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Methods of Teaching English Department

Reading Comprehension Strategies of Literature Texts
Employed by English Language & Literature Majors
At An- Najah National University

by

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Dedication

To whom we give our praise
To those who richly spun their wits
To the designers of the immortal gifts of poetry
that are woven so fit
&
To My Mother
Sisters & Brothers

Acknowledgments

Every researcher owes a debt to his teachers, to colleagues, to his friends, and to his family; I gratefully acknowledge my deep indebtedness to all of those, who contributed to the success of this work.

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Last but not least, my very sincere gratitude goes to my mother, sisters and brothers for providing me with consistent motivation and encouragement without which this work would have never been accomplished.

ABSTRACT

Reading Comprehension Strategies of Literature Texts Employed by English Language & Literature Majors At An- Najah National University

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This study aimed at examining the reading comprehension strategies that are employed by the English majors at An-Najah National University while reading literature texts. The population of the study consisted of all third year students registered in "Eighteenth Century Literature" course at AN-Najah National University. The sample of the study consisted of (57) students: (13) males, (44) females.

This investigation into the thoughtful process of comprehension aimed at exploring the way students comprehend literary texts, the type of strategies that are used and contribute more to comprehension, types of problems they encounter, and the effect of gender and specialization in school on the usage of strategies. In addition, the research aimed at investigating the effect of participation in the Think-aloud Protocol, gender and specialization in school on comprehension of literary texts.

Basically, the study attempted to answer the following questions:

1. What are the reading comprehension strategies of Literature texts that are used by the English Majors at AN-Najah National University, and to what extent do these learners acquire them?
2. Which category of strategies contributes more to the reading comprehension of the subjects of the research, and its relation to students' gender and specialization at school?
3. Is there any statistically significant effect on the students' performance in the cloze test, due to their participation in the interview (Think-aloud Protocols), related to specialization at school and their gender?
4. What are the major difficulties that face students while reading literature?

To answer these questions, the Think-aloud Protocol experiment was carried out on individual basis. Students' thinking-aloud was recorded by a tape-recorder. Protocols were analyzed using the Strategy Model Sheet developed by the researcher. The results were also analyzed with respect to participants' gender and specialization at school. A Cloze test was also used to assess the students' attainment in the reading comprehension strategies. The test was validated, and the reliability coefficient was (0.75), using test-retest technique. A Two-way Univariate (T-Test) Analysis of variance was employed in analyzing the data obtained, using the program of statistical package for social sciences (SPSS).

✓ The results showed that:

1. The strategies employed by English majors do not reflect specialization in reading comprehension process.
2. The most widely used strategy for the reading comprehension was the vocal one that is employed during the reading comprehension process with (87.95%). The least one used was the post-reading strategy with (1.78%). However, Pre-reading strategy was used a little better with (10.26%).
3. There is a significant difference at ($\alpha = 0.05$) between participants' gender and their usage of reading comprehension strategies on the level of Non-Vocal Strategies in favor of male participants.
4. There is no significant difference at ($\alpha = 0.05$) between participants' specialization and their usage of reading comprehension strategies, and their performance in the Cloze test.
5. There is a significant difference at ($\alpha = 0.05$) between participants and non-participants in the interview concerning their performance in the Cloze test in favor of the participants in the interview.

In the light of the findings of the study, it was recommended that English majors should be given the opportunity to choose between two major specializations -- literature or language. It was also recommended that English Department hold a compulsory reading course for those who want to go through with English literature as a major specialization. It was also recommended that a language laboratory should be established by the university administration. The researcher also recommended that other studies be carried out to assess the reading comprehension strategies taught at preliminary stages at school, detect the effect of achievement level on the reading comprehension process and detect the effect of students' specialization and their use of strategies.

ملخص

استراتيجيات الاستيعاب القرائي للنصوص الأدبية لدى طلاب قسم اللغة الإنجليزية في جامعة النجاح الوطنية

خلود احمد إسماعيل الأسمر

إشراف:

د. سوزان عرفات

هدفت هذه الدراسة إلى اكتشاف استراتيجيات الاستيعاب القرائي عند قراءة النصوص الأدبية المستخدمة من قبل طلاب قسم اللغة الإنجليزية في جامعة النجاح الوطنية. وقد هدفت الدراسة إلى استقصاء العمليات الذهنية للاستيعاب القرائي للتوصل إلى طريقة استيعاب النصوص الأدبية، أنواع الاستراتيجيات المستخدمة وأكثرها مشاركة في تبسيط عملية الاستيعاب، أنواع المشاكل التي تواجه الطلاب خلال عملية الاستيعاب، أثر المشاركة في بروتوكولات التفكير بصوت عالٍ، الجنس والتخصص في المدرسة على استيعاب النصوص الأدبية.

تألف مجتمع الدراسة من طلاب سنة الثالثة السجلين في مساق "أدب القرن الثامن عشر" في جامعة النجاح الوطنية. وقد تكونت العينة من (57) طالب وطالبة توزعت على النحو الآتي: (13) من الذكور، و (44) من الإناث.

وقد حاولت الدراسة الإجابة عن الأسئلة التالية: 542651

1. ما هي إستراتيجيات الاستيعاب القرائي للنصوص الأدبية التي يستخدمها طلاب قسم اللغة الإنجليزية في جامعة النجاح الوطنية، وإلى أي مدى يمتلكها هؤلاء الطلاب؟
2. ما هي فئة الاستراتيجيات التي تساهم أكثر من غيرها في عملية الاستيعاب القرائي لطلاب قسم اللغة الإنجليزية وعلاقتها بجنس الطلاب وتخصصاتهم في المدرسة؟
3. هل توجد فروق ذات دلالة إحصائية ($\alpha = 0.05$) بين نتائج الطلاب في Cloze test تعزى لمشاركتهم في المقابلة (بروتوكولات التفكير بصوت عالٍ) ولها علاقة بجنسهم أو بتخصصاتهم في المدرسة ؟
4. ما هي أهم المشاكل التي تواجه الطلاب لدى قراءة الأدب؟

وللإجابة عن أسئلة الدراسة، تم تطبيق تجربة التفكير بصوت عالٍ من خلال مقابلة فردية مع كل

مشارك على حدة. تم تسجيل جميع المقابلات باستخدام جهاز تسجيل ، ثم تم تحليل جميع البروتوكول باستخدام

Two-way Univariate Strategy Model Sheet التي قام الباحث بتطويرها. وقد استخدم الباحث طريقة

(T-Test) في عملية تحليل البيانات وباستخدام برنامج التحليل الإحصائي للعلوم الإنسانية SPSS.

وقد دلت النتائج على ما يلي:

1. لا تشير استراتيجيات الاستيعاب القرائي المستخدمة من قبل طلاب قسم اللغة الإنجليزية الى تخصص في عملية القراءة.

2. الاستراتيجيات الأكثر استخداماً كانت الاستراتيجيات الملفوظة خلال عملية القراءة وبنسبة (87.95%)، بينما الاستراتيجيات الأقل استخداماً كانت الاستراتيجيات البعدية وبنسبة (1.78%). وقد حصلت الاستراتيجيات القبلية على نسبة (10.26%) من مجموع استخدام استراتيجيات الاستيعاب القرائي.

3. يوجد فرق ذات دلالة إحصائية ($\alpha=0.05$) بين الجنس و استخدام استراتيجيات الاستيعاب القرائي الغير لفظية لصالح الطلاب الذكور.

4. لا توجد فروق ذات دلالة إحصائية ($\alpha=0.05$) بين تخصص الطلاب في المدرسة واستخدامهم لاستراتيجيات الاستيعاب القرائي، وبين أدائهم في اختبار Cloze test.

5. يوجد فرق ذات دلالة إحصائية ($\alpha=0.05$) بين المشاركين في المقابلة (بروتوكولات التفكير بصوت عالٍ) وغير المشاركين بالنسبة لأدائهم في Cloze test لصالح المشاركين في المقابلة.

وفي ضوء تلك النتائج، أوصت الدراسة بضرورة منح الفرصة للطلاب للاختبار بين تخصصين منفصلين هما الأدب واللغة. كما أوصت الدراسة بأن يتم تبني مساق إجباري جديد في قسم اللغة الإنجليزية يستهدف الطلاب في فسرع الأدب موضوعه هو القراءة. وأوصت الدراسة بضرورة توفير مختبر للغة حيث سيقدم هذا المختبر مساعدة كبيرة للباحثين عند إجراء دراسات مشابهة. كما أوصت الدراسة بإجراء دراسات مشابهة تستهدف طلاب في مراحل أخرى مثل المدارس ، وتبحث في تأثير عوامل أخرى على عملية الاستيعاب القرائي مثل مستوى التحصيل العملي وأثره على أنواع الاستراتيجيات المستخدمة في عملية الاستيعاب القرائي.

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Chapter One

Background of the Study

Introduction

Reading has always been a basic tool of learning and one of the most important skills in every day life especially for academic, professional and personal development purposes. One could easily realize that most of the professional, technical and scientific literature is published in English. Accordingly, students were required to read in English especially learners of English as a Foreign Language (EFL). Despite this importance of reading in a foreign language, “most students fail to learn to read adequately in the foreign language” (Al-Qadoumi, 1995). Reading in a foreign language seems to be slower and with less understanding than reading in the first language. (Alderson & Urquhart, 1984; Nuttal, 1985; Al-Qadoumi, 1995; Krashen & Haeyoung, 1997).

According to Abuhamdia (1991), many researches have been carried out to investigate the performance of readers which was the product of the reading process. However, researchers were more likely to investigate the process of reading itself, which was considered to be a silent process for most of the readers. Alderson and Urquhart (1984) agreed to and considered the product of the reading process as inadequate because of the unpredictable and normal variation in product, and because knowing the product did not tell what actually happened when the reader interacted with a text.

The nature of the reading process has been seen from different points of view of many interested researchers. According to Fries (1963), the teaching of reading began at least four hundred years ago. The earliest teaching of reading occurred at home. With the early beginning of the 19th century, the teaching of reading became a public problem, as it became a complicated mental process (Assaid, 1986).

Alderson quoted in Al Qadoumi (1995) believed that learners of English as a foreign language (EFL) needed the reading ability more than any other skill. Yet.

Alderson argued that these students fail to learn to read adequately in the foreign language as they read with less understanding than one might expect them to, and read considerably slower than they reportedly read in their mother language.

Horiba (1995) argued that “Reading Comprehension involves multiple cognitive processes that are hierarchically related to one another”:

1. Recognizing letters, characters, and words.
2. Analyzing that syntactic and semantic structure of clauses and sentences.

These processes worked in an orchestrated manner to generate inferences.

While reading a text, Rayner & Pollatsek (1989) quoted in Al-Omari (1996) pointed out that an important part of the process was the identification of the relations between ideals and events and between the text and readers’ general background knowledge. These relations usually are not expressed directly. So, the reader must infer them to perceive the text as a coherent structure, rather than as a mass of unrelated pieces of information. Darwazeh (1995) pointed to the importance of employing the cognitive strategies while reading a text to help the reader control the process of learning. In this sense, she defined the learner as an independent person who can control and direct his own mental processes.

According to Silberstein (1987) quoted in Al-Qadoumi (1995), the chief source of difficulty in understanding while reading is the imperfect mastery of the mechanics of reading. Fries (1963) distinguished between the reading process and the thought process – such as: understanding, thinking, reflecting, evaluating, reasoning, emotional and social judgements – which are developed through the use of language but were not part of the reading process itself.

Carr (1989) quoted in Abuhamdia (1991) argued that reading has been an interactive process, and readers must have been strategic in order to construct meaning from texts and monitor their thinking to be sure of accurate comprehension. Al-Qadoumi (1995) attributed that to the fact that not all information is directly stated in the text, it is imperative for students to use information from their background and contextual content.

Brumfit (1992) quoted in Al-Omari (1996) argued that reading was a very complex activity that demanded a combination of perceptual, linguistic and cognitive abilities. Assaid (1986) agreed to what has been mentioned by concluding that reading was “a psycholinguistic” process where the reader reconstructed what was meant by the author and presented in written symbols by a process as understanding, analysis, explanation and critical evaluation in order to benefit in real life situations.

Gibson and Levin quoted in Alderson & Urquhart (1984) defined Reading as a process of extracting information from text. Not only the printed page, but also other combinations such as pictures, diagrams, graphs, instructions and so forth contributed to the reading process. Reading has become not only decoding the written samples to sounds, neither it was a passive acquisition of an image somewhere in the head that a written word could then be matched to. Reading was an active process, self-directed by the reader in many ways and for many purposes.

Goodman (1975) quoted in Al-Qadoumi (1995) defined the reading process as a “Psycholinguistic Guessing Game” in which readers sample the text and make hypotheses about what is coming next in a consistent guessing process. In other words, the reader selected the least number of the most productive cues necessary to produce guesses that are right the first time. Accordingly, it was not the aim to read the exact words on the page, but to understand the message. Goodman believed that reading was an interaction between background knowledge, conceptual abilities and process strategies. Goodman’s reader possessed a store of knowledge about the world, about the language and the print. So, this reader would use his/her knowledge to predict what the printed page contains, to confirm or refute the prediction.

It has been very clear that a process-oriented approach to comprehension, had characterized second and foreign language reading research. Several models reflecting this complex nature of the reading process have evolved -- the top-down, bottom-up and interactive model. The top-down model was concept driven as it claims that the top of the information-processing system controlled the information flow at all levels. “The reader used general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text; the reader samples only enough to confirm or reject their [sic] guesses” (Rumelhart, 1977). According to

Rayner & Pollatsek quoted in Al Omari (1996), the reader had to overcome various types of problems in the processing system by employing general world knowledge and contextual information from the passage being read.

According to Rumelhart (1977), bottom-up process moved in a linear fashion, that is, from letters, to words, to phrases and to sentences. Accordingly, the reader sampled the initial visual information from the printed page and transformed this information through a series of stages with little influence from general world knowledge, contextual information, or higher order processing strategies (Al-Omari, 1996).

Finally, the interactive model proposed that reading comprehension has been achieved through an interaction among multiple knowledge sources, such as the text, the reader's foreign language proficiency and reading strategies, and the background experience the reader brings to the text. Carrell (1983) argued that readers who focus on reading as a decoding process rather than a meaning-getting process tended to be less successful which was the same for those who used bottom-up processing.

In spite of the obvious importance of this skill, most of the English teachers misunderstood this fact while constructing their students' language competence. This led students to be frustrated with the essence of the reading process, and teachers unable to help students be more effective and enhance their abilities to face the reading difficulties that hinder their progress and development (Al Omari , 1996) .

Statement of the Problem

Although English majors went through many reading courses, they did not typically take advantage of the power of reading. However, it was clear that the reading comprehension was a process of interaction between the reader and the text. There should have been a clear idea about this interaction in order to assess the comprehension process and to answer questions like: Why did the reading comprehension level vary from one student to another?

According to Horiba (1995), unskilled students reading literature might use strategies of L1 in L2 contexts. A second language reader might not effectively utilize cues about the structure of the sentence (word order, case marking, word class, function words, affixes, word meaning, and punctuation). The scheduling of various processes involved in L2 text comprehension might be disrupted because of the reader's inadequate command of the language, and because of the limitation of the human information-processing capacity as some depended on the completion of others. Stanovich (1980) added that processes of L2 reading might be disrupted because of the reader's inadequate command of the language and the limitation of the human information-processing capacity. Other reasons may be:

- Limited language competence that led to slower and inefficient processes.
- Misunderstanding of the descriptive phrases to which the pronouns referred, might result in failing to resolve anaphoric relations.
- Being unable to detect a particular logical connection between two sentences because of insufficient understanding of the information presented.

Accordingly, this study was designed to provide a clear idea about the most effective reading strategies that were used by students to reach to better achievement. Verbal reports would be taken as reflections of the allocation of cognitive resource or conscious attention during reading and used to analyze various processes that were occurring during reading.

The Purpose of the Study:

The main purposes of this study were

- 1) To determine the strategies that enable English language majors to become proficient readers and enhance their level of comprehension of English texts especially literature.
- 2) To identify the effect of some factors that were related to the text or to the students themselves on the reading comprehension strategies.

Research Questions

This study attempted to answer the following questions:

1. What are the reading comprehension strategies of literature texts used by the English majors at AN-Najah National University?
2. To what extent do the participants of the study acquire the various reading comprehension strategies?
3. Which category of strategies contributes more than the others to the reading comprehension of the subjects of the research?
4. Is there any statistically significant difference between students' use of strategies due to their gender?
5. Is there any statistically significant difference between the students' use of strategies due to their specialization at school (literary or scientific branch)?
6. Is there any statistically significant relation between students' performance in the Cloze test due to their participation in the interview (Think-aloud Protocols)?
7. Is there any statistically significant difference between students' performance in the Cloze test due to their specialization at school (literary or scientific branch)?
8. Is there any statistically significant difference between students' performance in the Cloze test due to their gender?
9. What are the major difficulties that face students while reading literature?

Significance of the Study

Defining the strategies used by English Language majors would shed light on the types and frequency of the reading comprehension strategies. It would also help to judge the effectiveness of these strategies.

This study would provide necessary information about the students' performance in the reading comprehension tasks. Consequently, the weaknesses of the reading program held at The English Department might be pointed out through the results obtained.

This study may gain importance as it deals with one of the most sophisticated language skills, and sought to show and determine the extent to which the participants

overall experience of acquiring reading comprehension strategies was pleasantly remembered and attained.

Limitation of the Study

To prevent generalization of the findings, the implementation of the study was limited to the following:

- English Language majors who were involved in the course of “18th Century Literature” during the first semester of the academic year of 1999/2000.
- The sample of the study was representative of the whole population and considered statistically sufficient.
- The text used for the interview and that was recorded as the Think-aloud Technique is a short story for James Joyce called “Eveline” and is totally new for the students.
- All subjects’ answers were corrected equally by using the model answers’ sheet.
- All subjects’ strategies were collected and calculated according to a strategy model sheet.
- The held interview revealed the types and frequency of the reading comprehension strategies used by the subjects; hence, it answered the research questions.
- The employed cloze test revealed the level of the students in reading comprehension and answered the questions of the research.

There was no restriction on age or sex.

Definition of Terms

Skim:

To glide or glance over the surface of a text rapidly, reading selected important parts rapidly in order to get an overview of content and organization or to determine its gist, in order to keep oneself superficially informed about matters that were not of great importance to the reader. (Bowen, 1985 & Nuttal, 1985)

Scan :

To look or glance through the text rapidly to locate specific information; this is done on more speed than is used usually. The reader may get an initial impression of whether the text is suitable for a given purpose. (Bowen, 1985 & Nuttal, 1985)

Reading Strategy:

According to Rubin (1975) quoted in Candlin (1996) defined reading strategies as techniques or devices which a learner may use to comprehend. They are almost always purposeful and goal-oriented.

Cognitive Strategy:

They are the mental processes or plans employed by the learner during a specific task for the purpose of comprehension, understanding, learning, acquiring knowledge and constructing meaning. (Darwazeh, 1995 & Janzen, 1996)

Learning Strategy:

According to Oxford (1990), learning strategies were the “specific actions taken by the learner to make learning ...more effective”. More specifically, they are “almost any tactic or plan that a learner believes will assist her/him in acquiring some part of the language, or in managing the language learning process”.

Reading:

According to Widdowson (1979), reading was the process of getting linguistic information via print (Alderson & Urquhart. 1998). It “ is a powerful means of developing second language competence” (Krashen, 1997). From Goodman point of view, reading “is a psycholinguistic guessing game... a process in which the readers sample the text, make hypotheses about what is coming next, sample the text again in order to test their hypothesis, confirm (or disconfirm) them, make new hypothesis and so forth” (Paran, 1996).

Reading Literature:

“It is a meaning-seeking process ... where students are expected to learn to analyze, synthesize and evaluate materials” (Liem, 1996).

Reading Comprehension:

According to Baker & Brown (1984), it was the reader ability to realize the ideas scattered in the reading text, to connect these ideas with the reader's previous knowledge and experiences and to conclude new knowledge and experiences. Wittrock (1984) agreed to is mentioned and points out that the reader adds new information to the text (Darwazeh, 1995)

Good Reader:

According to Baker (1979), Brown (1981), Baker & Brown (1980) quoted in Darwazeh (1995), good readers were those who employed Meta-Cognitive Strategies for comprehension because such a process needs deeper cognitive processes and more effort.

Think-aloud Protocol:

It is an oral interview that "elicit comment on the reading process after {its} exposure" (Ericsson & Simon, 1984).

Summary

This chapter presented a brief incitement behind choosing the topic of the research. It presented some opinions of researchers about the nature of reading process.

In general. it presented a brief account of the study reported in this research: the problem. the purpose and aim, questions and limitations to which the researcher was committed while applying the research.

At the end. this chapter presented definitions of some critical and important terms related to the research.

Chapter Two

Review of Related Literature

Introduction

Recent studies have taught us that reading was a conscious use of a set of skills. Researchers have attempted to identify the strategies used by readers of foreign languages while trying to understand the decoded messages in the texts, the effect of reading strategies on comprehension, the most effective reading strategy to language learners.

This chapter presents two main sections. The first section discusses a theoretical background about reading comprehension, processes and strategies of reading comprehension, and reading comprehension factors. The second section discusses previous studies that investigated reading strategies, reading comprehension skills, think-aloud protocol, and reading comprehension problems.

Theoretical Background

This part presents a theoretical background about reading comprehension, processes and strategies of reading comprehension, and reading comprehension factors.

Reading Comprehension:

Traditionally, reading researches attempted to analyze the reading skill into sub-skills...and to discover whether reading is composed of different sub-skills that might relate to one another within a taxonomy or hierarchy of skills. Many different taxonomies or lists have been drawn up over the years. However, there were many problems with trying to define reading as consisting of a series of sub-skills because there was no evidence for separate existence of these skills. In addition, a comprehension test and actually reading are probably not the same thing. There results are completely different since knowing what a student has understood does not

help to decide how he has understood the text. Furthermore, the suggested skills are not related to the process itself but to the product that varied according to the reader and his motivation and purpose. Widdowson (1979) quoted in Alderson & Urquhart (1984) argued that the texts themselves did “not have meaning, but potential for meaning, which will vary from reader to reader...crucially related to purpose and knowledge. The process of reading was elusive for researcher of twentieth century as it was a silent and private activity. Many attempts have been made to investigate the process of reading. Some researcher “have developed a model of reading related to studies of eye movements... which should not be confused with early attempts to improve comprehension by ‘widening eye-span’” (Widdowson, 1979. p.128). Another technique that has been used to gain insight into the reading process was miscue analysis. Oral reading errors are analyzed for their similarity to or difference from the words in the text, and inferences are made about the process that must have been occurring.

According to Royer et al quoted in Alderson & Urquhart (1984), many theories of psychology defined comprehension and considered it as one of the mental processes that inclines active thinking and knowledge acquisition. So, comprehension is considered as a complicated process that needs number of complicated skills, and has many types of activities through which the reader comprehends the text. This process focused on four elements:

- The text being read.
- The background knowledge possessed by the reader.
- Contextual aspects (surrounding text and environment).
- The intention of the reader.

According to Solso (1988), the term Comprehension refers to the process of understanding the text, and it includes the indications used by the reader to add more information to the text, directly or indirectly.

Ausubel (1979) defined reading comprehension as the old information in the memory of the reader that formed the background for the new one and was linked with it. Anderson (1985) agreed with this definition and added that reading comprehension was an interactive process between the reader expectations and the content of the text.

Accordingly, reading comprehension was a process of one direction through which the meanings in the text interact with the schemas of old knowledge in the readers' mind. The reader later will be able to generate knowledge and reach new indications to be added to his previous ones. At this point, it was important to define the Schemas Theory and the Generative Theory for Chomsky.

The Schemas Theory could be defined as a mere structure of knowledge the person acquires through the recurring experiences that were saved in the memory to be used later to understand new information (Garner, 1988). Meanwhile Anderson (1985) defines the Schemas Theory as expectations that might agree with the readers' old knowledge so as to be saved in the memory, while the expectations that do not agree with the readers' old knowledge will be rejected or misunderstood. Accordingly, reading comprehension will be an interactive process between the information in the text and the readers' expectations. The Schemas Theory will be then used for directing this interaction and calling background knowledge from memory to be connected to new one in the text. When the reader comprehends the text, he actually activates the schemas to help processing the coming knowledge. On the other hand, the reader will fail to understand the text through three ways:

1. If the reader doesn't have the correct Schema to comprehend the written text.
2. If there is no stimulation from the text ,
3. If the reader misunderstands the meanings in the text.

Chomsky's Generative Theory indicated that using language was Rule-Governed as there was surface structure with which one writes language, and deep structure with which one understands language. To overcome this problem, two rules are used:

1. Generative rules: applied to explain the structure of the main sentences in the language
2. Transformational rules: used to transform the read sentences to other sentences that have the same meaning, but are more complex.

Accordingly, comprehension is generating meanings from written sentences to use them in new formulas. In this case, the readers mind is not just consuming the

meanings in the text but giving the suitable explanations, using the suitable rules, neglecting some part to reach to new knowledge.

Processes and Strategies of Reading Comprehension

Many studies have dealt with reading comprehension (skills, processes and strategies) and described the interaction between the text, the reader and the affecting factors. Strategies were especially important because they improved reading comprehension as well as efficiency in reading. In addition, they helped readers to process the text actively, monitor their comprehension and connect new information to their old one. (Janzen, 1996). There were, however, problems with trying to define reading as consisting of a series of skills or subskills. Alderson & Urquhart (1984) referred to Lunzer and Gardner research in 1979 who attempted to identify a hierarchy of skills by creating questions on passages aimed at different levels of meaning. They could not prove that the different questions called at different skills or subskills. Lunzar and Gardner reported that doing a comprehension test and actually reading were probably not the same.

Duffy (1993) quoted in Janzen (1996) defined reading strategies as plans for solving problems encountered in constructing meaning. These strategies ranged from bottom-up strategies to more comprehensive actions as connecting what was being read to the reader's background knowledge. Janzes argued that strategies helped students to "improve reading comprehension as well as efficiency in reading". Strategies also helped students to process the text actively, monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.

Lucas (1990) believed that teaching reading in a foreign language should employ four important factors:

1. Objectives that were categorized into :

- Initial Objectives: the ones a reader has when looking for a text.
- Immediate Objectives: the ones a reader has when he is about to start reading the chosen text.

apparatus, graphic conventions, illustrations and diagrams. Third, word-attack skills as how to tackle unfamiliar lexical items by using morphology, inferences from context, etc. Finally, text-attack skills: the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure.

Anderson (1985) analyzed the reading comprehension process into three stages. The first stage is perception that is transforming written signs and symbols into vocal sounds. The second stage is parsing that is connecting vocal sounds with meanings in the mind of the reader. The third stage is utilization that is connecting written meanings with meanings in the mind of the reader

Villagas (1978) quoted in Edris (1992) stated that there were three simultaneous processes used by the reader. The first is selection, that is, the reader chooses the information that suits his target and achieves a preliminary understanding of the text. Classification comes next, that is, the reader classifies the information according to his aims. The final one is specification, that is, the reader determines some items that enable the comprehensive understanding.

According to Bloom (1980) quoted in the previous reference, reading comprehension behaviors were categorized into five types. First, remembering, that is, the readers attempt to call previous knowledge from memory. Second, reasoning, that is, the reader convinces himself with the meanings in the text to comprehend it. Third, problem solving, that is, the reader tries to find answers to questions arising while reading the text. Fourth, concept formation, that is, the reader classifies knowledge in the text to analyze his understanding of the text. Fifth, creative thinking: the reader evaluates the knowledge in the text and uses it in new situations.

Barret (1975), quoted in the previous reference, classified reading comprehension behaviors as follows-- literal comprehension, reorganization, inferential comprehension, evaluation and appreciation.

Gagne (1979) quoted in Darwazeh (1995) and Flavell (1979), agreed with the previous classification and provided the following four types for excellence reading. First, there is decoding. Second, there is literal comprehension. Third, there is inferential comprehension through which the reader uses three processes--integration,

summarization, elaboration. Forth, there is comprehension monitoring which insures that the reader will reach his aim of determining the aim of the reading process at an early stage, choosing the suitable reading strategy, checking the goal while reading, and re-mediation of reading comprehension by re-reading.

Abbott (1981) determined the skills of the reading comprehension as the ability to:

1. Expect the content of the passage before reading it.
2. Determine the topic sentence in the passage/ main idea.
3. Remember certain facts in the passage.
4. Understand the internal relations between the main idea, its applications and examples.
5. Tract events in the text.
6. Infer unwritten things between the lines.
7. Discover the writer's intuition.

Edris (1992) suggested a strategy of four steps. The first is the preliminary understanding of the text. The second is the interpretations of the text to examine understanding. The third is the re-test and evaluate the text according the previous interpretations. The forth is the documented and expanded interpretations. Usually readers use two types of strategies to understand and comprehend the text:

- Cognitive Strategies as repetition and rehearsal
- Meta-Cognitive Strategies as evaluation and comprehension

According to Garner (1988), students used cognitive strategies to achieve an aim while reading a text, while they used the Meta-cognitive strategies to control their cognitive strategies, i.e., understanding the text. Garner mentioned three Meta-cognitive strategies used by students while reading comprehension:

- Allocation of study time.
- Text re-inspection.
- Text summarization.

Flavell (1976) quoted in Darwazeh (1995), classified the Meta-Cognitive Strategies into five types. The first is the meta-cognitive, that is, being aware of the mental processes. The second is the meta-memory, that is, being aware of the

memorizing processes. The third is the meta-comprehension, that is, being aware of the processes that lead to comprehension. The fourth is the meta-attention, that is, to be aware of what attracts the reader attention while reading. The fifth is the meta-thinking, that is, to be aware of the thinking skills employed by the reader.

Darwazeh (1995) quoted Li (1992) who summarize the differences between the cognitive and the Meta-cognitive processes:

- Darwazeh agrees with Garner (1988) as she considers that Cognitive Processes are employed to comprehend a reading text and to add more meanings to it; while the Meta-cognitive processes are employed to control and command this comprehension for the longest period of time.
- Cognitive processes are formed in an early stage of life; while Meta-cognitive processes need along time to be formed.
- Cognitive abilities are inherited; while Meta-cognitive abilities are acquired through training.

Reading Comprehension Factors

Reading comprehension is affected by the reader, the book, and the structure of the texts and with the general sequence of reading. Accordingly, reading comprehension depends on factors as:

1. The aim of the reader as it affects the reading skill and strategy needed.
2. The reader's reading level as comprehension differed from the good reader to the poor reader.
3. Background knowledge about the subject of the text.
4. The strategy used by the reader as it affects the comprehension of the text (Abbott, 1981; Wittrock, 1984; Roth, 1985; Bowen, 1995).

According to Nuttal (1985), "the ideal reader was the one who was able to extract the content from any text at all". Allington et al 1978 quoted in Bowen (1995) was more detailed when he defined the good and bad readers. The characteristics of Good Reader were:

- 1) Balance grapho-phonetic and semantic-syntactic systems.
- 2) Keep the meaning of the passage in mind while proceeding.

- 3) Read in broad phrases.
- 4) Skip unimportant words.

Whereas the characteristics of the Poor Reader were:

- 1) Overuse grapho-phonetic cues and under-use semantic-syntactic and context cues.
- 2) Analyze the sound system instead of the meaning.
- 3) Translate in short phrases and spend extra time decoding, so they lose the meaning of the passage as they read along.
- 4) Read all words as equal in importance.

In his book about teaching reading skills, Nuttal (1985) classified the problems that might face readers in a foreign language as follows:

1. Concepts scattered through the text.
2. Vocabulary and sentence structure.
3. Cohesive devices, "i.e. the ways of trying sentences together to create a cohesive text".
4. Discourse markers, "i.e. words as however, although, namely. These words serve to mark the functional value of a sentence; they tell you what the writer intends by it".
5. Problems beyond the plain sense of each sentence that caused a problem for the writer to understand the sense of the text as a whole.

According to Edris (1992), the good text is described as the succession of controlled ideas through the text, the unity of the text, and suiting the students' level.

According to Gagne' quoted in Anderson (1985), the expository texts was classified as the immediate response texts, the descriptive texts, the collective texts, the comparisons, or the antecedent/ consequent.

According to Anderson (1985), the relations between sentences in the text determine the type of the text. These relations may be classified as:

1. Response Relation.
2. Specific relation.
3. Explanation Relation.

4. Evidence Relation.
5. Sequence Relation: Chronological or logical sequence.
6. Cause-Effect Relationship
7. Goal Relationship.
8. Collection Relationship.

According to Thonis (1970), reading literature was always an important issue for researchers. Through literature, it was possible to gain some insight into human behavior attitudes, beliefs and problems. Readers of literature should have special skills of interpreting, appreciating, judging, and understanding what is read. Unfortunately, many action-oriented young people hurry over the descriptive parts of a story to the dialogue or action paragraphs. Some readers find it difficult to get through long, involved expositions, which may create a setting or build a mood. Here comes the role of the teacher to heighten both power and delight, and to enrich skills for reading literature. Students should be able to recognize words and to know their meanings in context so as to be able to interpret literature and to come up with generalizations about the human experiences. This experience is built only through vicarious experiences and depends upon the previous stock of meanings stored in the learner's background. So, comprehending English literature texts depends on knowledge of words, of groups of words, and of arrangement of words according to the conventions of written English. Other elements of the text should be taken care of such as setting, characters, theme, style, tone and mood. Generally speaking, successful readers of English literature should acquire successful word recognition and comprehension.

With reference to what has preceded, and according to Wittrock (1984) quoted in Daewazeh (1995), one can say that reading comprehension has some general aspects that help to define general principle for comprehension; The reader is involved seriously in the reading process to discover internal relations in the text so as to comprehend it.

1. Comprehension process has a generative nature as the reader put a preliminary lines which he elaborates and expands to reach to an understanding

2. Naturally, the reader tends to comprehend what he reads through adopting strategies and skills; he foresees on what to read then he elaborates and explains ideas in the text and links them to his expectation.
3. Strategies used by students are classified as: Cognitive Strategies, Meta-Cognitive Strategies
4. Texts have various types, which affect the process of comprehension and the strategies used by the reader to comprehend the text.

Previous Studies

Strategies of reading comprehension have always been a rich and deep source for researchers. This section presents studies that investigated reading strategies, reading comprehension skills, think-aloud protocol, and reading comprehension problems.

Studies That Deal with Reading Strategies

According to Cohen (1979), educators now have been more interested in the strategies used in learning a second or foreign language, especially the value of classroom observation that reports the learners' own intuitions and insights. Some approaches assume that observable behavior will reveal the learning process. "However, it has come apparent that it is difficult to obtain accurate insights about learners' conscious thought processes through conventional observations of teacher centered classroom sessions". Such observations can record physical movements as nods of the head, smiles, eye movements ... etc, but can't easily capture what students are thinking about, how they are thinking, how they feel and will be limited to those students who speak out loud leaving aside students who remain quiet. Students learning strategies may be examined when teachers focus on the process rather than on the product. One can obtain such insights through conscious thought processes that stand for all thoughts that are within the realm of awareness of the learner, whether they are attained fully or not.

Al-Qadoumi (1995) conducted a study to identify the reading comprehension strategies employed by low achievers in (EFL) reading in the second secondary

literary stream in Jordan, and determine whether these strategies were different from those used by high achievers. Eighty-eight students enrolled in the second secondary classes, literary stream, in Ein-Jalout Comprehensive Secondary School for girls in Amman formed the population of the study. In addition to school marks, the researcher used a cloze test designed for the purpose of this study to classify the sample that constituted of 10 students into 5 low achievers, and 5 high achievers

The Think-Aloud protocol was carried out on individual basis and revealed no differences between the types of reading strategies used by both categories but in the employment and number of strategies used by both categories. The results also revealed a correlation between the level of reading comprehension and the type of the reading strategy used while reading English texts. Results also revealed that strategies like rereading, translation, questioning of words, use of background knowledge (more effective for high achievers), Cognitive and Metacognitive strategies (restricted to high achievers).

Another study was conducted by Edris (1992) aimed at identifying reading comprehension strategies of science texts used by 8th grade students. The researcher aimed at defining the relation of these strategies with the type of text, student's gender, achievement level in science, and prior knowledge level.

In this study, the researcher administered a test of 17 items to measure students' prior knowledge in "Potential Gravitational Energy". The researcher used three texts: Narrative, Narrative with illustrative Drawings, and Narrative Experimental texts. The subjects of the study went through an interview and answered some questions. The researcher recorded the vocally think-aloud responses and analyzed these responses according to four categories: Trivial, Literal, Inferential, and Metacognitive Interaction Strategies.

The analysis of the results showed that there was a significant association between the text type, achievement level in science, and prior knowledge level. In addition, the results showed that 63% of students used a high percentage of surface interaction strategies (trivial and literal), whereas 35% of students used Inferential Interaction Strategy, and only 2% used Metacognitive Interaction Strategy.

Saleh (1985), in a study that dealt with the reading strategies of English specialists in government community Colleges in Jordan, aimed at exploring the differences in pattern among the various kinds of miscue made by students for the academic year 1983-1984. The researcher investigated the effect of the academic level, the achievement level and the interaction between these two factors on the three types of miscue (graphic similarity, syntactic acceptability and semantic acceptability).

The researcher used a reading proficiency test to choose the sample of the study that consisted of 100 students. The researcher found no significant difference between the factors except for the difference between the semantic miscue score between above-average and below-average students for the favor of the above average students from the two academic levels combined.

A study was conducted by Jimenez et al, (1996) that examined the strategic reading processes of 8 bilingual Latina/O children who were identified as successful English readers. The aim of this research was to "explore the question of how bilingualism and biliteracy affect metacognition". The researcher gathered the research data through think-aloud technique, interviews, a measure of prior knowledge and passage recalls. Results presented three of the strategies as unique to successful Latina/O readers: Active transfer of information across languages, translation from Spanish to English, and open access of cognate vocabulary while reading. Less successful readers used fewer strategies that were less effective in solving reading difficulties in either languages. These students frequently identified unknown vocabulary. In summary, the results of the study showed that successful English readers possessed a qualitative unique fund of strategic reading knowledge.

Rusciolelli (1992) conducted a study through which she determined the current reading practices used by Spanish readers by giving instructions to recommend and rank the reading strategies that were found most helpful while reading articles from contemporary Spanish language magazines. Students chose seven of eleven strategies that were most helpful. However, a mean ranking revealed that instruction in skimming and word guessing proved most helpful to students.

LI (1992) investigated the metacognitive strategies used by Chinese-speaking graduates as they read academic material written in English. The researcher used the In-depth interviews and think-aloud procedures to collect necessary data. The results showed that the ELS academic reading process was a very deliberate, demanding and complex process. Participants in the study used profiles of competent readers in both L1 and L2 as prediction, visualization and paraphrasing. L2 profiles were as translation, attention to subtitles and attention to connectives. The researcher also investigated the factors that participants perceived to be barriers to their reading. Cultural knowledge, failure to perceive meanings and slow reading speed contributed to their regarding difficulty.

Carter (1993) conducted a study to describe and analyze the types of reading strategies of high school seniors. Five high school seniors participated in the study and went through think-aloud protocols, interviews, observations and self-analyses for pre-reading, reading and post-reading activities over a three week period in May, 1993. An analysis was developed for each participant to demonstrate the occurrences of strategies and a comparison of strategy use across subject area disciplines. Findings revealed that participants relied upon schema activation and automatic text processing during reading protocols. Participants didn't expand their efforts to process ideas in depth. Participants followed the method of quickly finding answers to literal-type questions. Participants used few reading strategies. This lack of knowledge implies that participants had no idea about the metacognitive strategies of reading as well as they didn't recall being taught any of them. Participants were not able to go through deeper processing or self-monitoring while reading.

Park-OH (1994) conducted a research in which 64 students, of ESL at Alabama University, participated. The study was an experimental one with a pretest-posttest nonequivalent control group design. The study investigated the effects of self-regulated metacognitive strategy training on reading comprehension, reading strategy use, reading attitudes and learning styles. Students in the control group were provided with eight-week training. The results showed that training had positive effects on the reading comprehension of an English text. It also influenced the recall protocols and

use of strategies. A significant positive difference was realized in favor of trained students concerning learning styles and reading attitudes.

Skalar conducted a study in 1995 that investigated the attitudes and experiences of college freshmen who lack a fundamental understanding of literature and have little interest in reading. The study was carried out on two levels: the qualitative one and the quantitative one. The former was carried out on a small professional arts college. A questionnaire was distributed to 162 freshmen, seven focus groups with three to four students and interviews with two readers and two nonreaders. This part of the study was undertaken to examine how freshmen read, how they do not read, what they read and their attitudes towards reading literature. The latter employed a true-test after participants were aware of the reflective nature of reading. Scores of a comprehension exam of this group were compared to scores of a group that was ignorant of the reflective nature of reading. The group with previous training did better on the reading comprehension exam. However, the researcher found that participants in general lacked the basic concepts of reading as reflecting, imagining and focusing.

Dillon conducted an interesting study in 1996 to investigate the ways employed by student in introduction to Literature courses. The aim of this study was to examine the favorable sides of practicing critical theory in classroom practice of reading texts that employ the philosophies of Deconstruction, Marxism and Feminism. The principal purpose of using theory is "to empower the reader by way of introducing reading strategies that mirror a reader's sense of purpose or sense of viewing the world: an informed reader learns to connect pre-existing and newly-acquired knowledge through literature. Participants in this research went through classroom exercises that demanded reading a number of texts employed the philosophies mentioned before. The findings of this research presented how critical theory affects pedagogy and how classroom exchange affects critical theory.

Studies That Deal with Reading Comprehension Skills

Al Omari (1996) assessed the reading comprehension skills of the basic stage students. 284 students were sampled for the study from the population that was all

Tenth Grade students in the schools of Irbid First Directorate of Education for the academic year of 1995/1996.

The researcher employed a test to assess the students' achievement of the reading comprehension skills. Accordingly, the results of the study showed that both females and males students who participated in the study scored low on all the reading comprehension skills, but the female group was ahead of the male group. In addition, both groups were a step further with respect to the sentence-attack skills.

Momani (1985) has submitted a dissertation that discussed the nature of reading comprehension from both a psycholinguistic and pedagogical point of view. This dissertation aimed at presenting an adequate approach to the teaching of reading in a foreign language.

"Such an approach involves certain types of techniques for extracting information from texts. Such technique will, hopefully help the learners acquire desirable strategies in their reading, such as skimming and scanning and help them get rid of undesirable strategies such as word-to-word reading"(Momani, 1985; 1-2).

The dissertation pointed to the fact that any approach for the teaching of reading "must focus on the 'process' of reading rather than its product" (Momani, 1985; P. 55). The researcher depended on the assumption that the product is an automatic result of the process. "Thus, emphasizing the process entails the product, but the reverse is not necessarily true".

Ali (1984) presented a study discussing the simplification of content on the comprehensibility of English text. He used four treatments for the same text "one original and the others are of varying degrees of simplicity at the lexical and syntactic levels". The researcher used one comprehension text to assess students' comprehension of each treatment by answering certain questions.

The researcher found that students need to be more familiar with language elements (lexical or syntactic) through reinforcing these items, re-qualify teachers in the field of language simplification and applying simplification in instruction.

Theine carried out a qualitative study in 1995. This research focused on the role of strategies in the socio-psycholinguistic reading process of primary English speaking and English second language students. The researcher aimed at answering the following questions: (1) What are the strategies? (2) How are strategies learned? (3) How are strategies used? (4) What strategies do ESL students use, learn and apply? The researcher employed anecdotal records, students' writing, interviews, observations of reading strategies, and four Running Records analyses to gather the data for this research. The findings showed that the reading process for English speaking and ESL students were similar. Both groups read from whole to part, constructing their own knowledge through scaffolding, and used similar strategies.

Another study was conducted by Hiles (1992) to facilitate nursing students' comprehension of expository text. Volunteer nursing students participated in reading the assigned four-pharmacology text and to apply reading strategies to read and summarize the texts. Each summary was corrected and given feedback on selection and organization of main ideas. The researcher benefited from the qualitative and quantitative data that suggested that instruction in strategies for selecting and organizing main ideas was effective; while instruction in strategies to activate existing knowledge required further revision.

Intaravitak conducted a study in 1996 to investigate the difference in advanced Thai readers' processing behaviors when reading expository textbook prose and narrative prose. According to the researcher, different text genres reflect different purposes and characteristics. The major technique used to capture reading strategies was the think-aloud technique. Each student read two texts and reported whatever came to their minds while reading. Participants were also asked to keep a journal and to register all strategies they used when encountering expository or narrative texts for two weeks. The findings showed that students used similar strategies for both types of text. However, they employed them in different ways. When reading expository texts, readers focused on textual content for comprehension. Participants associated less background knowledge, personal experiences, emotions and envisionments with information in the text. On the other hand, participants were more opened for alternative interpretations and horizons of possibilities when reading narrative prose. These two models of reading suggest that reading is a re-conceptualization process;

when students integrated their past learning, experiences, sentiments and world views with information in the text while interacting with it.

Chin conducted a study in 1996 to investigate Korean ESL students' perceptions about reading in English and about themselves readers of English texts. The study aimed at examining how those perceptions influence their reading processing strategies. The researcher investigated the effect of the cultural background on reading strategies and comprehension. The sample consisted of five university affiliated ESL students. The researcher employed -- interviews, questionnaires, think-aloud protocols, follow-up discussions and a journal to collect data. Major findings were as follows: intermediate and advanced readers possessed the notion that reading in L1 and L2 is an active process of comprehension, participants perception about English affected their interaction with English texts, participants employed a variety of reading strategies to enhance comprehension, both advanced and intermediate students focused on meaning construction, but intermediate ones were more concerned with vocabulary that became an obstacle to their comprehension, culturally familiar texts were easier to comprehend than unfamiliar ones, and participants in general did not consider themselves good ESL readers.

Studies That Used The Think-aloud Protocol

According to Janzen (1996), "reading and thinking aloud presents a very high cognitive load for L2 readers, yet not an impossible one ... Readers can be heard predicting and checking the correctness of his/her predictions".

Horiba (1995) conducted a worthy study. This study examined four groups of readers while processing and recalling two passages that varied in degree of casual coherence. The researcher collected concurrent verbal reports and recall data. 66 students from two universities participated in the study on voluntary basis, and they were classified into four groups (L2-Intermediate, L2-Advanced, L1-Japanese, and L1-English). Three methods were used in the experiment:

- Sentence reading times were measured to examine the chronometrical aspect.

- Free recall was elicited for the examination of a product of mental representation and memory of the texts.
- Verbal reports were gathered for each sentence while the reader was progressing through the text.

The results of this study revealed that L1 readers used much of their attention for high level processes, and processed the high and low-coherence texts differently. In addition, L1 readers generated backward inferences according to the text's causal structure and recalled events with many causal connections. On the other hand, L2 readers paid more attention to lower level processes and did not process differently between the high and low-coherence texts. L2 advanced readers generated both backward and forward inferences during reading, whereas L2-Intermediate readers did not.

In his study, Horiba (1992) refers to the "ample evidence for the critical importance of casual relations in narratives...because statements that are highly connected to other statements in a text tend to be recalled more often and more quickly than statements with few connections". Recent L1 researches have identified various types of casual inferences in regard to comprehension and memory of narratives:

- Generation of background inferences: connecting focal events to prior events in the text. "When antecedent information from the prior text is not readily available, the reader may reactivate or reinstate that information in order to provide adequate casual justification for the focal event 'Trabasso & Suh,1993' "
- Elaborative inferences: when reader draws on general background knowledge in order to connect two events.
- Forward inferences: the reader may anticipate upcoming events especially when semantic and linguistic constraints are strong enough.
- Anaphoric inferences: they are important for the construction of a coherent representation of a text. Anaphoric relations establish that an object or person in one sentence is identical to an object or person in another sentence (March, 1995).

In L2 reading, Horiba argued that "scheduling of various processes involved in text comprehension may be disrupted because of the reader's inadequate command

of the language and the limitation of the human information-processing capacity (cf. Stanovich, 1980) (Horiba,1995) . Findings suggest that L2 readers attempt construct a coherent representation of a text by utilizing information explicitly presented in the text and information generated from general background knowledge. In the L2 literature there is little information available on how these processes take place while the reader is progressing through a text. What happens when one process is disrupted or delayed?

Studies that Deal With Reading Comprehension Problems

A study was conducted by Kim (1995) to investigate the types and sources of problems in L2 reading. The researcher focused on problems found in EFL students' recall protocols. There were two independent variables. First, there is difficulty of vocabulary. Second, there is pre-reading instruction. The population of the study consisted of one hundred and eight Korean high school students. Half the participants received pre-reading instruction that intended to provide prior knowledge about the content of the text used in the study. Additional interviews and questionnaires were also analyzed to obtain in-depth information on the subjects' reading processes. Results of the study presented the types of problems faced by participants in recall protocol as follows:

- Omission: the reader did not recall a component that was in the text.
- Addition: the reader added a component that was not in the text.
- Replacement: the reader replaced a word with another one which did not exist in the text.
- Mixing : the reader mixed a part of one sentence with part(s) of another sentence in the text.
- Switching: the reader switched the order of the words in the same sentence.

Sources of these problems were suggested as follows:

- Vocabulary difficulty: in this case, the reader did not know the word or there was a mismatch between the reader's meaning and the author's meaning.
- Syntactic difficulty: the length of a sentence seemed to have been another cause of difficulty. Students tended to turn a long, complex sentence into a short, simple one.

- Lack of awareness of rhetorical structure: participants did not follow the arrangement of the information in the text. "The poorer recall of the idea units on the macropropositional level than on the micropropositional level across the participants indicates readers' lack of knowledge of the rhetorical structure of the text".
- Lack of prior knowledge: the analysis of students' responses indicated that lack of prior knowledge contributed to the difficulty of the text.
- Misreading: misreading one word to another that had a phonemic/graphemic similarity must have caused a great confusion in understanding the whole text.
- Lack of comprehension monitoring: recall protocols showed that students were not good at comprehension monitoring; they were giving up before trying to guess the meaning in the text.
- Language interference: students translated the English words one by one as they were ordered in the English sentence into Korean.
- Other factors: factors like cognitive style and personality might have played a role in causing difficulties or not.

Summary

This chapter provided a comprehensive presentation for studies that attempted to identify the strategies used by foreign language readers and their effect on comprehension.

The first part of this chapter presented a theoretical background. This presentation included theories related to the process of reading comprehension, processes and strategies of reading comprehension, and reading comprehension factors.

The chapter also presented a number of studies conducted to investigate topics related to this research problem as reading strategies, reading comprehension skills, think-aloud protocol, and reading comprehension problems.

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Chapter Three

Methodology

Introduction

This chapter introduced the research design and the procedures that were used to answer the questions of the study.

The chapter also included a description for the population of the study, the sample and the tools that were used. In addition, the chapter illustrated the way of measuring reliability and validity of the tools of the study.

Rationale for Using Verbal Reports

Verbal reports were gathered for each sentence while the reader was progressing through the text. These verbal reports were not taken as direct reflections of thought processes but rather as correlation of underlying thought processes. It was commonly believed that the think-aloud method revealed the content of information available to the reader's immediate awareness of short-term working memory, from which one could infer comprehension processes (Ericsson & Simon, 1980, 1984). Thus, those processes that required the reader's conscious attention were more likely to be reported. Verbal reports obtained during reading could test if subjects had made the inferences that were expected by the author based on a discourse analysis of a text (Trabasso & Suh, 1993; Horiba, 1995). In this study, the subjects were asked to report verbally the processes of comprehending the text while reading sentence by sentence and continuously from the start till the end of the process.

The Purpose of the Study:

The main purposes of this study are:

- 3) To determine the strategies that enable English language majors to become proficient readers and enhance their level of comprehension of English texts especially literature.
- 4) To identify the effect of some factors that were related to the text or to the students themselves on the reading comprehension strategies.

The Population of the Study

The population of the study consisted of all third-year English language majors, who were registered in the course of "Eighteenth Century Literature". The population consisted of (60) students; (57) of them only participated in the research procedures.

Sample

The sample of this study consisted of (57) students. All of them participated in the Cloze test, and (29) students participated in the interview and the Think-aloud Protocols on voluntary basis because this participation demands that participants do it willingly. This population represented all the English language majors at An-Najah National University. (Table 1)

Table (1)

The Sample of the Study

Sex		Number of Students	Percent
Male	Participants in Interview:	6	10.5
	Non-Participants:	7	12.3
Female	Participants in Interview:	23	40.4
	Non-Participants:	21	36.8
Total		57	100%

The figures in Table 1 show that the total number of students who participated in the study is 57.6 male students participated in the interview who form 10.5% of the total number. 23 female students participated in the interview who form 40.4% of the total number.

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Research Design

The research design will deal with the material, the tools and the procedures followed to apply the research.

Material

The material that was used in the research consists of short story, tape recorder, strategy model sheet, and the Cloze test.

Short Story

Since the aim of the study was to investigate the types of strategies used by English language majors, who were registered in the course of "18th Century Literature" during the first semester of the academic year of 1999/2000 at AN-Najah National University, reading literary texts. one new English literary text was used. The text was chosen after consulting the specialized educators concerning the level and subject of the chosen text, and to be sure that the text was not taught to students in any previous course.

The chosen text was "*Eveline*" for the Irish writer James Joyce. The students were familiar with the style of the writer as they were exposed to another short story that was written by the same writer in another course (Appendix 2).

Tape Recorder

The researcher used a tape recorder to record all vocal reflections of students participating in the interview.

Strategy Model Sheet

During the interview, the researcher used a strategy model sheet to record all vocal and non-vocal reflection and strategies employed by participants (Appendix 1). This sheet was taken from a Ph.D. Thesis for Edris (1992). The sheet was developed by the researcher depending on Darwazeh's book Cognitive Strategy Activators: Tools for Designing Instruction. Additional improvements were considered in coordination with the researcher remarks during the interviews.

The strategy model sheet was distributed to a jury of three specialized educators, and was modified in line with the jury's constructive comments and suggestions.

Tools

Since the research aims at collecting data about the reading product and the reading process, three tasks were prepared to which subjects of the study were exposed in order to collect the needed data. These tools are the cloze test, multiple choice questions, and the think-aloud protocol.

Cloze Test

The cloze test was a familiar technique in the field of testing. It involves the deletion of words from a given text at usually regular intervals; thereafter, the reader is required to supply a suitable word to complete each gap (Nuttal, 1985). This test was given to measure the overall language proficiency of all the participants of the study. The text was based on general knowledge material about "A Happy Discovery" (Appendix 4).

The cloze test used in this research was composed of (3) paragraphs with (15) deleted words. Words were deleted on selective basis "in order to give the flexibility in deleting words ...and deleted words could vary in difficulty and familiarity" (Abuhamdia, 1992). Participants were required to think of the words missing without any extra-contextual clues given to them.

The cloze test was scored on the basis of one word correct method. This means that one word only was acceptable as correct. In the distribution of marks, two points were allotted for each correct cloze response.(Appendix 5)

Administration of the Cloze Text

The cloze test was distributed to all the students registered in the "Eighteenth Century Literature" course. The researcher explained the cloze test method to the participants, and that it aims at testing their comprehension ability.

Validity of the Cloze Test

The Cloze test was distributed to a jury of three specialized educators. It was modified in line with the jury's constructive comments and suggestions. (Modifications as Appendix 6)

Reliability of the Cloze Test

To establish the reliability of the cloze test, the test was distributed to a sample of (16) students at the English Department other than those who are included in the sample of the study. The test was re-distributed for the second time among the same group after two weeks on the basis of test-retest method. The students' responses on the test were computed and Pearson Test was used to calculate the reliability coefficient of the test. The calculated reliability was sufficient; it was (0.75).

Multiple Choice Questions (MCQs)

There were (4) MCQs at the end of the Cloze Test. These questions were designed as inference questions since they aim at testing general comprehension. In the distribution of marks, one mark was allotted for the first question, four marks for the second question, four marks for the third question and one mark for the fourth question.

The Think-Aloud Protocol

The Think-aloud method is a technique used to uncover the process of reading that is hidden from the outside observer as reading is a silent activity in many cultures. It deals with the behavior of readers while reading for comprehension. This technique requires participants to verbalize their thoughts through verbal reports to reflect the process they used to reach to the answers (Abuhamdia, 1992).

This technique is popular for the opportunity it offers to researchers to examine the comprehension or invisible cognitive processes, which take place inside the mind of the reader. Such knowledge of the internal process is extremely important for educators in general and to those who prepare for the reading programs in specific. (Abuhamdia, 1992 & Jimenez et al, 1996)

Procedure

The procedures of the study were applied during the first semester of the Academic year of 1999/2000. These procedures were as follows:

Illustration Meeting

A meeting was held for the participants, at the beginning of their lecture, one week before the procedures were carried on. The researcher explained the general aim of the study and encouraged students to participate in the research. During this meeting, time and place of the interview with volunteered students were settled down.

Interview (Think-Aloud Protocols)

At the beginning of the interview, the think-aloud protocol was explained since this might interrupt the reading process. Participants were also told that they are free to use either English or Arabic whatever they prefer. This was not to make the language itself used in verbalization an obstacle in the reading process.

The general purpose and problem of the study were explained to the students in order to make them feel relaxed with participating in the study. In addition, they were assured that all recorded information was not open to other people. It would only be used for the academic purposes and would be kept highly confidential. Then, the interview proceeded as follows:

1. Students were exposed to the reading text, and were asked to read and think in a loud voice (Appendix 2).
2. Students were supplied with a pencil and a clean copy of the story.
3. Students were asked to read for understanding and to think loudly as well.
4. Students were encouraged to feel relaxed as if they were doing an exercise at home, and to forget about the researcher and the recorder.
5. While reading, students were encouraged, with some questions. whenever they stopped talking such as (What are you doing? Do you find any problem? What are you thinking about?)
6. All the vocal reflections were recorded, and were written down after the interview for analysis purposes (Appendix 3).

Chapter Four

Results

Introduction

This chapter includes complete analysis of the data gathered for this research. However, it is worth mentioning that the research covered a sample of (57) students from the third year at the English Department at An-Najah National University. In addition, the study presented nine questions to be answered through the study procedures. So, the results that are presented and interpreted in this chapter will answer the questions of the study.

Interviews (Think-aloud Protocols):

This section includes analysis of the Think-aloud Protocols. The focus was on the reading comprehension strategies the participants used in performing the reading task.

The participants were free to choose the language to verbalize their thoughts, so that the language would not be an obstacle to perform the task as planned or hinder participants from expressing their thoughts. Therefore, the protocols will be a mixture of both English and Arabic, exactly as students had verbalized their thoughts. It is important to note that each student was given a number that was written on his copy of the text (Appendix 3).

Following will be some examples of the protocols registered for the participants exactly as they were recorded during the interviews in which the participants were asked to read and say how they were thinking while reading the short story:

- Participant No (1):

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses .. كل شيء واضح .. Few people passed.. The man

out of the last house passed on his way home يعني he was going to his home she heard
Eveline his foot steps طبعاً طبعاً refers to the man .. آه .. his foot steps clacking along
the pavement crunching on the cinder path على الأسمنت يعني تفرقع on the concrete
before the new red houses . One time there used to be a field in which they used to
play every evening with other people's children يعني هناك حقل مخصص للعب الاطفال او لعب آه
Every evening. لعب الاطفال آه يعني كانوا يلعبوا كل ليله او كل مساء

- Participant No (2):

That was a long time ago; she and her brothers and sisters were all grown up; her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England Dunn . يعني انهم تفرقوا . هو من الأشخاص الذين كانت تلعب معهم . Everything changes.
من هذه الفقرة بفهم ان ما . Now she was going to go away like the others, to leave her home
في شيء بالحياة يبقى على ما هو عليه

- Participant No (3):

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from تعيش لوحدها سنوات طويلة وتحكي ماذا تفعل في بيتها . Perhaps she would never see again
تابع الاحداث those familiar objects from which she had never dreamed of being divided
نظفتهم وتزيل الغبره dusted for so many years Furniture غريب . تتكلم عن
يمكن ان مش كل شيء بقي على حاله قصدها .. which she never dreamed of being divided
يمكن ان الاشياء تم بيعهم.

- Participant No (4):

Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening. I think she had a conflict to leave her home or to stay . In

home she had food and shelter but if she leaves she will have bad reputation from people

- Miss Hill, don't you see these ladies are waiting? I think these ladies are her fellow at the stores

- Participant No (5):

- Look lively, Miss Hill, please.

الحوار هنا لا اعرف بين من ؟ المعنى واضح ... يجب ان قبلها وبعدها (قراءة صامته) ... ممكن الجملتين لنفس

وهنا نفس الشيء ... مش عارفه ؟! يعني انما تقول الجملتين اذا كان هناك احد Miss Hill السيدة لانها تنلدي

لن تبكي لانه يوجد She would not cry many tears at leaving the Stores يتسمع للكلام ؟

اشخاص لا يحونها

- Participant No (6):

she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations what does it mean? ... When they were growing up he had never gone for her her returns to her mother? (for researcher), like he used to go for Harry and Ernest who are Harry & Ernest? Her friends? Or brothers? They also died? It is clear that they died . . . in the church , because she was a girl

- Participant No (7):

but latterly he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble squabble? what does it mean ?

- Participant No (8):

Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably . . . Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably . . . squabble needs a dictionary! She always gave her entire wages – seven shillings – her

father is mean and Harry always sent up what he could but the trouble was to get any money from her father.

- Participant No (9):

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired جالسة في بيتها Eveline.

She is setting in her home watching the avenue . here a description of her shape . her head was leaned against the window curtains while she was setting their and an odor of dust entered her nose she smelled it. The writer informs that she was tired

- Participant No (10):

She had hard work to keep the house together and to see that the two young children who had been left charge went to school regularly and got their meals regularly. It was hard work – a hard life هذا هو العناية بطفلين طبعاً شيء صعب hard work and hard life – but now that she was about to leave it she did not find it a wholly undesirable life.

- Participant No (11):

She had hard work to keep the house together and to see that the two young children who had been left charge went to school regularly and got their meals regularly هل عندها اخوة غير هاري وايرنست... ايرنست مات... مش شرط ممكن يكون عندها اخوة اخرين

Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left charge went to school regularly and got their meals regularly

It was hard work – a hard life – but now that she was about to leave it she did not find it a wholly undesirable life. شو المعنى ؟

- Participant No (12):

Eveline هل هو اسم سيدة؟

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching ساحاول

ايجاد معناها on the cinder cinder ? path before the new red houses.

- Participant No (13):

She was about to explore another life with Frank يستكشف ؟. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres اذن سيتزوجها ليحميها where he had a home waiting for her.

- Participant No (14):

She was about to explore another life with Frank he is the boy she will marry . . it comes to her life when she leaves her country. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres a city or the country she will leave to where he had a home waiting for her.

- Participant No (15):

It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze are they on a bout? (silently again) . . . It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze . . they were standing on a gate . . they were on a gate and he describes the wind and bronze . Then they had come to know each other.

- Participant No (16):

He used to meet her to see *The Bohemian Girl* and she felt elated as she sat in an unaccustomed part of the theatre with him ... He used to meet her to see The Bohemian Girl and she felt elated as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little.

- Participant No (17):

First of all it had been an excitement for her to have a fellow and then she had begun to like him . she begun to like him

في البداية لم تكن تطمح لعلاقه ولكن الان She likes him He had tales of distant countries.

- Participant No (18):

He used to call her Poppens out of fun. First of all for fun it had been an excitement for her to have a fellow and then she had begun to like him. He had tales of distant countries. He had started as a deck boy she talks about his life at a pound a month on a ship of the Allan Line going out to Canada.

- Participant No (19):

The evening deepened deepened مش عارفه نفضها ايضاً in the avenue. The white of two letters in her lap grow indistinct One was to Harry; the other was to her father.

- Participant No (20):

The children of the avenue used to play together in that field – the Devines, the Waters the Devines, the Waters, the Dunns, little Keogh ما هذا؟ the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters كأنهم أسماء Ernest. however هذه شخصية اخرى Ernest however, never played: he was too grown up. عائلات!

- Participant No (21):

. He had been a school friend of her father school friend? Whose yellowing photograph hung on the wall طيب! Whenever he showed the photograph to a visitor her father used to pass it with a casual word:

- He is in Melbourne now He is in Melbourne now. . . . طيب!

- Participant No (22):

It was hard work – a hard life – but now that she was about to leave it she did not find it a wholly undesirable life. الاحداث مخربشة ... هل هي السيرة الذاتية لحياتها.

- Participant No (23):

No! No! No! It was impossible. Her hands clutched the iron in crazy. Amid the seas she sent a cry of anguish!

؟ .. ترجع iron railing . هل هي سكة حديدية ؟ she gripped the iron railing يريد اغراقها
NoNo No! It is impossible! تفكر بالقرار الى اخذته وهذا يجعلها تضطرب اكثر كأنه سيرميها بالتهلكة .
؟ تشبه فهي تمسك بالحديد في القارب metaphor هي تشبه بين الامرين كأنه سيرميها بالتهلكة . وله اسم يمكن
Amid the seas she sent a cry of anguish لانها لا تريد خوض هذه الرحلة وتمسك الحديد بجنون
وتصرخ

- Participant No (24):

...Ok! And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country was nearly always down somewhere in the country.

- Participant No (25)

Frank would take her in his arms, fold her in his arms. He would save her ... Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.
؟ لان امها تنطق بهذا Dervaun تتكلم عن حياتها وكيف كانت تعيسة وكله من ذاكرتها ... هل اسمها هو

الاسم

- Participant No (26):

Eveline Eve Eveline العنوان مش عارفه معناها؟! من هي؟

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils nostrils مش عارفه معناها was the odour of dusty cretonne cretonne?. She was tired.

- Participant No (27):

Through the wide doors of the sheds she caught a glimpse glimpse? .. she caught a glimpse?.. of the black mass of the boat, lying in beside the quay wall, with illuminated portholes. She answered nothing.

Participant No (28):

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being – that life of commonplace sacrifices closing in final craziness تصف

شاعره ان. that life of commonplace sacrifices closing in final craziness. حالة أمها السيئة

حياتها تضحية. She trembled as she heard again her mother's voice saying constantly

with foolish insistence:

Participant No (29):

She always gave her entire wages – seven shillings – and Harry always sent up what he could but the trouble was to get any money from her father Harry always sent up what he could but the trouble was to get any money from her father.

Findings:

To answer the first and second questions that asks about the existence and frequency of use of the reading comprehension strategies of Literature texts by English Majors at AN-Najah National University, table (2) presents Means, Standard Deviation and Percentage of all the participants on the Fifty two strategy. Tables (3), (4) and (5) presents the frequency of use of all the participants on each of the four types of strategies.

Table (2/a)

Means, Standard Deviation and Percentage of all the participants on the Pre-Reading strategies:

	Pre-Reading Strategy	Minimum	Maximum	Sum	Mean	SD	%
1	To read the title and understand it	0.00	1.00	13.00	0.44	.50	0.47
2	To present expectations	0.00	1.00	5.00	0.17	0.38	0.18
3	To activate previous knowledge about the writer	0.00	1.00	7.00	0.24	0.43	0.25
4	To have a general idea through looking at the beginning of paragraphs and pages	0.00	1.00	7.00	0.24	0.43	0.25
5	To ask other students who read the story	0.00	1.00	1.00	0.034	0.18	0.03
6	To benefit of teacher's notes in the lecture	0.00	1.00	2.00	0.068	0.25	0.07
7	To put an aim to be achieved after reading the story	0.00	1.00	1.00	0.034	0.18	0.03
8	To use English & Arabic languages	0.00	220.00	245.00	8.44	40.68	8.91
9	To use English Language	0.00	1.00	1.00	0.034	0.18	0.03
10	To use Arabic Language	0.00	0.00	0.00	0.00	0.00	0.00
	Total for Pre-Reading:	0.00	221.00	282.00	9.72	40.65	10.26

Table (2/b)

Means, Standard Deviation and Percentage of all the participants on the During-Reading strategies (Vocal):

	During Reading Strategies (Vocal):	Minimum	Maximum	Sum	Mean	SD	%
11	To stop by new ideas in the story to rehearse and comprehend	0.00	12.00	74.00	2.55	3.11	2.69
12	To repeat reading sentences or paragraphs for understanding	0.00	39.00	244.00	8.41	9.34	8.87
13	To connect between parts of the story	0.00	10.00	83.00	2.86	2.89	3.02
14	To connect between parts of the story with title	0.00	2.00	5.00	0.17	0.46	0.18
15	To connect the ideas in the story with life	0.00	4.00	12.00	0.41	0.98	0.43
16	To summarize ideas while reading	0.00	14.00	112.00	3.86	4.12	4.07
17	To evaluate comprehension while reading	0.00	10.00	57.00	1.96	2.58	2.07
18	To paraphrase sentences or paragraphs for comprehension	0.00	34.00	222.00	7.65	9.08	8.07
19	To translate words or sentences for comprehension	0.00	20.00	64.00	2.20	5.01	2.32

20	To ask the researcher	0.00	18.00	121.00	4.17	5.39	4.40
21	To use a dictionary for unknown words	0.00	8.00	50.00	1.72	2.31	1.81
22	To infer deeper meanings for analysis purposes	0.00	10.00	57.00	1.96	2.78	2.07
23	To present questions & expectations to be answered through reading the story	0.00	7.00	25.00	0.86	1.59	0.90
24	To answer questions & expectations presented in a previous stage	0.00	4.00	12.00	0.41	0.94	0.43
25	To discover meanings of unknown words from context	0.00	17.00	65.00	2.24	3.52	2.36
26	To refer to the teacher for more clarifications	0.00	4.00	7.00	0.24	0.83	0.25
27	To jump to conclusions about the end of the story	0.00	1.00	3.00	0.10	0.30	0.10
28	To analyze and understand pronouns and names mentioned in the story	0.00	1.00	10.00	0.34	0.48	0.36
29	To adopt a general approach to analyze the story	0.00	1.00	8.00	0.27	0.45	0.29
	Total for During Reading Strategies (Vocal):	8.00	113.00	1213.00	41.82	29.12	44.14

Table (2/c)

Means, Standard Deviation and Percentage of all the participants on the During-Reading strategies (Non-Vocal):

	During Reading Strategies (Non-Vocal):	Minimum	Maximum	Sum	Mean	SD	%
30	To put marks on the story as to underline certain sentences or parts	0.00	129.00	1047.00	36.10	37.87	38.10
31	To write notes on the margin	0.00	25.00	111.00	3.82	6.64	4.03
32	To move hands to express actions in the story	0.00	1.00	9.00	0.31	0.47	0.32
33	To move head to indicate understanding or not	0.00	1.00	3.00	0.10	0.3	0.10
34	To make facial movements to indicate understanding or not	0.00	1.00	8.00	0.27	0.45	0.29
35	To spend time on drawings	0.00	1.00	2.00	0.068	0.25	0.07
36	To read silently	0.00	1.00	8.00	0.27	0.45	0.29
37	To knock at the head with fingers	0.00	1.00	3.00	0.10	0.30	0.10
38	To laugh at some parts of the story	0.00	1.00	1.00	0.034	0.18	0.03
39	To bent his head on his hand for deep thinking	0.00	1.00	1.00	0.034	0.18	0.03
40	To scratch the head to indicate thinking	0.00	1.00	1.00	0.034	0.18	0.03
41	To imagine, look into the open space and resemble	0.00	1.00	1.00	0.034	0.18	0.03

	actions						
42	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colors	0.00	1.00	9.00	0.31	0.47	0.32
	Total for During Reading Strategies (Non-Vocal):	1.00	142.00	1204.00	41.51	41.62	43.81

Table (2/d)

Means, Standard Deviation and Percentage of all the participants on the Post-Reading strategies:

	Post Reading Strategies:	Minimum	Maximum	Sum	Mean	SD	%
43	To summarize main ideas in the story	0.00	1.00	9.00	0.31	0.47	0.32
44	To re-read some parts of the story	0.00	1.00	18.00	0.62	0.49	0.65
45	To evaluate total comprehension	0.00	1.00	8.00	0.27	0.45	0.29
46	To take benefit of the notes taken while reading	0.00	1.00	4.00	0.13	0.35	0.14
47	To look for the universal theme	0.00	1.00	3.00	0.10	0.30	0.10
48	To answer and discuss questions scattered in the story	0.00	1.00	2.00	0.068	0.25	0.07
49	To link the story to life	0.00	1.00	1.00	0.034	0.18	0.03
50	To analyze the relation between the events and the title	0.00	1.00	1.00	0.034	0.18	0.03
51	To refer to the teacher for some points	0.00	1.00	1.00	0.034	0.18	0.03
52	To look up unknown words	0.00	1.00	2.00	0.068	0.25	0.07
	Total for post reading	0.00	5.00	49.00	1.68	1.25	1.78
	Total :	25.00	392.00	2748.00	94.75	76.74	100%

The results exposed in table (2) reveal that nearly all proposed strategies were used by the participants strongly or weakly except for one strategy that stated: "To use the Arabic Language only". No student employed this strategy.

Table (2) reveals that some strategies were used more frequently than others. These strategies are listed in table (3) in descending order:

Table (3)

List of the most frequently used strategies.

Strategy	Minimum	Maximum	Sum	Mean	SD	%
To put marks on the story as to underline certain sentences or	0.00	129.00	1047.00	36.10	37.87	38.10

parts						
To use English & Arabic languages	0.00	220.00	245.00	8.44	40.68	8.91
To repeat reading sentences or paragraphs for understanding	0.00	39.00	244.00	8.41	9.34	8.87
To paraphrase sentences or paragraphs for comprehension	0.00	34.00	222.00	7.65	9.08	8.07
To ask the researcher	0.00	18.00	121.00	4.17	5.39	4.40
To summarize ideas while reading	0.00	14.00	112.00	3.86	4.12	4.07
To write notes on the margin	0.00	25.00	111.00	3.82	6.64	4.03
To connect between parts of the story	0.00	10.00	83.00	2.86	2.89	3.02
To stop by new ideas in the story to rehearse and comprehend	0.00	12.00	74.00	2.55	3.11	2.69
To discover meanings of unknown words from context	0.00	17.00	65.00	2.24	3.52	2.36
To translate words or sentences for comprehension	0.00	20.00	64.00	2.20	5.01	2.32
To evaluate comprehension while reading	0.00	10.00	57.00	1.96	2.58	2.07
To infer deeper meanings for analysis purposes	0.00	10.00	57.00	1.96	2.78	2.07
To use a dictionary for unknown words	0.00	8.00	50.00	1.72	2.31	1.81

The results exposed in table (3) reveal that the most frequently used strategy was “To put marks on the story as to underline certain sentences or parts”. Then comes the strategy of “ Using English & Arabic languages”, “To repeat reading sentences or paragraphs for understanding” and “To paraphrase sentences or paragraphs for comprehension”.

Tables (4), (5), (6) and (7) present the frequency of use of all the participants on each of the four types of strategies.

Table (4)

Mean Scores and Standard Deviation of all participants on the Pre-reading Strategies employed.

Strategy	Minimum	Maximum	Sum	Mean	SD	%
Read the title and understands it	0.00	1.00	13.00	0.44	.50	4.60
To present expectations	0.00	1.00	5.00	0.17	0.38	1.77
To activate previous knowledge about the writer	0.00	1.00	7.00	0.24	0.43	2.48
To have a general idea through looking at the beginning of paragraphs and pages	0.00	1.00	7.00	0.24	0.43	2.48
To ask other students who read the story	0.00	1.00	1.00	0.034	0.18	0.35

To take benefit of teacher's notes in the lecture	0.00	1.00	2.00	0.068	0.25	0.70
To put an aim to be achieved after reading the story	0.00	1.00	1.00	0.034	0.18	0.35
To use English & Arabic languages	0.00	220.00	245.00	8.44	40.68	86.87
To use English Language	0.00	1.00	1.00	0.034	0.18	0.35
To use Arabic Language	0.00	0.00	0.00	0.00	0.00	0.00
Total for Pre-Reading:	0.00	221.00	282.00	9.72	40.65	10.26%

N = (29)

The results presented in table (4) reveal that the most frequently used strategy of the Pre-reading group was "Using English & Arabic Language". Nearly all students used both languages to express what they were thinking about during the process of reading comprehension.

Table (5)
Mean Scores and Standard Deviation of all participants on the Vocal Strategies employed during reading comprehension.

Strategy	Minimum	Maximum	Sum	Mean	SD	%
To stop by new ideas in the story to rehearse and comprehend	0.00	12.00	74.00	2.55	3.11	6.10
To repeat reading sentences or paragraphs for understanding	0.00	39.00	244.00	8.41	9.34	20.11
To connect between parts of the story	0.00	10.00	83.00	2.86	2.89	6.84
To connect between parts of the story with title	0.00	2.00	5.00	0.17	0.46	0.41
To connect the ideas in the story with life	0.00	4.00	12.00	0.41	0.98	0.98
To summarize ideas while reading	0.00	14.00	112.00	3.86	4.12	9.23
To evaluate comprehension while reading	0.00	10.00	57.00	1.96	2.58	4.69
To paraphrase sentences or paragraphs for comprehension	0.00	34.00	222.00	7.65	9.08	18.30
To translate words or sentences for comprehension	0.00	20.00	64.00	2.20	5.01	5.27
To ask the researcher	0.00	18.00	121.00	4.17	5.39	9.97
To use a dictionary for unknown words	0.00	8.00	50.00	1.72	2.31	4.12
To infer deeper meanings for analysis purposes	0.00	10.00	57.00	1.96	2.78	4.69
To present questions & expectations to be answered through reading the story	0.00	7.00	25.00	0.86	1.59	2.06
To answer questions & expectations presented in a	0.00	4.00	12.00	0.41	0.94	0.98

previous stage						
To discover meanings of unknown words from context	0.00	17.00	65.00	2.24	3.52	5.35
To refer to the teacher form more clarifications	0.00	4.00	7.00	0.24	0.83	0.57
To jump to conclusions about the end of the story	0.00	1.00	3.00	0.10	0.30	0.24
To analyze and understand pronouns and names mentioned in the story	0.00	1.00	10.00	0.34	0.48	0.82
To adopt a general approach to analyze the story	0.00	1.00	8.00	0.27	0.45	0.65
Total for Vocal:	8.00	113.00	1213.00	41.82	29.12	44.14%

N = (29)

The results presented in table (5) reveal that the most frequently used vocal strategies were “To repeat reading sentences or paragraphs for understanding” and “To paraphrase sentences or paragraphs for comprehension”.

Table (6)
Mean Scores and Standard Deviation of all participants on the Non-Vocal Strategies employed during reading comprehension.

Strategy	Minimum	Maximum	Sum	Mean	SD	%
To put marks on the story as to underline certain sentences or parts	0.00	129.00	1047.00	36.10	37.87	86.96
To write notes on the margin	0.00	25.00	111.00	3.82	6.64	9.21
To move hands to express actions in the story	0.00	1.00	9.00	0.31	0.47	0.74
To move head to indicate understanding or not	0.00	1.00	3.00	0.10	0.3	0.24
To make facial movements to indicate understanding or not	0.00	1.00	8.00	0.27	0.45	0.66
To spend time on drawings	0.00	1.00	2.00	0.068	0.25	0.16
To read silently	0.00	1.00	8.00	0.27	0.45	0.66
To knock at the head with fingers	0.00	1.00	3.00	0.10	0.30	0.24
To laugh at some parts of the story	0.00	1.00	1.00	0.034	0.18	0.08
To bent his head on his hand for deep thinking	0.00	1.00	1.00	0.034	0.18	0.08
To scratch the head to indicate thinking	0.00	1.00	1.00	0.034	0.18	0.08
To imagine, look into the open space and resemble actions	0.00	1.00	1.00	0.034	0.18	0.08
To concentrate and appreciate the use of motives, symbols, simile, setting elements and colors	0.00	1.00	9.00	0.31	0.47	0.74
Total for Non-Vocal :	1.00	142.00	1204.00	41.51	41.62	43.81%

N = (29)

Table (6) shows that the most frequently used non-vocal strategy was “To put marks on the story as to underline certain sentences or parts”.

Table (7)

Mean Scores and Standard Deviation of all participants on the Post-reading Strategies employed during reading comprehension.

Strategy	Minimum	Maximum	Sum	Mean	SD	%
To summarize main ideas in the story	0.00	1.00	9.00	0.31	0.47	18.36
To re-read some parts of the story	0.00	1.00	18.00	0.62	0.49	36.73
To evaluate total comprehension	0.00	1.00	8.00	0.27	0.45	16.32
To take benefit of the notes taken while reading	0.00	1.00	4.00	0.13	0.35	8.16
To look for the universal theme	0.00	1.00	3.00	0.10	0.30	6.12
To answer and discuss questions scattered in the story	0.00	1.00	2.00	0.068	0.25	4.08
To link the story to life	0.00	1.00	1.00	0.034	0.18	2.04
To analyze the relation between the events and the title	0.00	1.00	1.00	0.034	0.18	2.04
To refer to the teacher for some points	0.00	1.00	1.00	0.034	0.18	2.04
To look up unknown words	0.00	1.00	2.00	0.068	0.25	4.08
Total for post reading	0.00	5.00	49.00	1.68	1.25	1.78%

N = (29)

According to table (7), the most frequently used strategy is “To re-read some parts of the story”.

Concerning the third question of the research that asks about the strategies' category that contributes more than others to the reading comprehension of the participants in the researcher, table (8) presents the Mean Scores and the Standard Deviations and participants percentage on the different categories of reading comprehension strategies.

Table (8)

Mean Scores and the Standard Deviations and participants percentage on the different categories of reading comprehension strategies:

Strategy	Minimum	Maximum	Sum	Mean	SD	%
Pre-Reading:	0.00	221.00	282.00	9.72	40.65	10.26
During Reading :	Vocal:	8.00	113.00	41.82	29.12	44.14
	Non-Vocal :	1.00	142.00	41.51	41.62	43.81
Post-reading	0.00	5.00	49.00	1.68	1.25	1.78
Total :	25.00	392.00	2748.00	94.75	76.74	100%

Table (8) reveals that the most frequently used strategy is the one employed during the reading comprehension process with (87.95%) of the total use of strategies. The vocal strategies were more frequently used than the non-vocal strategies. The pre-reading strategy comes in the second place, but with low percentage of (10.26%) of the total use of strategies. The post-reading strategy comes in the last place with (1.78%) of the total use of strategies. So, the strategy employed during reading contributes highly to the reading comprehension of the participants in the research.

The fourth question asks whether there is any statistically significant relation between students' use of strategies and their gender. Table (9) presents Mean Scores and the Standard Deviations of the two groups on the fifty-two strategies with respect to the participants' gender.

Table (9)

The Mean Scores and Standard Deviation of the Two Groups (Males and Females) on the Fifty-Two Strategies:

Variables	Male		Female		T-Test	Sig.
	M	SD	M	SD		
Pre-Reading Strategies	2.50	1.22	11.60	45.66	0.48	0.63
During Reading Strategies: Vocal	45.66	31.27	40.82	29.19	0.35	0.72
During Reading Strategies: Non-Vocal	76.66	37.80	32.34	38.14	2.53	0.01
Post-Reading Strategies	1.83	1.60	1.65	1.19	0.30	0.75
Total	126.66	46.56	86.43	81.56	1.15	0.26

Significant at ($\alpha = 0.05$) level, Critical Value = (1.98), N = (29)

The findings revealed in table (9) show that there is a significant difference at ($\alpha = 0.05$) between male and female participants concerning the use of reading comprehension strategies on the level of Non-Vocal Strategies in favor of male participants.

To answer the fifth question that asks whether there is any statistically significant relation between the students' use of strategies with respect to their specialization at school, table (10) presents the Mean Scores and Standard Deviation of the two groups:

Table (10)

Mean Scores and Standard Deviation of the Two Groups (Literary and Scientific) on the Fifty-Two Strategies:

Variables	Academic		Scientific		T-Test	Sig.
	M	SD	M	SD		
Pre-Reading Strategies	14.16	51.63	2.45	0.93	0.74	0.46
During Reading Strategies: Vocal	37.05	31.71	49.63	23.61	1.13	0.26
During Reading Strategies: Non-Vocal	42.88	44.10	39.27	39.17	0.22	0.82
Post-Reading Strategies	1.55	1.38	1.90	1.04	0.72	0.47
Total	95.66	92.13	93.27	45.33	0.08	0.93

Significant at ($\alpha = 0.05$) level, Critical Value = (1.98), N = (29)

It is clear from table (10) that there is no significant difference at ($\alpha = 0.05$) between participants from the Literary Stream and participants from the Scientific Stream concerning the use of reading comprehension strategies.

Concerning question number six that asks if there is any statistically significant relation between students' performance in the Cloze test and their participation in the interview (Think-aloud Protocols). Table (11) presents the Mean Scores and Standard Deviations of the Participants and Non-participants in the Think-aloud Protocol and its relation to their performance in the Cloze Test.

Table (11)

Mean Scores and Standard Deviations of the Participants and Non-participants in the Think-aloud Protocol and its relation to their performance in the Cloze Test:

Variables	Participant		Non-Participant		T-Test	Sig.
	M	SD	M	SD		
Cloze Test Grade	27.89	6.05	24	4.67	2.72	0.00

Significant at ($\alpha = 0.05$) level, Critical Value = (1.98), N = (29)

Table (11) reveals that there is a significant difference at ($\alpha = 0.05$) between participants and non-participants concerning their performance in the Cloze test in favor of the participants in the Think-aloud Protocols.

The seventh question asks whether there is statistically significant relation between students' performance in the cloze test and their specialization at school.

Table (12) presents the Mean Scores and Standard Deviations for both groups on their performance in the Cloze test.

Table (12)

Mean Scores and Standard Deviations of both groups (Literary and Scientific) in their performance in the Cloze test:

Variables	Academic		Scientific		T-Test	Sig.
	M	SD	M	SD		
Cloze Test Grade	27.14	6.07	24.8	5.18	1.57	0.12

Significant at ($\alpha = 0.05$) level, Critical Value = (1.98), N = (29)

The result in table (12) reveals that there is no significant difference at ($\alpha = 0.05$) between participants specialization at school and their performance in the Cloze test.

The eighth question asks whether there is any statistically significant relation between students' performance in the cloze test and their gender. Table (13) presents the Mean Scores and the Standard Deviations for both groups (Males and Females) on their Cloze test performance.

Table (13)

Mean Scores and Standard Deviations of the relation between participants gender (males or females) and their performance in the Cloze test.

Variables	Male		Female		T-Test	Sig.
	M	SD	M	SD		
Cloze Test Grade	23.76	4.04	26.54	5.99	1.56	0.12

Significant at ($\alpha = 0.05$) level, Critical Value = (1.98), N = (29)

The result in table (13) reveals that there was no statistically significant relation between students' gender and their performance in the cloze test.

The ninth and final question asks about the major difficulty students face while reading the short story. Table (14) presents the major difficulties reported by the participants themselves.

Table (14/a)

The difficulties that participants experienced while reading the short story reported by participants themselves:

	Vocabulary		Structure		Concepts		Org. of text	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	24	82.8	2	6.9	7	24.1	15	51.7
No	5	17.2	27	93.1	22	75.9	14	48.3
Total	29	100	29	100	29	100	29	100

Table (14/b)

	Lack of concentration on names, pronouns ...		Lack of background knowledge		Nothing	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	5	17.2	2	6.9	1	3.4
No	24	82.8	27	93.1	28	96.6
Total	29	100	29	100	29	100

The results presented in tables (14/a) and (14/b) show that the most serious problem was concerning vocabulary with a percentage of (82.8). The organization of text had a percentage of (51.7). Other problems were not serious to participants.

Some problems were reported to be trivial and unimportant to participants. The first problem that was unimportant was with the structure of the text with a percentage of (93.1). Concentration on names and pronouns in the text came in the second place with percentage of (82.8). The third unimportant problem was with concepts presented in the text with a percentage of (75.9).

The surprising result was that (96.6%) of participants in the interview and think-aloud protocol reported NO for not having a problem. In other words, (96.6%) of participants had problems while reading the short story. They are aware of this fact. However, they used poor and superficial strategies. In addition, the strategies used by those participants did not move in harmony with the difficulties reported by them. In other words, these students could not plan to use strategies that help them tackle the difficulties they experienced while reading the short story. The participants were unsuccessful in using the right strategy to solve the exact problem. Their use of strategies was haphazard and unplanned.

Summary:

This chapter included a presentation of the findings and answers for the questions of the research. The findings included the results of the think-aloud protocol, reading task, and cloze test, and may be listed as follows:

1. The participants used nearly all proposed strategies, strongly or weakly, except for one strategy that stated "to use the Arabic Language only".
2. The most frequently used strategies were:

- “To put marks on the strong as to underline certain sentences or parts”.
- “To use both English & Arabic Languages”.
- “To repeat reading sentences or paragraphs for understanding”.
- “To paraphrase sentences or paragraphs for comprehension”.
3. The most frequently used pre-reading strategy was: “To use both English & Arabic”.
 4. The most frequently used vocal strategies used during reading were:
 - “To repeat reading sentences or paragraphs for understanding”.
 - “To paraphrase sentences pr paragraphs for comprehension”.
 5. The most frequently used non-vocal strategy during reading was:
 - “To put marks on the story as to underline certain sentences or parts”.
 6. The most frequently used post-reading strategy was:
 - “To re-read some parts of the story”.
 7. The most contributing category of strategies was the during-reading one with (87.95%). The vocal strategies were more used than the non-vocal ones. The pre-reading category of strategies comes in the second place with (10.26%). The post-reading category of strategies comes in the final place with (1.78 %) of the total use of strategies.
 8. There is a significant difference at ($\alpha = 0.05$) between males and females concerning the usage of reading comprehension strategies on the level of non-vocal strategies in favor of male participants.
 9. There is no significant difference at ($\alpha = 0.05$) between participants from the Literary Stream and participants from the Scientific Stream concerning the usage of reading comprehension strategies.
 10. There is a significant difference at ($\alpha = 0.05$) between participants and non-participants concerning their performance in the cloze test in favor of the participants in the think-aloud protocols.
 11. There is no significant difference at ($\alpha = 0.05$) between participants' specialization at school and their performance in the cloze test.
 12. There is no statistically significant relation between students' gender and their performance in the cloze test.
 13. The most serious problem reported by participants was concerning vocabulary with (82.8%). The organization of the text came next with (51.7%). Other problems were not serious to participants.

Chapter Five

Discussion, Comments & Recommendations

Introduction

This chapter presents the findings of this research, the discussion and comments on these findings. In addition, it provides some pedagogical implications and recommendations.

Discussion of the Findings:

Participants in the research employed nearly all proposed strategies. This didn't mean that students were proficient readers. Some strategies were used abundantly; others were used less frequently. In general, the most frequently used strategies did not reflect specialization in the reading comprehension process. Most of the students reported that they only read for the exam purposes. They didn't care for the technique of analysis or connecting the events together. Their choice of strategies seems to be superficial and poor. Edris (1992) attributed similar results to Exams Stereotype Form and Evaluation Methods at schools. He analyzed the final exams at the end of the academic year 1991/1992, designed for students of grade 8 in Jordan, and found that 64% of these exams measured power of memorization and took 60% of the total grade; 20% of the total grade was given to the comprehension question; 19% for the application question and 1% only for related activities. Edris (1992) added that 80% of these questions depended on the direct knowledge from the text book.

The most frequently used strategies presented in table (3) reveal that students are following superficial strategies that help them to translate the image of the text into Arabic. This lack of concentration on the images, textual relation, grammatical rules, language implications showed that the students were not trained to deal with the English literary text. Similar results were presented in Al Omari research in 1996. The results of his research presented that both males and females scored very low on the reading comprehension skills. He attributed this result to the fact that students are not

trained in the way that enhances their ability to approach any reading text or develop their reading comprehension skills.

The most contributing strategy for reading comprehension in this study was the one employed during the reading comprehension process. The vocal strategies were more used than the non-vocal strategies. This may be attributed to the fact that students looked for the information that help them answer the expected question after the reading process is over. Students do not care for the general knowledge about the text, its author, its title or its setting. In a study employed by Al Qadoumi (1995), she found that high and low achievers read the texts word-by-word. Al Qadoumi added that the analysis of the results obtained from the 'Think-Aloud' protocols revealed that low achievers used more local strategies than general strategies, because they paid more attention to vocabulary at the expense of contextual information. These results may encourage other researchers to investigate the relation between use of strategies and students' achievement level.

The least percentage was given to the post-reading strategy. Students almost neglected this strategy although it contributes to the process of analysis. English majors should be trained on the process of analysis of literary text. This analysis should take place at the end of the reading process. However, students did not connect the text from the beginning; so, at its end the process of analysis became of no meaning to them. When students were asked about the process of analysis, most of them reported that they did not need such a procedure as it would help them in the exam.

The findings of the study revealed that there was a significant difference at ($\alpha = 0.05$) between male and female participants concerning the use of reading comprehension strategies on the level of Non-Vocal Strategies in favor of male participants. This result is opposing the image of females as better language learners than males. Thorne & Hanley, 1975 (cited in Al Omari, 1996) suggested that females possess certain abilities that make them better than males. In his research, Al Omari found that females were ahead of males in respect to their attainment of almost all the reading skills; they possess certain abilities that make them better than males. Edris (1992) conducted another research in which he found that using reading comprehension strategy is almost or exactly the same between males and females. In

this research, females paid less attention to non-vocal strategies and this may be attributed to the fact that females in our society are very conservatives and serious about the learning process. Non-vocal strategies may need some courage. In addition, sitting in front of a recorder may affect their vocal and non-vocal behavior, although female students were more willing to participate in the research than male students.

There is no significant difference at ($\alpha = 0.05$) between participants from the Literary Stream and participants from the Scientific Stream concerning the use of reading comprehension strategies or their performance in the Cloze test. This result is not incongruent with the general belief that science branch students are more efficient learners than those in the literary branch. Another cause may be the general feeling of disappointment among English majors which was expressed by participants during the interviews. Most of these participants preferred language to literature. Similar results were revealed by Edris (1992) who found that the feeling of disappointment among students from the reading process forced them to neglect the reading comprehension strategies.

There is a significant difference at ($\alpha = 0.05$) between participants in the Think-aloud Protocols and non-participants concerning their performance in the Cloze test in favor of the participants. This may be attributed to the fact that students who participated in the Think-aloud Protocols became more aware of their use of strategies. They became conscious of their awareness or thinking. Students gained the Meta-Cognitive Strategy as a result of their participation in the interview. This results were in congruent with Jarrar's conclusions (1988) (cited in Al Omari, 1996). Jarrar "found out that students in the experimental group, in which students were trained to use the Analytical Method, achieved and acquired reading skills better than the control group did". In addition, Kaddoumi (1995) found out that "the 'Think-Aloud' protocols proved to be an important learning tool". Most of the participants in her research

"spontaneously commented on how much they had learned about how to read better and were thankful for allowing them to participate in the study. The task of thinking aloud appeared to focus those readers' attention on what they understood and what they needed to know. By saying aloud what they understood, they became aware of what they

did not understand. Awareness of what they were doing and what they understood allowed them to teach themselves". (Al Qadoumi, 1995, p. 26)

Wittrock, (1990) (cited in Darwazeh, 1995) defined the reading comprehension process as a process that does not include inferring meanings from the written lines, but it also requires that the learner possess the internal motive, attention, the ability to make connections and to memorize what has been learnt. Gordon & Braun (1985) (cited in the previous reference) defined the Meta-Cognitive Strategy for reading comprehension as -- the readers' awareness of his employed mental abilities, and the readers' control of these abilities.

Concerning the last question of the research, the results show that the most serious problem was concerning vocabulary with a percentage of (82.8%). The organization of text had a percentage of (51.7%). Some problems were reported to be trivial and unimportant to participants. The first problem that was considered unimportant was with the structure of the text with a percentage of (93.1). Concentration on names and pronouns in the text came in the second place with percentage of (82.8). The third unimportant problem was with concepts presented in the text with a percentage of (75.9). This result was in congruent with the results presented by Kim (1995) concerning problems of reading comprehension. Kim's research participants suffered from vocabulary difficulty, syntactic difficulty, lack of awareness of rhetoric structure, lack of prior knowledge, lack of comprehension monitoring, and language interference.

The surprising result was that (96.6%) of participants in the interview and think-aloud protocol reported NO for not having a problem. In other words, (96.6%) of participants had problems while reading the short story. They are aware of this fact. However, they used poor and superficial strategies. In addition, the strategies used by those participants were not in harmony with the difficulties reported by them. In other words, these students could not plan to use strategies that help them tackle the difficulties they experienced while reading the short story. Participants were unsuccessful in using the right strategy to solve a specific problem. Their use of strategies was haphazard and unplanned. In general, students in this research suffered from the lack of comprehension monitoring.

Comments

The findings of this study show that there are certain factors that affect the students' reading comprehension ability. One factor or more may contribute to the results of this research:

- 1- PETRA series textbooks lack the sufficient number of appropriate exercises and activities that are related to reading comprehension of literary texts. This may encourage other researchers to investigate the way PETRA deals with literary texts.
- 2- All the findings of this research revealed that English majors' proficiency in reading comprehension need to be improved and developed.
- 3- An important reason that prevents our students from adopting appropriate reading strategies is the translated books sold in the market or available on the university library shelves. These translated books hinder students from adopting effective strategies and enhance their reading skills.
- 4- Most of the participants claimed that it was difficult for them to read loudly as they were used to silent reading. Holmes (1985) cited in Al Omari (1996) found out that silent reading and oral reading to oneself were superior to reading to an audience. Silent reading also facilitates comprehension more than loud reading while listening to the text being read.
- 5- Another reason for the infrequent use of the reading comprehension strategies is the fact that students do not pass through a reading course in which they are trained and exposed to the reading strategies.
- 6- Instructors at the university and school levels should assess and train their students on the various reading comprehension strategies, and should be always aware of the mental factors that determine the use of the appropriate strategy.
- 7- Evaluation techniques and concepts of the process of reading comprehension and their implications should be improved.
- 8- There is a need for revising the specific objectives of the reading courses at the English Department at An-Najah National University.
- 9- There is a need to reconsider the criteria for accepting new students to be enrolled in the English specialization.

- 10- There is a need to consider establishing two separate specializations: one for English language, and the other for English literature.

Implications

The following pedagogical implications are presented depending on the findings of this study. These implications are presented to improve the reading comprehension material and instruction:

- 1- English language instructors should always be aware of the three variables of the reading process; i.e., the reader, the text and the process. Instructors should be aware of the mental aspect of the reading process. It is clear that readers are not mentally alike. So, instructors should not concentrate on the reading product only. Such consideration will make this process more attainable by students of different levels, and will lessen the occurring difficulties during the mentally active process of reading.
- 2- English language instructors should bear in mind the fact that the process of reading has two parts: the reading process and the reading product. The first is a procedure employed by the student to reach to the message implied in the reading passage. The second is the result of decoding the message implied in the reading passage. Therefore, teachers should not restrict their role to examining the product of the process by correcting exam papers, but they should extend this role to include the utilization of proper techniques and methods to improve the students' reading competence.
- 3- The reading process is a developmental process. Teachers should work on all levels of this process and should identify strengths and weaknesses of students' reading.
- 4- To achieve all the previous aims, students who go through an extensive reading program should go through a preliminary training course. In such a course, they should be exposed to more exercises. In addition, sufficient time should be allocated to each one of them from the teacher.

Recommendations

In the light of the findings of this study, the researcher recommends the following:

- 1- The opportunity should be given to students to choose between two major specializations: Literature or Language.
- 2- Students should stop worrying about the grade at the end of the reading course. It is the teachers' role to start thinking about different motives other than the grade to motivate the students in a way that serves the aim of developing the reading comprehension strategies. Teachers may arrange for competition for reading a specified number of literary works; groups work may be encouraged; new teaching methods may be developed by the teachers themselves to suite the teaching environment at the English Language Department at AN-Najah National University and other universities.
- 3- The English Department is advised to hold a compulsory reading course for those who want to go through with English Literature as a major specialization.
- 4- Teachers as well as students should be aware of the appropriate different strategies for various courses and the most effective methods and techniques to be employed in teaching reading.
- 5- A language laboratory is requested from the university administration. Such laboratory will encourage other researchers to conduct similar researches to investigate other relations and factors especially that such studies are very difficult without a Language Laboratory.
- 6- Researchers are recommended to carry out studies to assess the reading comprehension strategies taught at preliminary stages at schools.
- 7- Other studies should be carried out to investigate the methodology of teaching literature at schools.
- 8- Other studies should be conducted to detect the effect of the students' specialization and their use of strategies.
- 9- Other studies should be directed towards the detection of the effect of achievement level on the reading comprehension process.

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Evclinc

Communication

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it — not like their little brown houses, but bright brick houses with shining roofs. The children of the avenue used to play together in that field — the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played; he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep nix and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up; her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided. And yet during all those years she had never found out the name of the priest whose yellowing photograph hung on the wall above the broken harmonium beside the coloured print of the promises made to Blessed Margaret Mary Alacoque. He had been a school friend of her father. Whenever he showed the photograph to a visitor her father used to pass it with a casual word:

— He is in Melbourne now.

She had consented to go away, to leave her home. Was that wise?

She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores ~~when they found~~ out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

- Miss Hill, don't you see these ladies are waiting?

- Look lively, Miss Hill, please.

She would not cry many tears at leaving the Stores.

But in her new home, in a distant unknown country, it would not be like that. Then she would be married - she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations. When they were growing up he had never gone for her, like he used to go for Harry and Ernest, because she was a girl; but latterly he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably. She always gave her entire wages - seven shillings - and Harry always sent up what he could but the trouble was to get any money from her father. He said she used to squander the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad of a Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday's dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work - a hard life - but

now that she was about to leave it she did not find it a wholly undesirable life.

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres where he had a home waiting for her. How well she remembered the first time she had seen him; he was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate; his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her to see The Bohemian Girl and she felt elated as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little. People knew that they were courting and, when he sang about the lass that loves a sailor, she always felt pleasantly confused. He used to call her Poppens out of fun. First of all it had been an excitement for her to have a fellow and then she had begun to like him. He had tales of distant countries. He had started as a deck boy at a pound a month on a ship of the Allan Line going out to Canada. He told her the names of the ships he had been on and the names of the different services. He had sailed through the Straits of Magellan and he told her stories of the terrible Patagonians. He had fallen on his feet in Buenos Ayres, he said, and had come over to the old country just for a holiday. Of course, her father had found out the affair and had forbidden her to have anything to say to him.

- I know these sailor chaps, he said.

One day he had quarrelled with Frank and after that she had to meet her lover secretly.

The evening deepened in the avenue. The white of two letters in her lap grew indistinct. One was to Harry; the other was to her father. Ernest had been her favourite but she liked Harry too. Her father was becoming old lately, she noticed; he would miss her. Sometimes he could be very nice. Not long before, when she had been laid up for a day, he had read her out a ghost story and made toast for her at the fire. Another day, when their mother was alive, they had all gone for a picnic to the Hill of Howth. She remembered her father putting on her mother's bonnet to make the children laugh.

Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a ~~sweet~~ organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close dark room at the other side of the hall and outside she heard a melancholy air of Italy. The organ-player had been ordered to go away and given sixpence. She remembered her father strutting back into the sickroom saying:

- Damned Italians! coming over here!

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being - that life of commonplace sacrifices closing in final craziness. She trembled as she heard again her mother's voice saying constantly with foolish insistence:

- Derevaun Seraun! Derevaun Seraun!

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the black mass of the boat, lying in beside the quay wall, with illumined portholes. She answered nothing. She felt her cheek pale and cold and, out of a maze of distress, she stayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, to-morrow she would be on the sea with Frank, steaming towards Buenos Ayres. Their passage had been booked. Could she still draw back after all he had done for her? Her distress awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell clanged upon her heart. She felt him seize her hand:

- Come!

All the seas of the world tumbled about her heart. He was drawing

into them; he would drown her. She gripped with both hands at the iron railing.

- Come!

No! No! No! It was impossible. Her hands clutched the iron in fury. Amid the seas she sent a cry of anguish!

- Eveline! Evvy!

He rushed beyond the barrier and called to her to follow. He was ~~about~~ to go on but he still called to her. She set her white face to him, passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition.

Appendix (2)

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:		Tawjihi Grade:	
Gender:		University Total Grade:	
Specialization at school:		University Level:	

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it		
	To present expectations		
	To activate previous knowledge about the writer		
	To have a general idea through looking at the beginning of paragraphs and pages		
	To ask other students who read the story		
	To take benefit of teacher's notes in the lecture		
	To put an aim to be achieved after reading the story		
	To use English & Arabic languages		
	To use English Language		
	To use Arabic Language		

During Reading:			
Vocal	To stop by new ideas in the story to rehearse and comprehend		
	To repeat reading sentences or paragraphs for understanding		
	To connect between parts of the story		
	To connect between parts of the story with title		
	To connect the ideas in the story with life		
	To summarize ideas while reading		
	To evaluate comprehension while reading		
	To paraphrase sentences or paragraphs for comprehension		
	To translate words or sentences for comprehension		
	To ask the researcher		
	To use a dictionary for unknown words		
	To infer deeper meanings for analysis purposes		
	To present questions & expectations to be answered through reading the story		
	To answer questions & expectations presented in a previous stage		
	To discover meanings of unknown words from context		
	To refer to the teacher for more clarifications		
	To jump to conclusions about the end of the story		
	To analyze and understand pronouns and names mentioned in the story		
	To adopt a general approach to analyze the story		
Non-vocal	To put marks on the story as to underline certain sentences or parts		
	To write notes on the margin		
	To move hands to express actions in the story		
	To move head to indicate understanding or not		
	To make facial movements to indicate understanding or not		
	To spend time on drawings		
	To read silently		
	To knock at the head with fingers		
	To laugh at some parts of the story		
	To bent his head on his hand for deep thinking		
	To scratch the head to indicate thinking		
	To imagine, look into the open space and resemble actions		
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours		

Post Reading			
	To summarize main ideas in the story		
	To re-read some parts of the story		
	To evaluate total comprehension		
	To take benefit of the notes taken while reading		
	To look for the universal theme		
	To answer and discuss questions scattered in the story		
	To link the story to life		
	To analyze the relation between the events and the title		
	To refer to the teacher for some points		
	To look up unknown words		

Appendix 3

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	1	Tawjhi Grade:	65
Gender:	Male	University Total Grade:	75
Specialization at school:	Academic	University Level:	third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading :			
Vocal	To stop by new ideas in the story to rehearse and comprehend	6	
	To repeat reading sentences or paragraphs for understanding	33	
	To connect between parts of the story	5	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	1	
	To evaluate comprehension while reading	10	
	To paraphrase sentences or paragraphs for comprehension	12	
	To translate words or sentences for comprehension	16	
	To ask the researcher	12	
	To use a dictionary for unknown words	1	
	To infer deeper meanings for analysis purposes	*	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	OK	
Non-vocal	To adopt a general approach to analyze the story	0	
	To put marks on the story as to underline certain sentences or parts	69	
	To write notes on the margin	25	
	To move hands to express actions in the story	OK	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	
	To spend time on drawings	0	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, similes, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	2	Tawjihi Grade:	92.4
Gender:	Female	University Total Grade:	82.8
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	OK	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	0	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	4	
		To repeat reading sentences or paragraphs for understanding	6	
		To connect between parts of the story	4	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life	4	
		To summarize ideas while reading	6	
		To evaluate comprehension while reading	4	
		To paraphrase sentences or paragraphs for comprehension	26	
		To translate words or sentences for comprehension	0	
		To ask the researcher	6	
		To use a dictionary for unknown words	8	
		To infer deeper meanings for analysis purposes	1	
		To present questions & expectations to be answered through reading the story	0	
		To answer questions & expectations presented in a previous stage	0	
		To discover meanings of unknown words from context	5	
		To refer to the teacher for more clarifications	0	
		To jump to conclusions about the end of the story	0	
		To analyze and understand pronouns and names mentioned in the story	0	
		To adopt a general approach to analyze the story	0	
	Non-vocal	To put marks on the story as to underline certain sentences or parts	60	
		To write notes on the margin	1	
		To move hands to express actions in the story	OK	
		To move head to indicate understanding or not	0	
		To make facial movements to indicate understanding or not	0	
		To spend time on drawings	0	
		To read silently	0	
		To knock at the head with fingers	0	
		To laugh at some parts of the story	0	
		To bent his head on his hand for deep thinking	0	
		To scratch the head to indicate thinking	0	
		To imagine, look into the open space and resemble actions	0	
		To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	3	Tawjihi Grade:	86
Gender:	Female	University Total Grade:	84.1
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal		
	To stop by new ideas in the story to rehearse and comprehend	2	
	To repeat reading sentences or paragraphs for understanding	5	
	To connect between parts of the story	8	
	To connect between parts of the story with title	1	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	10	
	To evaluate comprehension while reading	1	
	To paraphrase sentences or paragraphs for comprehension	16	
	To translate words or sentences for comprehension	1	
	To ask the researcher	0	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	1	
	To present questions & expectations to be answered through reading the story	1	
	To answer questions & expectations presented in a previous stage	1	
	To discover meanings of unknown words from context	3	
	To refer to the teacher for more clarifications	1	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	OK	Discrimination between males and females
Non-vocal	To put marks on the story as to underline certain sentences or parts	0	
	To write notes on the margin	0	
	To move hands to express actions in the story	OK	
	To move head to indicate understanding or not	OK	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading	To summarize main ideas in the story	OK	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	4	Tawjihi Grade:	93.1
Gender:	Female	University Total Grade:	88.1
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	0	
	To use English Language	OK	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	4	
	To connect between parts of the story	2	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	11	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	21	
	To translate words or sentences for comprehension	0	
	To ask the researcher	1	
	To use a dictionary for unknown words	2	
	To infer deeper meanings for analysis purposes	6	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	7	
	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal		0	
	To put marks on the story as to underline certain sentences or parts	0	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	5	Tawjihi Grade:	81.9
Gender:	Female	University Total Grade:	66
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	OK	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	12	
	To repeat reading sentences or paragraphs for understanding	10	
	To connect between parts of the story	2	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	7	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	23	
	To translate words or sentences for comprehension	20	
	To ask the researcher	10	
	To use a dictionary for unknown words	8	
	To infer deeper meanings for analysis purposes	4	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	17	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
Non-vocal	To adopt a general approach to analyze the story	0	
	To put marks on the story as to underline certain sentences or parts	35	
	To write notes on the margin	0	
	To move hands to express actions in the story	OK	
	To move head to indicate understanding or not	OK	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	OK	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	6	Tawjihi Grade:	73.5
Gender:	Female	University Total Grade:	77
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	OK	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	3	
	To repeat reading sentences or paragraphs for understanding	24	
	To connect between parts of the story	0	
	To connect between parts of the story with title	2	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	13	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	8	
	To translate words or sentences for comprehension	0	
	To ask the researcher	18	
	To use a dictionary for unknown words	3	
	To infer deeper meanings for analysis purposes	1	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	OK	
	To analyze and understand pronouns and names mentioned in the story	OK	
	To adopt a general approach to analyze the story	OK	Psychological Approach
Non-vocal	To put marks on the story as to underline certain sentences or parts	0	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	7	Tawjihi Grade:	84
Gender:	Female	University Total Grade:	80
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	0	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	2	
	To repeat reading sentences or paragraphs for understanding	3	
	To connect between parts of the story	1	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	0	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	1	
	To translate words or sentences for comprehension	0	
	To ask the researcher	0	
	To use a dictionary for unknown words	4	
	To infer deeper meanings for analysis purposes	1	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	OK	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	10	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	Serious expressions on the face
	To spend time on drawings	0	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	OK	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	8	Tawjhi Grade:	85
Gender:	Female	University Total Grade:	77
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	4	Low concentration because of long sentences
	To connect between parts of the story	6	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	14	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	4	
	To translate words or sentences for comprehension	0	
	To ask the researcher	1	
	To use a dictionary for unknown words	4	
	To infer deeper meanings for analysis purposes	8	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	OK	Stream of Consciousness
Non-vocal	To put marks on the story as to underline certain sentences or parts	85	
	To write notes on the margin	11	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	OK	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	19	Fawjhi Grade:	80.6
Gender:	Female	University Total Grade:	80.4
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	OK	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	5	
	To repeat reading sentences or paragraphs for understanding	3	
	To connect between parts of the story	0	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	1	
	To evaluate comprehension while reading	1	
	To paraphrase sentences or paragraphs for comprehension	7	
	To translate words or sentences for comprehension	0	
	To ask the researcher	0	
	To use a dictionary for unknown words	1	
	To infer deeper meanings for analysis purposes	0	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	4	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	12	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	
	To spend time on drawings	0	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	OK	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	OK	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	10	Tawjhi Grade:	85
Gender:	Male	University Total Grade:	72.1
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	Expected quotations in the exam
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	OK	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	1	
	To connect between parts of the story	4	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	4	
	To evaluate comprehension while reading	3	
	To paraphrase sentences or paragraphs for comprehension	1	
	To translate words or sentences for comprehension	0	
	To ask the researcher	6	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	0	
	To present questions & expectations to be answered through reading the story	2	
	To answer questions & expectations presented in a previous stage	2	
	To discover meanings of unknown words from context	3	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal			
	To put marks on the story as to underline certain sentences or parts	50	
	To write notes on the margin	4	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	OK	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	11	Tawjihi Grade:	78
Gender:	Female	University Total Grade:	76
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	1	
		To repeat reading sentences or paragraphs for understanding	2	
		To connect between parts of the story	7	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life ... other literary work	3	
		To summarize ideas while reading	4	
		To evaluate comprehension while reading	1	
		To paraphrase sentences or paragraphs for comprehension	15	
		To translate words or sentences for comprehension	2	
		To ask the researcher	2	
		To use a dictionary for unknown words	2	
		To infer deeper meanings for analysis purposes	0	
		To present questions & expectations to be answered through reading the story	7	
		To answer questions & expectations presented in a previous stage	4	
		To discover meanings of unknown words from context	4	
		To refer to the teacher for more clarifications	0	
		To jump to conclusions about the end of the story	1	
		To analyze and understand pronouns and names mentioned in the story	OK	
		To adopt a general approach to analyze the story	0	
	Non-vocal	To put marks on the story as to underline certain sentences or parts	6	
		To write notes on the margin	0	
		To move hands to express actions in the story	OK	
		To move head to indicate understanding or not	0	
		To make facial movements to indicate understanding or not	0	
		To spend time on drawings	0	
		To read silently	0	
		To knock at the head with fingers	OK	
		To laugh at some parts of the story	0	
		To bent his head on his hand for deep thinking	0	
		To scratch the head to indicate thinking	0	
		To imagine, look into the open space and resemble actions	0	
		To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	OK	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	OK	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	12	Tawjihi Grade:	77
Gender:	Female	University Total Grade:	79.6
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	OK	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	4	
	To connect between parts of the story	0	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	0	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	0	
	To translate words or sentences for comprehension	0	
	To ask the researcher	1	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	0	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	5	
	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	OK	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	30	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, similes, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	13	Tawjil Grade:	83.1
Gender:	Male	University Total Grade:	73.3
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	Positive attitude towards literature
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	2	
	To connect between parts of the story	2	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	1	
	To summarize ideas while reading	6	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	0	
	To translate words or sentences for comprehension	6	
	To ask the researcher	1	
	To use a dictionary for unknown words	1	
	To infer deeper meanings for analysis purposes	3	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	46	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	OK	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	OK	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	OK	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	14	Tawjihi Grade:	93
Gender:	Female	University Total Grade:	76
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	OK	Concerning the difficulty of the story
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	5	
	To repeat reading sentences or paragraphs for understanding	9	
	To connect between parts of the story	3	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	6	
	To evaluate comprehension while reading	1	
	To paraphrase sentences or paragraphs for comprehension	15	
	To translate words or sentences for comprehension	0	
	To ask the researcher	0	
	To use a dictionary for unknown words	2	
	To infer deeper meanings for analysis purposes	4	
	To present questions & expectations to be answered through reading the story	2	
	To answer questions & expectations presented in a previous stage	2	
	To discover meanings of unknown words from context	4	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal			
	To put marks on the story as to underline certain sentences or parts	19	
	To write notes on the margin	3	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	Relaxed Expressions
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	15	English Grade:	30
Gender:	Female	University Total Grade:	77
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	2	
	To repeat reading sentences or paragraphs for understanding	18	
	To connect between parts of the story	4	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	7	
	To evaluate comprehension while reading	5	
	To paraphrase sentences or paragraphs for comprehension	0	
	To translate words or sentences for comprehension	0	
	To ask the researcher	7	
	To use a dictionary for unknown words	1	
	To infer deeper meanings for analysis purposes	2	
	To present questions & expectations to be answered through reading the story	3	
	To answer questions & expectations presented in a previous stage	1	
	To discover meanings of unknown words from context	4	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	9	
	To write notes on the margin	1	
	To move hands to express actions in the story	OK	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	OK	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	OK	
	To link the story to life	0	
	To analyze the relation between the events and the title	OK	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded

Form:

Student No.:	16	Fawjihi Grade:	100
Gender:	Female	University Total Grade:	75
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	3	
	To repeat reading sentences or paragraphs for understanding	13	
	To connect between parts of the story	1	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	1	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	1	
	To translate words or sentences for comprehension	0	
	To ask the researcher	0	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	2	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	19	
	To write notes on the margin	4	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	0	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	17	Grade:	75
Gender:	Female	University Level:	Third year
Specialization at school:	Academic		

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	2	
	To repeat reading sentences or paragraphs for understanding	10	
	To connect between parts of the story	5	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	2	
	To evaluate comprehension while reading	2	
	To paraphrase sentences or paragraphs for comprehension	9	
	To translate words or sentences for comprehension	0	
	To ask the researcher	2	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	10	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	125	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	OK	
	To re-read some parts of the story	OK	the underlined parts
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	19	Tawjihi Grade:	89
Gender:	Female	University Total Grade:	80.7
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal		
	To stop by new ideas in the story to rehearse and comprehend	5	
	To repeat reading sentences or paragraphs for understanding	0	
	To connect between parts of the story	0	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	1	
	To evaluate comprehension while reading	2	
	To paraphrase sentences or paragraphs for comprehension	0	
	To translate words or sentences for comprehension	0	
	To ask the researcher	0	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	0	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	3	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	17	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	
		0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	20	Tawjihi Grade:	74
Gender:	Male	University Total Grade:	73
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	2	
		To repeat reading sentences or paragraphs for understanding	7	
		To connect between parts of the story	10	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life	1	
		To summarize ideas while reading	3	
		To evaluate comprehension while reading	5	
		To paraphrase sentences or paragraphs for comprehension	2	
		To translate words or sentences for comprehension	2	
		To ask the researcher	14	
		To use a dictionary for unknown words	6	
		To infer deeper meanings for analysis purposes	0	
		To present questions & expectations to be answered through reading the story	3	
		To answer questions & expectations presented in a previous stage	2	
		To discover meanings of unknown words from context	4	
	Non-vocal	To refer to the teacher form more clarifications	0	
		To jump to conclusions about the end of the story	0	
		To analyze and understand pronouns and names mentioned in the story	OK	
		To adopt a general approach to analyze the story	0	
		To put marks on the story as to underline certain sentences or parts	64	
		To write notes on the margin	2	
		To move hands to express actions in the story	OK	
		To move head to indicate understanding or not	0	
		To make facial movements to indicate understanding or not	OK	
		To spend time on drawings	OK	
		To read silently	0	
		To knock at the head with fingers	0	
		To laugh at some parts of the story	OK	
		To bent his head on his hand for deep thinking	OK	
		To scratch the head to indicate thinking	OK	
		To imagine, look into the open space and resemble actions	OK	
		To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	OK	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following table

Student No.:	21	Tawjihi Grade:	71.2
Gender:	Female	University Total Grade:	77
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	11	
	To repeat reading sentences or paragraphs for understanding	39	
	To connect between parts of the story	9	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	7	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	4	
	To translate words or sentences for comprehension	0	
	To ask the researcher	8	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	7	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	OK	
	To adopt a general approach to analyze the story	0	
Non-vocal	To put marks on the story as to underline certain sentences or parts	90	
	To write notes on the margin	4	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	the underlined parts
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview

Student No.:	22	University Grade:	
Gender:	Female	University Total Grade:	86
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
		To repeat reading sentences or paragraphs for understanding	3	
		To connect between parts of the story	1	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life	0	
		To summarize ideas while reading	0	
		To evaluate comprehension while reading	1	
		To paraphrase sentences or paragraphs for comprehension	0	
		To translate words or sentences for comprehension	0	
		To ask the researcher	0	
		To use a dictionary for unknown words	1	
		To infer deeper meanings for analysis purposes	0	
		To present questions & expectations to be answered through reading the story	2	
		To answer questions & expectations presented in a previous stage	0	
		To discover meanings of unknown words from context	0	
		To refer to the teacher form more clarifications	0	
		To jump to conclusions about the end of the story	0	
		To analyze and understand pronouns and names mentioned in the story	0	
		To adopt a general approach to analyze the story	0	
	Non-vocal	To put marks on the story as to underline certain sentences or parts	11	
		To write notes on the margin	0	
		To move hands to express actions in the story	OK	
		To move head to indicate understanding or not	OK	
		To make facial movements to indicate understanding or not	0	
		To spend time on drawings	0	
		To read silently	OK	
		To knock at the head with fingers	0	
		To laugh at some parts of the story	0	
		To bent his head on his hand for deep thinking	0	
		To scratch the head to indicate thinking	0	
		To imagine, look into the open space and resemble actions	0	
		To concentrate and appreciate the use of motives, symbols, similes, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	all the story
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	OK	

During the interview all vocal and non-vocal behaviours are recorded

Student No.:	23	Tawjihi Grade:	73
Gender:	Female	University Total Grade:	80
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	10	
	To connect between parts of the story	2	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	2	
	To summarize ideas while reading	1	
	To evaluate comprehension while reading	8	
	To paraphrase sentences or paragraphs for comprehension	34	
	To translate words or sentences for comprehension	8	
	To ask the researcher	7	
	To use a dictionary for unknown words	3	
	To infer deeper meanings for analysis purposes	-	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
Non-vocal	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	OK	
	To adopt a general approach to analyze the story	OK	Feminine Approach
	To put marks on the story as to underline certain sentences or parts	6	
	To write notes on the margin	1	
	To move hands to express actions in the story	OK	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, similes, setting elements and colours	OK	

Post Reading			
	To summarize main ideas in the story	OK	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

542651

During the interview all vocal and non-vocal behaviours were recorded using the following form:

Student No.:	24	Tawjili Grade:	90
Gender:	Female	University Total Grade:	81
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal		
	To stop by new ideas in the story to rehearse and comprehend	2	
	To repeat reading sentences or paragraphs for understanding	4	
	To connect between parts of the story	0	
	To connect between parts of the story with title	1	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	0	
	To evaluate comprehension while reading	3	
	To paraphrase sentences or paragraphs for comprehension	1	
	To translate words or sentences for comprehension	0	
	To ask the researcher	2	
	To use a dictionary for unknown words	0	
	To infer deeper meanings for analysis purposes	0	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	0	
	To refer to the teacher for more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	0	
	To adopt a general approach to analyze the story	0	
Non-vocal			
	To put marks on the story as to underline certain sentences or parts	6	
	To write notes on the margin	9	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	0	
	To spend time on drawings	0	
	To read silently	OK	
	To knock at the head with fingers	0	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	OK	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	25	Tawjihi Grade:	85.5
Gender:	Female	University Total Grade:	79.7
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading			
Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
	To repeat reading sentences or paragraphs for understanding	4	
	To connect between parts of the story	2	
	To connect between parts of the story with title	0	
	To connect the ideas in the story with life	0	
	To summarize ideas while reading	3	
	To evaluate comprehension while reading	0	
	To paraphrase sentences or paragraphs for comprehension	6	
	To translate words or sentences for comprehension	0	
	To ask the researcher	0	
	To use a dictionary for unknown words	1	
	To infer deeper meanings for analysis purposes	0	
	To present questions & expectations to be answered through reading the story	0	
	To answer questions & expectations presented in a previous stage	0	
	To discover meanings of unknown words from context	1	
	To refer to the teacher form more clarifications	0	
	To jump to conclusions about the end of the story	0	
	To analyze and understand pronouns and names mentioned in the story	OK	
	To adopt a general approach to analyze the story	OK	Stream of Consciousness
Non-vocal			
	To put marks on the story as to underline certain sentences or parts	4	
	To write notes on the margin	0	
	To move hands to express actions in the story	0	
	To move head to indicate understanding or not	0	
	To make facial movements to indicate understanding or not	OK	Unrelaxed
	To spend time on drawings	0	
	To read silently	0	
	To knock at the head with fingers	OK	
	To laugh at some parts of the story	0	
	To bent his head on his hand for deep thinking	0	
	To scratch the head to indicate thinking	0	
	To imagine, look into the open space and resemble actions	0	
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading			
	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	OK	

During the interview all vocal and non-vocal behaviours were recorded using the following:

Student No.:	26	Tawjihi Grade:	74.3
Gender:	Female	University Total Grade:	76.4
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	4	
		To repeat reading sentences or paragraphs for understanding	8	
Non-vocal		To connect between parts of the story	0	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life	0	
		To summarize ideas while reading	0	
		To evaluate comprehension while reading	0	
		To paraphrase sentences or paragraphs for comprehension	2	
		To translate words or sentences for comprehension	0	
		To ask the researcher	7	
		To use a dictionary for unknown words	0	
		To infer deeper meanings for analysis purposes	0	
		To present questions & expectations to be answered through reading the story	0	
		To answer questions & expectations presented in a previous stage	0	
		To discover meanings of unknown words from context	2	
		To refer to the teacher form more clarifications	0	
		To jump to conclusions about the end of the story	0	
		To analyze and understand pronouns and names mentioned in the story	OK	
		To adopt a general approach to analyze the story	0	
		To put marks on the story as to underline certain sentences or parts	3	
		To write notes on the margin	0	
		To move hands to express actions in the story	0	
		To move head to indicate understanding or not	0	
		To make facial movements to indicate understanding or not	0	
		To spend time on drawings	0	
		To read silently	0	
		To knock at the head with fingers	0	
		To laugh at some parts of the story	0	
		To bent his head on his hand for deep thinking	0	
		To scratch the head to indicate thinking	0	
		To imagine, look into the open space and resemble actions	0	
		To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	27	Tawjihi Grade:	91.6
Gender:	Female	University Total Grade:	80
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	OK	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
		To repeat reading sentences or paragraphs for understanding	1	
Non-vocal		To connect between parts of the story	0	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life	0	
		To summarize ideas while reading	1	
		To evaluate comprehension while reading	0	
		To paraphrase sentences or paragraphs for comprehension	4	
		To translate words or sentences for comprehension	0	
		To ask the researcher	0	
		To use a dictionary for unknown words	0	
		To infer deeper meanings for analysis purposes	0	
		To present questions & expectations to be answered through reading the story	3	
		To answer questions & expectations presented in a previous stage	0	
		To discover meanings of unknown words from context	0	
		To refer to the teacher for more clarifications	0	
		To jump to conclusions about the end of the story	0	
		To analyze and understand pronouns and names mentioned in the story	OK	
		To adopt a general approach to analyze the story	OK	Stream of Consciousness & Psychological Approach
		To put marks on the story as to underline certain sentences or parts	15	
		To write notes on the margin	4	
		To move hands to express actions in the story	0	
		To move head to indicate understanding or not	0	
		To make facial movements to indicate understanding or not	0	
		To spend time on drawings	0	
		To read silently	0	
		To knock at the head with fingers	0	
		To laugh at some parts of the story	0	
		To bent his head on his hand for deep thinking	0	
		To scratch the head to indicate thinking	0	
		To imagine, look into the open space and resemble actions	0	
		To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading	0	
	To look for the universal theme	OK	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are recorded using the following form:

Student No.:	28	Tawjhi Grade:	75.6
Gender:	Male	University Total Grade:	73
Specialization at school:	Academic	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	0	
	To present expectations	0	
	To activate previous knowledge about the writer	0	
	To have a general idea through looking at the beginning of paragraphs and pages	OK	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading	Vocal	To stop by new ideas in the story to rehearse and comprehend	0	
		To repeat reading sentences or paragraphs for understanding	8	
		To connect between parts of the story	2	
		To connect between parts of the story with title	0	
		To connect the ideas in the story with life	0	
		To summarize ideas while reading	0	
		To evaluate comprehension while reading	3	
		To paraphrase sentences or paragraphs for comprehension	0	
		To translate words or sentences for comprehension	0	
		To ask the researcher	0	
	Non-vocal	To use a dictionary for unknown words	1	
		To infer deeper meanings for analysis purposes	0	
		To present questions & expectations to be answered through reading the story	0	
		To answer questions & expectations presented in a previous stage	0	
		To discover meanings of unknown words from context	0	
		To refer to the teacher for more clarifications	0	
		To jump to conclusions about the end of the story	0	
		To analyze and understand pronouns and names mentioned in the story	OK	
		To adopt a general approach to analyze the story	0	
		To put marks on the story as to underline certain sentences or parts	129	
		To write notes on the margin	12	
		To move hands to express actions in the story	0	
		To move head to indicate understanding or not	0	
		To make facial movements to indicate understanding or not	0	
		To spend time on drawings	0	
		To read silently	OK	
		To knock at the head with fingers	0	
		To laugh at some parts of the story	0	
		To bent his head on his hand for deep thinking	0	
		To scratch the head to indicate thinking	0	
		To imagine, look into the open space and resemble actions	0	
		To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours	0	

Post Reading	To summarize main ideas in the story	0	
	To re-read some parts of the story	OK	the underlined parts
	To evaluate total comprehension	0	
	To take benefit of the notes taken while reading	OK	
	To look for the universal theme	0	
	To answer and discuss questions scattered in the story	0	
	To link the story to life	0	
	To analyze the relation between the events and the title	0	
	To refer to the teacher for some points	0	
	To look up unknown words	0	

During the interview all vocal and non-vocal behaviours are

Student No.:	29	Tawjihi Grade:	74
Gender:	Male	University Total Grade:	77
Specialization at school:	Scientific	University Level:	Third year

Reading Stage	Behaviour	Repetition	Comments
Pre-Reading	Read the title and understands it	OK	
	To present expectations	OK	
	To activate previous knowledge about the writer	OK	
	To have a general idea through looking at the beginning of paragraphs and pages	0	
	To ask other students who read the story	0	
	To take benefit of teacher's notes in the lecture	0	
	To put an aim to be achieved after reading the story	0	
	To use English & Arabic languages	OK	
	To use English Language	0	
	To use Arabic Language	0	

During Reading:			
Vocal	To stop by new ideas in the story to rehearse and comprehend		
	To repeat reading sentences or paragraphs for understanding		
	To connect between parts of the story		
	To connect between parts of the story with title		
	To connect the ideas in the story with life		
	To summarize ideas while reading		
	To evaluate comprehension while reading		
	To paraphrase sentences or paragraphs for comprehension		
	To translate words or sentences for comprehension		
	To ask the researcher		
	To use a dictionary for unknown words		
	To infer deeper meanings for analysis purposes		
	To present questions & expectations to be answered through reading the story		
	To answer questions & expectations presented in a previous stage		
	To discover meanings of unknown words from context		
	To refer to the teacher for more clarifications		
	To jump to conclusions about the end of the story		
	To analyze and understand pronouns and names mentioned in the story		
	To adopt a general approach to analyze the story		
Non-vocal	To put marks on the story as to underline certain sentences or parts	38	
	To write notes on the margin	6	
	To move hands to express actions in the story		
	To move head to indicate understanding or not		
	To make facial movements to indicate understanding or not		
	To spend time on drawings		
	To read silently		
	To knock at the head with fingers		
	To laugh at some parts of the story		
	To bent his head on his hand for deep thinking		
	To scratch the head to indicate thinking		
	To imagine, look into the open space and resemble actions		
	To concentrate and appreciate the use of motives, symbols, simile, setting elements and colours		

Post Reading	To summarize main ideas in the story		
	To re-read some parts of the story		
	To evaluate total comprehension	OK	
	To take benefit of the notes taken while reading		
	To look for the universal theme		
	To answer and discuss questions scattered in the story		
	To link the story to life		
	To analyze the relation between the events and the title		
	To refer to the teacher for some points		
	To look up unknown words		

- ☐ Name:..... Gender: (a) Female (b) Male
☐ Specialization in secondary level: (a) Scientific Stream (b) Academic Stream
☐ Grade in Tawjehi Exam:
☐ Total grade at university:

* Read the following passage carefully and fill the gaps with the suitable words:

A Happy Discovery

Antique shops exert *peculiar* fascinations on a great many people. The more expensive kind of *antique* shop where rare objects _____ beautifully displayed in glass cases to keep them free from dust is usually a forbidding place. But no one has to muster up courage _____ enter a less pretentious antique shop. _____ is always hope that in its labyrinth of musty, dark, disordered rooms a real rarity will be found amongst the piles of assorted junk that litter the floors.

No one discovers a rarity _____ chance. A truly dedicated searcher for art treasures must have patience, and above all, the ability to recognize the worth of something _____ he sees it. To do this, he must be at least _____ knowledgeable as the dealer. Like a scientist bent on making a discovery, he must cherish the hope that one day he will be amply rewarded.

My old friend, Frank Halliday, is just such _____ person. He has often described to me how he picked up a masterpiece for a mere £5. One Saturday morning, Frank visited an _____ shop in my neighbourhood. As he _____ never been there before, he found a great deal to interest him. The morning passed rapidly and Frank was about to leave when he noticed a large packing-case lying on _____ floor. The dealer told him that it had _____ come in, but that he could not be bothered to open it. _____ begged him to do so and the dealer *reluctantly* prised it open. The contents _____ disappointing. Apart from an interesting-looking carved dagger, the box was full of crockery, much of it broken. Frank gently lifted the crockery out of the box and suddenly noticed a miniature painting at the bottom of the packing-case. As its composition and line reminded him of an Italian painting he knew well, he decided to buy it. *Glancing* at it briefly, the _____ told him that it was worth £5. Frank could hardly conceal his excitement, _____ he knew that he had made a real discovery. The tiny painting proved to be an unknown masterpiece by Correggio and was worth thousands of pounds.

* Read the following questions carefully, and answer as required in each one:

(1-) Choose one of the answers (A, B, C or D) which you think is correct:

❖ Frank Decided to buy the miniature because:

- A it was a Greek painting he knew well;
- B it only cost 5\$;
- C he knew he had made a real discovery;
- D it was a little similar to a painting he knew well.

(2-) Explain the meanings of the following words as they are used in the passage:

- Peculiar (line 1):
- Antique (line 2):.....
- Reluctantly (line 21):
- Glancing (line 26):.....

(3-) Put (*T*) for true sentences or (*F*) for false sentences:

- The searcher for art treasures must be more knowledgeable than the dealer. _____
- No one can depend on chances to discover rarity. _____
- Scientist usually are impatient while they are bent on making a discovery. _____
- Frank bought the crockery that had the miniature painting at its bottom, although it was broken. _____

(4-) What was the main idea in the passage you have just read above?

Appendix (5)

- ☐ Name:..... Gender: (a) Female (b) Male
- ☐ Specialization in secondary level: (a) Scientific Stream (b) Academic Stream
- ☐ Grade in Tawjehi Exam:
- ☐ Total grade at university:

* Read the following passage carefully and fill the gaps with the suitable words:

A Happy Discovery

Antique shops exert *peculiar* fascinations on a great many people. The more expensive kind of *antique* shop where rare objects are beautifully displayed in glass cases to keep them free from dust is usually a forbidding place. But no one has to muster up courage to enter a less pretentious antique shop. There is always hope that in its labyrinth of musty, dark, disordered rooms a real rarity will be found amongst the piles of assorted junk that litter the floors.

No one discovers a rarity by chance. A truly dedicated searcher for art treasures must have patience, and above all, the ability to recognize the worth of something when he sees it. To do this, he must be at least as knowledgeable as the dealer. Like a scientist bent on making a discovery, he must cherish the hope that one day he will be amply rewarded.

My old friend, Frank Halliday, is just such a person. He has often described to me how he picked up a masterpiece for a mere £5. One Saturday morning, Frank visited an antique shop in my neighbourhood. As he had never been there before, he found a great deal to interest him. The morning passed rapidly and Frank was about to leave when he noticed a large packing-case lying on the floor. The dealer told him that it had just come in, but that he could not be bothered to open it. Frank begged him to do so and the dealer *reluctantly* prized it open. The contents were disappointing. Apart from an interesting-looking carved dagger, the box was full of crockery, much of it broken. Frank gently lifted the crockery out of the box and suddenly noticed a miniature painting at the bottom of the packing-case. As its composition and line reminded him of an Italian painting he knew well, he decided to buy it. Glancing at it briefly, the dealer told him that it was worth £5. Frank could hardly conceal his excitement, for he knew that he had made a real discovery. The tiny painting proved to be an unknown masterpiece by Correggio and was worth thousands of pounds.

(30 mark)

* Read the following questions carefully, and answer as required in each one:

(1-) Choose one of the answers (A, B, C or D) which you think is correct:

❖ Frank Decided to buy the miniature because:

- A it was a Greek painting he knew well;
- B it only cost 5\$;
- © he knew he had made a real discovery;
- D it was a little similar to a painting he knew well. (1 mark)

(2-) Explain the meanings of the following words as they are used in the passage:

- Peculiar (line 1): Special, particular, unusual or specific
- Antique (line 2): Ancient, old-fashioned or traditional
- Reluctantly (line 21): Unwilling or hesitantly
- Glancing (line 26): Look, glitter or glimpse (4 marks)

(3-) Put (*T*) for true sentences or (*F*) for false sentences:

- The searcher for art treasures must be more knowledgeable than the dealer. F
- No one can depend on chances to discover rarity. T
- Scientist usually are impatient while they are bent on making a discovery. F
- Frank bought the crockery that had the miniature painting at its bottom, although it was broken. T (4 marks)

(4-) What was the main idea in the passage you have just read above?

_____ (1 mark)

- ☐ Name:.....
☐ Gender: (a) Female (b) Male
☐ Specialization in secondary level: (a) Scientific Stream (b) Academic Stream
☐ Grade in Tawjihi Exam:
☐ Total grade at university:

☞ Read the following passage carefully and fill the gaps with the suitable words:

A Happy Discovery

Antique shops exert peculiar fascinations on a great many people. The more expensive kind of antique shop where rare objects are beautifully displayed in glass cases to keep them free from dust is usually a forbidding place. But no one has to muster up courage to enter a less pretentious antique shop. There is always hope that in its labyrinth of musty, dark, disordered rooms a real rarity will be found amongst the piles of assorted junk that litter the floors.

No one discovers a rarity by chance. A truly dedicated searcher for art treasures must have patience, and above all, the ability to recognize the worth of something when he sees it. To do this, he must be at least as knowledgeable as the dealer. Like a scientist bent on making a discovery, he must cherish the hope that one day he will be amply rewarded.

My old friend, Frank Halliday, is just such a person. He has often described to me how he picked up a masterpiece for a mere £5. One Saturday morning, Frank visited an antique shop in my neighbourhood. As he had never been there before, he found a great deal to interest him. The morning passed rapidly and Frank was about to leave when he noticed a large packing-case lying on the floor. The dealer told him that it had just come in, but that he could not be bothered to open it. Frank begged him to do so and the dealer reluctantly prised it open. The contents were disappointing. Apart from an interesting-looking carved dagger, the box was full of crockery, much of it broken. Frank gently lifted the crockery out of the box and suddenly noticed a miniature painting at the bottom of the packing-case. As its composition and line reminded him of an Italian painting he knew well, he decided to buy it. Glancing at it briefly, the dealer told him that it was worth £5. Frank could hardly conceal his excitement, for he knew that he had made a real discovery. The tiny painting proved to be an unknown masterpiece by Correggio and was worth thousands of pounds.

Read to following questions carefully, and answer as required in each one:

(1-) Choose one of the answers (A, B, C or D) which you think is correct: *Frank decided to buy the miniature because :*

- 1
- A it was an Italian painting he knew well;
B it only cost £5; \$
C he knew he had made a real discovery;
D it was similar to a painting he knew well.

(2-) Explain the meanings of the following words as they are used in the passage:

- 4
- Musty (line 5): *stale* 1.....
□ Assorted junk (line 6):.....
□ Bent on (line 11):
□ Amplify (line 12):..... *Glancing* 25.....

(3-) Put (T) for true sentences or (F) for false sentences:

- 3
- The searcher for art treasures must be more knowledgeable than the dealer. _____
4
□ Searcher of art treasures will always find a real rarity in less pretentious antique shops. _____
□ Frank bought the crockery that had the miniature painting at its bottom, although it was broken. _____

- ☐ Gender: (a) Female (b) Male
☐ Specialization in secondary level: (a) Scientific Stream (b) Academic Stream
☐ Grade in Tawjihi Exam:
☐ Total grade at university:

☞ Read the following passage carefully and fill the gaps with the suitable words:

A Happy Discovery

Antique shops exert peculiar fascinations on a great many people. The more expensive kind of antique shop where rare objects are beautifully displayed in glass cases to keep them free from dust is usually a forbidding place. But no one has to muster up courage to enter a less pretentious antique shop. There is always hope that in its labyrinth of musty, dark, disordered rooms a real rarity will be found amongst the piles of assorted junk that litter the floors.

No one discovers a rarity by chance. A truly dedicated searcher for art treasures must have patience, and above all, the ability to recognize the worth of something when he sees it. To do this, he must be at least as knowledgeable as the dealer. Like a scientist bent on making a discovery, he must cherish the hope that one day he will be amply rewarded.

My old friend, Frank Halliday, is just such a person. He has often described to me how he picked up a masterpiece for a mere £5. One Saturday morning, Frank visited an antique shop in my neighbourhood. As he had never been there before, he found a great deal to interest him. The morning passed rapidly and Frank was about to leave when he noticed a large packing-case lying on the floor. The dealer told him that it had just come in, but that he could not be bothered to open it. Frank begged him to do so and the dealer reluctantly prised it open. The contents were disappointing. Apart from an interesting-looking carved dagger, the box was full of crockery, much of it broken. Frank gently lifted the crockery out of the box and suddenly noticed a miniature painting at the bottom of the packing-case. As its composition and line reminded him of an Italian painting he knew well, he decided to buy it. Glancing at it briefly, the dealer told him that it was worth £5. Frank could hardly conceal his excitement, for he knew that he had made a real discovery. The tiny painting proved to be an unknown masterpiece by Correggio and was worth thousands of pounds.

- ☐ Name:..... Gender: (a) Female (b) Male
☐ Specialization in secondary level: (a) Scientific Stream (b) Academic Stream
☐ Grade in Tawjehi Exam:
☐ Total grade at university:

Read the following passage carefully and fill the gaps with the suitable words:

A Happy Discovery

Antique shops exert *peculiar* fascinations on a great many people. The more expensive kind of *antique* shop where rare objects _____ beautifully displayed in glass cases to keep them free from dust is usually a forbidding place. But no one has to muster up courage _____ enter a less pretentious antique shop. _____ is always hope that in its labyrinth of musty, dark, disordered rooms a real rarity will be found amongst the piles of assorted junk that litter the floors.

No one discovers a rarity _____ chance. A truly dedicated searcher for art treasures must have patience, and above all, the ability to recognize the worth of something _____ he sees it. To do this, he must be at least _____ knowledgeable as the dealer. Like a scientist bent on making a discovery, he must cherish the hope that one day he will be amply rewarded.

My old friend, Frank Halliday, is just such _____ person. He has often described to me how he picked up a masterpiece for a mere £5. One Saturday morning, Frank visited an _____ shop in my neighbourhood. As he _____ never been there before, he found a great deal to interest him. The morning passed rapidly and Frank was about to leave when he noticed a large packing-case lying on _____ floor. The dealer told him that it had _____ come in, but that he could not be bothered to open it. _____ begged him to do so and the dealer *reluctantly* prised it open. The contents _____ disappointing. Apart from an interesting-looking carved dagger, the box was full of crockery, much of it broken. Frank gently lifted the crockery out of the box and suddenly noticed a miniature painting at the bottom of the packing-case. As its composition and line reminded him of an Italian painting he knew well, he decided to buy it. *Glancing* at it briefly, the _____ told him that it was worth £5. Frank could hardly conceal his excitement, _____ he knew that he had made a real discovery. The tiny painting proved to be an unknown masterpiece by Correggio and was worth thousands of pounds.

Read the following questions carefully, and answer as required in each one:

(1-) Choose one of the answers (A, B, C or D) which you think is correct:

❖ Frank Decided to buy the miniature because:

- A it was a Greek painting he knew well;
- B it only cost 5\$;
- C he knew he had made a real discovery;
- D it was a little similar to a painting he knew well.


(2-) Explain the meanings of the following words as they are used in the passage:

- Peculiar (line 1):
- Antique (line 2):.....
- Reluctantly (line 21):
- Glancing (line 26):.....

(3-) Put (*T*) for true sentences or (*F*) for false sentences:

- The searcher for art treasures must be more knowledgeable than the dealer. _____
- No one can depend on chances to discover rarity. _____
- Scientist usually are impatient while they are bent on making a discovery. _____
- Frank bought the crockery that had the miniature painting at its bottom, although it was broken. _____

(4-) What was the main idea in the passage you have just read above?

 Read to following questions carefully, and answer as required in each one:

(1-) Choose one of the answers (A, B, C or D) which you think is

correct:

- where is the question
2 all from and away*
- A it was an Italian painting he knew well;
 - B it only cost £5;
 - C he knew he had made a real discovery;
 - D it was similar to a painting he knew well.

(2-) Explain the meanings of the following words as they are used in the passage:

- ☐ Musty (line 5):
- ☐ Assorted junk (line 6):.....
- ☐ Bent on (line 11):
- ☐ Amply (line 12):.....

(3-) Put (*T*) for true sentences or (*F*) for false sentences:

- ☐ The searcher for art treasures must be more knowledgeable than the dealer. _____
- ☐ Searcher of art treasures will always find a real rarity in less pretentious antique shops. _____
- ☐ Frank bought the crockery that had the miniature painting at its bottom, although it was broken. _____

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