م

الموافق: ٢٨ / ١١ / 1420هـ

حضرة د.محمد العملة المحترم

عميد كلية الدراسات العليا – جامعة النجاح الوطنية / نابلس

تحية طيبة وبعد،

الموضوع: الدراسة الميدانية

الطالب: سليم محمود سالم محمود

الإشارة: كتابكم المؤرخ في 2000/2/28م

أوافق على قيام الطالب المذكور بإجراء دراسته بعنوان:

(The Effects of Pre-reading Activities on the Tenth - Graders' Reading
Comprehension in Tulkarm District)

ضمن متطلبات الماجستير تخصص أساليب تدريس اللغة الإنجليزية، وتوزيع الاستبانة على طلبة الصف
العاشر الأساسي في مدارس محافظة طولكرم، وذلك بعد التنسيق مع مديرية التربية والتعليم فيها.

مع الاحترام،،،،

/ وزير التربية والتعليم
مدير عام التعليم العام

خالد الزاغة

نسخة: السيد مدير التربية والتعليم /طولكرم المحترم،

رجاء تسهيل مهمته

نسخة: الملف

٢/٦

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الملخص

أثر أنشطة القراءة القبلية في الاستيعاب القرائي لطلاب الصف العاشر في منطقة طولكرم

مقدم من الطالب

سليم محمود سالم

إشراف الدكتور فواز عقل

هدفت هذه الدراسة التحقق من اثر أنشطة القراءة القبلية في الاستيعاب القرائي لطلبة الصف العاشر في منطقة طولكرم.

تكون مجتمع الدراسة من كافة طلبة الصف العاشر في المدارس الحكومية لمديرية تربية محافظة طولكرم في العام الدراسي ١٩٩٩/٢٠٠٠.

تكونت عينة الدراسة والتي تم اختيارها بناء على أسس تم تحديدها مسبقا من (٢٩٤) طالبا وطالبة موزعين على أربع شعب للذكور وأربع شعب للإناث، وقد تكونت المجموعات التجريبية الثلاث من ثلاث شعب للذكور وثلاث للإناث، بينما تكونت المجموعة الضابطة من شعبة للذكور وأخرى للإناث.

وقد حاولت هذه الدراسة الإجابة عن الأسئلة التالية:

- هل يوجد فرق إحصائي في تحصيل الطلبة في مجموعة النشاط القبلي الشفوي بين التطبيقين الأول والثاني.

- هل يوجد فرق إحصائي في تحصيل الطلبة في مجموعة النشاط القبلي العرض تمهيدي بين التطبيقين الأول والثاني.

- هل يوجد فرق إحصائي في تحصيل الطلبة في مجموعة النشاط القبلي التصويري بين التطبيقين الأول والثاني.

- هل يوجد فرق إحصائي في تحصيل الطلبة في المجموعة الضابطة بيـن التطبيقيـن الأول والثاني.

- هل يوجد فرق إحصائي في تحصيل الطلبة فـي التطبيـق الأول يعـزي لمتغيـر الجنـس، المجموعة والتفاعل بين الجنس والمجموعة.

- هل يوجد فرق إحصائي في تحصيل الطلبة في التطبيـق الثـاني يعـزي لمتغـير الجنـس، المجموعة والتفاعل بين الجنس والمجموعة.

وللإجابة عن أسئلة الدراسة قام الباحث بإجراء دراسة تجريبية باختيـار قطعـة قـراءة مناسبة وأعد أنشطة القراءة القبلية المطلوبة، ثم أعد اختبار الاستيعاب القرائي التحصيلي. وقد تم تدريس كل مجموعة تجريبية تبعا لأحد أنشطة القراءة القبلية الثلاثة (الشفوي، والعرض تمهيدي، والتصويري) بينما درست المجموعة الضابطة دون استخدام أي نشاط قراءة قبلي، ومن ثم طلـب من طلاب كافة المجموعات الإجابة عن أسئلة امتحان القراءة التحصيلي.

ولوصف وتحليل البيانات التي توفرت استخدم الباحث اختبـار "ت"، واختبـار تحليـل التباين الثنائي، وكذلك استخدم المقارنات البعدية (شيفية).

وأشارت نتائج الدراسة إلى وجود فروق ذات دلالـة إحصائيـة لصـالح المجموعـات التجريبية التي درست باستخدام أنشطة القراءة القبلية، أشارت أيضـا إلـى وجـود ثبـات فـي التحصيل بين التطبيقين الأول والثاني. وأظهرت وجود فروق إحصائية في علامـات الاختبـار التحصيلي تعزى لمتغير الجنس، وعدم وجود فروق إحصائية تعـزى للتفـاعل بيـن الجنـس والنشاط.

وفي ضوء هذه النتائج فقد أوصى الباحث المدرسين بايلاء مرحلة القراءة القبلية عنايـة أكبر من خلال استخدام أنشطة قراءة قبلية ملائمة وكذلك أوصى بمزيد من البحث للتحقـق مـن أثر أنشطة قراءة قبلية أخرى على مهارة الطلاب في الاستيعاب القرائي.

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