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The Effectiveness of Using (DRTA) Strategy On EFL Intermediate School Students' Reading Skill

A B S T R A C T

The current study employed the DRTA strategy to teach English reading skills. This strategy is designed to allow students to progress through learning processes, improve their English reading skills, and raise their ethical awareness, ultimately resulting in students with better knowledge, skills, qualities, and morality. The present study aims at: 1) assessing the average level of the second-year intermediate school students' achievement in reading skills. 2) Finding out the effectiveness of using the DRTA strategy on EFL intermediate school students' reading skills. 3) Finding out whether there is any significant difference between the experimental group's achievement at the recognition level, on the one hand, and their achievement at the production level, on the other. To verify the formulated hypotheses, a sample of sixty female students from the second class, which constituted 22.5% of its original population, has been randomly selected and divided into two equal groups, i.e., experimental and control groups. Both groups are equalised in their ages, parents' educational attainment, their English scores in the previous year, and their achievement in the pretest. The two groups have been taught the same instructional material for a period of twelve weeks. An achievement test has been constructed, validated, its reliability obtained, its items analysed, and then applied to the two involved groups of students at the end of the instructional period of the current study. Based on the results and obtained conclusions in this work, suitable recommendations and suggestions for further studies are put forward.

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فاعلية استخدام استراتيجية نشاط القراءة للتفكير الموجه على مهارة القراءة لدى طلاب المرحلة المتوسطة

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الخلاصة:

وقد استخدمت الدراسة الحالية استراتيجية نشاط القراءة للتفكير الموجه لتعليم مهاره القراءة للغة الإنجليزية. وقد صممت هذه الاستراتيجية لتمكين الطلاب من التقدم من خلال عمليات التعلم، وتحسين

مهاراتهم في قراءة اللغة الإنجليزية، ورفع مستوى وعيهم الأخلاقي، الأمر الذي يؤدي في نهاية المطاف إلى جعل الطلاب ذوي المعرفة والمهارات والصفات والأخلاق الأفضل. تهدف الدراسة الحالية إلى:

- ١- تقييم مستوى تحصيل طلاب الصف الثاني المتوسط في مهاراه القراءة.
 - ٢- معرفة مدى فاعلية استخدام استراتيجيات نشاط القراءة للتفكير الموجه على مهاراه القراءة لدى طلاب المرحلة المتوسطة في اللغة الإنجليزية لغة أجنبية.
 - ٣- معرفة ما إذا كان هناك فرق ذو دلالة إحصائية بين تحصيل المجموعة التجريبية على مستوى التمييز من جهة، وتحصيلهم على مستوى الإنتاج من جهة أخرى.
- تم التحقق من الفرضيات المصاغة ، اذ تم اختيار عينة من ستين طالبة من الصف الثاني شكلت ٢٢.٥٪ من سكانها الأصليين ، بشكل عشوائي وقسمت إلى مجموعتين متساويتين ، أي مجموعة تجريبية وضابطة. كلتا المجموعتين متكافئتان في العمر، والتحصيل الدراسي للوالدين ، ودرجات اللغة الإنجليزية في العام السابق، وإنجازهم في الاختبار القبلي. تم تدريس المجموعتين نفس المادة التعليمية لمدة اثني عشر أسبوعًا.
- تم بناء اختبار تحصيلي والتحقق من صحته والحصول على موثوقيته وتحليل عناصره ثم تطبيقه على مجموعتي الطلاب المعنيين في نهاية الفترة التعليمية للدراسة الحالية. وبناء على النتائج والاستنتاجات التي تم التوصل إليها في هذه الدراسة، تم تقديم التوصيات والمقترحات المناسبة لإجراء مزيد من الدراسات المستقبلية.
- الكلمات المفتاحية: مهارة الكتابة، نشاط التفكير القرائي الموجه، تقييم، استراتيجي.

Section One

Chapter one

Introduction

1.1 Statement of the Problem

Most people think that the language that should be used as an international language is English. English is used to communicate between people with different mother tongues over a wide area. Today, language that is most studied by world citizens is English (Gunantar, 2016, P. 141– 151). Consequently, the demand of English learning has increased along with the development of English globally. Therefore, learning and teaching English have become so important in second and foreign contexts.

The four basic language skills, namely listening, speaking, reading, and writing, are mandatory for those who want to become experts when learning a second language. In English teaching learning activities, the students start almost all the activities by reading. Reading is one of essential language skills that must be learnt and developed by all language learners. Most scientists put their bright ideas in written form. In order to absorb their information effectively, language learners are required to learn and develop their reading

skills. Therefore, the ability to read deserves to be considered a window to the world and students' knowledge (Andini & Padang, 2019, p. 33 41).

Sweet et al., (2000, p. 56) stated that reading skill is not just reading activities, but comprehending and also constructing of meaning. In other words, students must utilize their reading skills to comprehend the content of the text message thoroughly and deeply, both spoken and written. It is very necessary in order to foster Literacy Awareness for every student in an effort to have critical thinking. It is also supported by Bowen et al., (1985, p. 37) that in the reading activity, the students have the responsibility to think critically about the writer's point of view. It is done by looking for main ideas, setting goals, separating the facts and opinions, recognizing the writers' tone, drawing inference and conclusion in order to understand the information from the texts effectively.

In most educational systems, students apply memorization methods to solve their short-term problems. The application of this technique is considered less effective because it can hinder students from reading critically. Thus, Developing students' critical thinking skills in academic life has become essential learning skill in this century (Yang et al., 2014, p. 723). Many studies have been done in the area of critical thinking demonstrating its important function in education.

The lack of understanding about analysis and critical thinking makes students be passive in class. Whereas Nugraha et al., (2017, p. 35) states that the main goals of education are to develop students' critical thinking skills through learning activities that involve High Order Thinking Skills (HOTS) principle. To develop the main goals of education, creative and innovative teaching strategies should be taken into consideration by English teachers. One of the teaching strategies that can be applied is Directed Reading Thinking Activity (DRTA).

According to El Koumy (2013, p. 65) stated that DRTA is a strategy that can train students to be active and become independent in using higher critical thinking skills in order to understand and interpret a text correctly. In this part the students will connect between related elements of the text, confirm the prediction and make logical conclusion. Therefore, using DRTA strategy in teaching learning process will be an appropriate strategy in improving critical thinking skills in reading class. Considering the problems above and the advantages of applying the DRTA in teaching learning process, hopefully it can allow students to be active in learning processes.

Iraqi system has lack to develop and improve students' reading skill. The educational process focusses on teaching the four skills without an innovation or trying to improve and develop reading skills of students in all stage's primary and secondary schools. So, this study attempt to develop Iraqi EFL intermediate school students reading skills by using DRTA strategy.

1.2 Aims of the study

This study aims at:

- 1- Assessing the average level of the second-year intermediate school students' achievement in reading skill.
- 1- Finding out the effectiveness of using (DRTA) strategy on EFL Intermediate school students' reading skill.
- 3- Finding out whether there is any significant difference between the experimental group's achievement at the recognition level, on the one hand, and their achievement at the production level.

1.3 Hypotheses of Study:

The aims of the study are supposed to be achieved through verifying the following hypotheses:

- 1- There is no statistically significant difference between the average level of the students' achievement and the theoretical level of the students' achievement in the posttest.
- 2- There are no statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by using (DRTA) strategy in their achievement in the post test.
- 3- There are no statistically significant differences between the mean scores of the experimental group's achievements at the recognition level and that at the production level in the post test.

1.4 Limits of the study

This study is limited to:

1. Iraqi EFL 2th intermediate school students at Al-Quareer Secondary School for Girls in Fallujah, Al Anbar during the second course of the academic year (2022 2023).
2. English for Iraq (student's book and activity book for the 2th Intermediate school)

1.5 Value of the Study

The value of the present study can be stated as the following:

1. EFL teachers and specialists towards improving their students' reading skill.
2. curriculum designers to recommend EFL teacher to use (DRTA) strategy while presenting lesson activities and exercise in order to meet their learners need.
3. Researcher who are interested in tackling reading skills.

1.6 Plan of the study

The following procedures are followed:

1. Selected randomly, a sample consists of two groups: the experimental and control ones.
2. Constructing a pretest on both groups in order to achieve equalization variables of academic level of mother and father.
3. constructing a posttest.

4. Finding the reliability and validity of the constructed tests.
5. Administrating the tests to the selected groups of students
6. Collecting data and treating them statistically.
7. Putting forward some points of conclusion, recommendations, and suggestions for further studies.

1.7 Definitions of the basic terms

Below are the definitions of the basic terms employed in this study.

1.7.1 Effectiveness

Effectiveness: "A measure of how well the outputs of a program or service achieve the stated objectives (desired outcomes) of that program or service (Stringfield, 1994, p.153).

Effectiveness: Means the extent to which objectives are met 'doing the bright things' (Erlendsson, 2002, p.6).

The operational definition: The effect size value of the experimental group scores in the posttest.

1.7.2 Directed Reading Thinking Activity (DRTA)

DRTA is one of the strategies to ask students to read, predict, and think in Reading comprehension. It involves students actively in process where they have to use their reasoning skills and their own ideas (Stauffer and Cramer, 1969, p.129).

According to Hojnacki (2001, p.15) DRTA is designed to help students ask question to aid themselves in reading comprehension instead of just answering a teacher's questions.

DRTA is a plan for directing student's reading of either story in content area selections and for encouraging students to think as they read and to make predictions and check their accuracy (Burns, 2010, p. 310).

The operational definition: DRTA is one of the strategies used in the EFL classroom to ask students to read, predict, and think about reading skill.

1.7.3 Reading Skill

Reading Skill: is the process of receiving interpreting information in language from via the medium of print (Grabe, 2008, p.14).

According to Johnson (2008, p.3), Reading is practice of using text to create meaning.

Reading Skill: is both process and product. It means that the process or reading involves the interaction between the reader and the text. The product of reading is reading comprehension or internal construction of meaning; there has been understanding (Johnson, 2008, p.26).

The operational definition: Reading is the process of receiving and interpreting information for EFL students in the classroom through the medium of print.

Section Two

2.1 Theoretical Background

2.1.1 Concept of Directed Reading Thinking Activity

According to Stauffer in Bainbridge and Sylvia (1999, p.164), DRTA is one of strategy to show the active role of readers. Prior to reading, the students are asked to generate prediction of story development based on some limited information such as the title of the reading selection, the author's name, or a few illustrations.

The Directed Reading Thinking Activity is a much stronger model for building independent readers and learners. DRTA is designed to help students in setting a purpose for reading; making justifying, and verifying prediction and coming conclusion. The students will survey the text to be read, make prediction and justify their prediction (Schumm, 2006, p. 241).

Further, Block and Sheri (2008, p. 160) confirm that DRTA focuses more directly on developing reading skill. In this strategy, the students examined text by looking at the title, illustrations, and the first few pages, and then make prediction what the text would be about. Subsequently, they read the text and confirmers or disconfirm their prediction.

Furthermore, Al Odwan (2012) defined Directed Reading Thinking Activity as follows:

The origin of DRTA is intended to develop students' ability to read critically and reflectively. The directed reading thinking activity attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading.

According to Opitz and Guccione (2009, p. 148) stated that Directed Reading Thinking Activity (DRTA) is a strategy that boosts reading comprehension by making transparent how proficient readers make and confirm predictions while they read. It means that in teaching reading by use DRTA strategy, ask students to make and confirm predictions while they read.

The DRTA can be applied to all levels of texts to improve students' reading ability. In this strategy, the students are the center of learning and the teacher as facilitator, assisting students to connect the background knowledge and the information of the reading content. The directed thinking reading activity is designed for students' in improving their ability in comprehending a text by guiding them in key points in text. It is also provide in discussing meaning with their classmates (Hasan, 2017, p.141).

According to El Koumy in Lusyani's, (2017, p.2), the Directed Thinking Reading engages the students to think about what they read in three phases. The first phase, the students generate the prediction about the text or story that they are going to read based on the tittle of the text. The second phase, the students

read to confirm their prediction or reject their prediction. In the third phase, the students evaluate their prediction from the information of the text to support their opinions. This strategy helps students to have deep thinking and build their opinions as much as they read in steps to other steps. This strategy is effective to set the students' reading purpose by making prediction and they can remember more information from what they read. It means the Directed Thinking Reading Activity lets students have critical thinking and help students in understanding the text what they read and improve their reading activity.

2.1.1.1 Description of the DRTA

The DRTA was intended to develop students' ability to read critically and reflectively. Stauffer (1969) based his notions upon the belief that reading is a thinking process involving the reader in using his or her own experiences to reconstruct the author's ideas (Renn, 1999). In fact, the DRTA guides students in making predictions about a text and then reading to confirm or refute their predictions. It encourages students to be active and thoughtful readers, enhancing their comprehension. When implementing the DRTA, teachers should follow these steps as was mentioned in (Directed Reading Thinking Activity, 2015):

- **D — DIRECT:** Teachers direct and stimulate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then, teachers should use open ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Students should be encouraged to justify their responses and activate their prior knowledge.
- **R—READING:** Teachers should have students read up to the first preselected stopping point in the text. The teacher, then, prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students become able to read each section of the passage.
- **T—THINKING:** At the end of reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. The DRTA may be implemented individually, in a small group, or with a whole class.

2.1.1.2 Importance of the DRTA Strategy

The DRTA can help the reader create a link between his prior knowledge and the text. Hence, the DRTA may provoke thinking activity and may be more stimulating to the student (Youssef, 1988). The DRTA is a useful strategy that can be used to help students enhance their comprehension, vocabulary, fluency, and word recognition skills (Singleton, 2009). Hans and Hans (2015) also explained the importance of the DRTA indicating that the DRTA encourages

students to be active and thoughtful readers. It activates students' prior knowledge and teaches them to monitor their understanding of the text as they are reading, and it helps strengthen reading and critical thinking skills.

2.1.1.3 Principles of DRTA

Each teaching technique have principles likewise DRTA Technique. The principles of DRTA technique always pay attention, gives enough changes to the learners in reading deeply, encourages the learners to be skilled and have technique and encourages the learners of self-monitoring (Hoffman and McCarthy, 2000:62 63). Based on statement above it can be explained that there are principles of Direct Reading Thinking Activity (DRTA) Technique, including first, attention is one of the principles of DRTA that must be considered by the teacher to the learners when teaching reading in the classroom based on context to get meaning to develop skills and strategies in identifying word, sentences and paragraphs. Second, students have enough changes in reading a text deeply to identify main idea, specific/detail information, reference and also meaning in a text. Third, DRTA encourages the learners to be skilled and have technique, to explore the text aesthetically, particularly in relation to literature and to develop their conceptual prior knowledge by text. And ford, DRTA encourages the learners to self-monitoring when they are reading so that they can adjust their reading strategies as needed (Saputra, 2015).

2.1.1.4 The Characteristics of Directed Reading Thinking Activity (DRTA)

To know a method and strategy in language teaching, we need some explanation of its characteristic. Related to Directed Reading activity, Ruddell (1995) exposed several characteristics of Directed Reading activity. Each of these characteristics could be explained as follows:

1) Constantly search for connection between what they know and what they encounter as new information in the text is read. 2) Constantly monitor the text meaning. 3) Take steps to repair faulty comprehension. 4) Learn very early to distinguish important from less important ideas in the text. 5) Especially, effort to synchronize the information they have read in the text and reading experience. 6) Make inferences during and after reading. 7) Sometimes consciously, almost always unconsciously, ask questions of themselves, the authors mean in the text they read.

Based on description above, DRA strategy is chosen because it can create effective and creative readers who always use background knowledge to emphasize word recognition and comprehension in reading text by connecting what they are ready know and what they are reading. The learners are given chances to correct errors that occur during and after a reading process. Also, they learn as soon as possible to distinguish important or less important ideas in the text they read. DRA always provides the learners to inferences during and

after reading to achieve a full, integrated understanding of what they found in the reading text. It is not only students who work individually but also collectively, for example, they consciously or unconsciously (Harefa, et al., 2019).

2.1.1.5 Procedures of DRTA

The general procedure to follow when preparing a basic story map includes the following steps:

The Directed Reading Thinking Activity engages students in a step by step process that guides them through informational text. It is designed to move students through the process of reading text. Questions are asked and answered, and predictions are made and tested throughout the reading. Additionally, new questions and predictions are formulated as the students' progress through the text. According to Stauffer in Bainbridge and Sylvia (1999, p. 164) DRTA strategy has several steps:

- (a) Prior to reading, choose a text. This strategy works well with both fiction and nonfiction texts.
- (b) Then, activate students' prior knowledge. Have the students read the title of the text, or tell them the topic of the text. Ask students to brainstorm a list of ideas that come to mind when they think about the title or topic. Write those ideas on the board. When using this strategy with a piece of fiction, you might have students brainstorm a list of ideas that they associate with an overriding theme of the story, the story's setting, or the author of the story (if the author is someone with whom your students are familiar). Students will be making predictions about what they will read about in the text, so it is important that you activate their prior knowledge on a topic that will allow them to make predictions about what might be included in the text.
- (c) The predictions are recorded on the board, a transparency, or a chart. Have students make predictions about what they will read about the text. Use all available clues, including the index, table of contents pictures, charts, and tables in the text. Ask students to explain how they came up with their predictions.
- (d) After that, have students read a section of a text. Once students have read a certain amount of text, they return to their prediction to see which have been realized, which seem unlikely to be fulfilled, and which may still possibly occur.
- (e) Ask students to confirm or revise prior predictions and make new predictions. Students should be encouraged to explain what in the text is causing them to confirm and /or revise prior predictions, and what is causing them to make the new predictions they are making.
- (f) The last, students are encouraged to support their opinions and to make further predictions based on their literary and life experience. When students

have finished reading, ask questions that promote thinking and discussion (Bainbridge and Sylvia, 1999, p. 164).

Thus, Schumm (2006, p. 241) stated that there are several steps in DRTA strategy. First, the students survey the text to be read. Second, students should make predictions based on the survey to have students justify their predictions, or give a reason why they think their predictions are correct. The third set a purpose by reading having students read to find out if their predictions are correct. Fourth, ask the students confirm their predictions based on the new information read and create new prediction. The last, ask students read the next section and continue with confirming or altering and creating new prediction until the reading is complete.

2.1.1.6 Advantages of Directed Reading Thinking Activity (DRTA)

According to Nuttall (1999, p.118) there are some advantages of using Directed Reading Thinking Activity (DRTA):

- 1) Directed Reading Thinking Activity (DRTA) contains many types of reading strategies so that teachers can use and be able to pay attention to the differences that exist in learners,
- 2) Directed Reading Thinking Activity (DRTA) is an activity of understanding that foresees the story to help the students to gain an overall picture of the material that has been read,
- 3) Directed Reading Thinking Activity (DRTA) can attract students to learn, because the Directed Reading Thinking Activity (DRTA) strategies using a variety of methods that not only serve students in the audio visual, but also kinesthetic,
- 4) Directed Reading Thinking Activity (DRTA) shows how meaningful learning for students, because learning is not only to learn but to prepare for the next life,
- 5) Directed Reading Thinking Activity (DRTA) can be used in a number of subjects taught in both content and procedure.

2.1.2 Concept of Reading Skill

Maharani, et al., (2019, p. 81) state that reading is acquiring meaning activity by understanding it from the text. Reading is the transactive process because by reading activity, the reader can create its meaning. Reading is also needed all education contexts. Not only in English subject, reading as an essential skill education context. In reading activity, the readers try to get new knowledge and information. In understand the meaning, the readers need to know the step in reading activity to get the information easily. Reading activity is also as a process to build the understanding words and the content. Reading also as activity where the readers try to connect with new information and the last information to get new knowledge.

Brown, (2004, p. 185) states that reading is likewise a skill that teachers simply expect learners to acquire. People can read the basic form like read advertisements, read newspaper, and use the basic reading skills in their work in

their daily lives that their need. There is important thing to realize when people around the world read in more than one language.

As a reader, especially for students. They will find many different types of text. Students need to expect to read as part of learning or engage in learning process. This is a great deal of learning setting occur. part of the learning requires that we read and interpret informational text in line with the task that the students engage in or set the goals (Grabe, 2009, p.5).

Grabe, (2009, p.10) also states that reading to evaluate, critique, and use information often also represents an increased level of demand or more complex interaction of reading process. In academic setting, readers are at times asked to evaluate and critique information from multiple text, or from one long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, or most controversial.

Reading is remarkable. For some children, learning to read seems effortless and rapid, whereas for others, it can be an arduous and frustrating chore. Reading may not be rocket science, as some pundits note, but understanding how children learn to read, how to teach reading, and how to help struggling readers have been remarkably stubborn puzzles (Paris & Stahl, 2005, p.9).

Nesya, et al., (2013, p.2) state that reading is enjoyable when it can be carried out effectively and students should acquire this competence and read a lot to increase their knowledge and cover their information. Reading sometimes becomes complicated because reading also often requires certain skill for restoring an input from written text. Reading academic text needs students focus on concrete aspects of the text, facts, and what a visible on the pages. Those make reading as complex process because students certainly need to comprehend the text on each language on the different structure, meaning, in spite of vocabularies.

2.1.2.1 The Importance of Reading Skill

Reading is beyond the mere recognition of words at a glance or of decoding the meaning of letters or words strewn together. It is a conscious and unconscious thinking process, whereby the reader applies various strategies to infer the intended meaning of the writer. Reading is one of the most effective ways of foreign language learning and it is simply the interpretation of a written message. Hill (1979, p.4) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68).

According to Hedge (2003) writes the goals of learners' in a reading process as:

- The ability to read a wide range of texts in English.
- Building a knowledge of language which will facilitate reading ability
- Building schematic knowledge.

-The ability to adapt the reading style according to reading purpose (skimming, Scanning).

-Developing an awareness of the structure of written texts in English Taking a critical stance to the contexts of the texts. Reading will add to learners' conversational performance.

-Reading will help learners to decipher new words that they need for conversations. Through reading, language learners will have vocabulary knowledge, which will facilitate their speaking performance and their usage of structure in the target language will develop. These components, which are required through reading, are all necessary for developing speaking skills (ibid).

2.1.2.2 Types of reading

1. Intensive Reading

Hedgcock & Ferris (2009, p.161) state that intensive reading as purpose to take a text, study line by line, referring at every moment to dictionary and grammar, comparing, analyzing, translating, and retaining every expression that it contain. Celik (2018, p.74) states that intensive reading procures detailed meaning and it deals with different aspects to reader use various reading abilities such as identifying the main idea, main idea, extracting the minor ideas, scanning to specific information, paying close attention to specified vocabulary and grammar.

2. Extensive Reading

Mikulecky & Jeffries, (2007, p.3) state that extensive reading is efficient way to help students change their old habits so that they become confident second language readers. Students to fairly understand by giving them material of extensive reading to provide their opportunity without any assistance from an outer source (Celik, 2018, p.74).

Brown, (2004, p.189) states that in the case of reading, variety of performance is derived more from the multiplicity of types of texts. Several types of reading performance are typically identified as follows:

- 1) Perceptive. Perceptive reading tasks involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols.
- 2) Selective. This is largely an artifact of assessment formats to ascertain one's reading recognition of lexical, grammatical, or discourse features of language in a very short stretch of language, certain typical tasks are used picture cued tasks, matching, true or false, multiple choice, etc.
- 3) Interactive. This reading types are stretches of language of several paragraph to one pages or more in which the reader must, in a psycholinguistic senses, interact with text.
- 4) Extensive reading. It applies to texts of more than a page, up to and including professional articles, essays, technical report, short story, and books .

2.1.2.3 The Teaching Reading Process

Teaching is a process when a teacher sends materials to the learners consciously so that the learners can get new information based on their levels. The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and get the ideas or understand any written texts. The teaching and learning process deals with how learners comprehend any texts consisted of words, numbers, symbol, etc. (Nurhana, 2014).

According to Krashen (1985) in Ortega, (2014) gives a formula “i+1” which presents possibilities of being resolved that the students will go after resolution. It means that a language acquirer where is at “level i” must receive comprehensible input that is at “level i+1”. The formula makes the students understanding the materials that contains structure that is little beyond where they are now. It is expected to raise the student’s motivation in learning by having one more level higher than before to get the student curiosity in finding the resolution of the materials. The teacher should create a lot of interesting reading activities which can raise the students’ motivation in learning. To keep them in highly motivation, the teacher should be able to organize the teaching and learning process well. By adding materials which are one level higher, the students will have enthusiasm in joining the lesson. Moreover, an attractive way of teaching reading will contribute positive effects on the students’ comprehension.

2.1.2.4 Teaching Reading Use Directed Reading Thinking Activity

Almanza, (1997), states that this strategy is used to assist students in reading. In descriptive text reading, students can make their prediction from the tittle. It can be a physical appearance, describe place, animal, or a thing. When students read the tittle they will make predictions based on the tittle. Then teacher helps students by showing the object or asking them based on the descriptive reading text the teacher shows. This strategy builds their critical thinking and focus on the object of the lesson. This strategy can help students understand the generic structure of the text and also get the vocabulary during they make prediction. In learning process, DR TA connects teacher and students, because this strategy needs both of their interactions. During the next phase of this strategy, students will get new information from the text when teacher confirms their prediction and get their finding from the text they read.

Students need an effective strategy or approach to develop their learning and achieve academic success. Thompson (2007) asserted that if students are not benefiting from traditional instructional approaches, then educators have to consider another approach suitable for all learning styles that will prepare students for academic success. Educators must consider students’ learning styles and teach skills, strategies, and techniques that produce high level of achievement for all learners. Renn (1999) states that reading experts agree that a systematic and research based instructional approach that directly teaches

students the skills or strategies which are essential to comprehend the reading material is necessary, if students are to comprehend what they are reading. The DRTA is regarded as an approach which is built around the core components of direct reading comprehension instruction.

Section Three

3.0 Method

3.1. Experimental Design

An experimental design is a method for allocating experimental groups to various levels of treatment, as well as the accompanying statistical analysis of the collected data (Kirk,1995: 1).

Experimental design is "the blueprint of techniques that enable the researchers to examine hypotheses by obtaining at accurate findings about the relationship between independent and dependent variables" (Best and Khan, 2006:177)

Brown and Rodgers (2002.210) explain the following characteristics for the experimental design:

- 1- Choosing two groups of students randomly distributing them to the experimental and control groups.
- 2- Creating an equality of opportunity between the experimental and control groups of students.
- 3- Using the experimental group to administer the independent variable.
- 4- Instructing the control group with the similar instructional material as the experimental group, but in the traditional manner.
- 5- Two groups of students participated in the posttest.
- 6- Using statistical tools to analyze the acquired data and get up with the results (ibid:211).

The design of this study is pre and posttests, experimental group is taught by using the Directed thinking Reading , whereas the control group is taught by using the communicative method.

Table (3.1)

The Experimental Design of this Study

Groups	Independent variable	posttest
Experimental	Directed thinking Reading	posttest
control	Communicative method	posttest

3.2. Population and Sample of the Study

3. 2.1 Population

According to Arikunto (2006 :130), "A population is the totality of the research subject, while sample is portion of the population that is researched in a research". Definitely, the populations are all individuals that are related to object of the research.

A sample is a small part of total population taken for representative of all population. Population is the whole subject of the research, while sample is a part of the studied population (Arikunto, 1997: 25).

Lehman and Mehrens (1971:18) also use the term "population" to refer to all of the specified groups of objects.

The population of the current study involves EFL Iraqi intermediate pupils of first grade in Al Anbar. The total number of Second grade students' population is (260) as shown in table (3.2).

Table (3.2)
The Population of the Study

No.	School	Number of Population
1.	Al Qawareer School	80
2.	Al Harery Intermediate School	120
3.	Al Mansour Intermediate School	60
Total		260

3.2.2 Sample

Creswell (2012, p.145) assumes that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the population. In an ideal situation, a sample of individuals is selected to be representative of the entire population.

In order to achieve the aim of the study, the researcher has randomly selected Al Qawareer Intermediate School for girls the sample of the study, during the academic year 2021 2022. Second Intermediate students are distributed into two sections (A, B).Section (A) has randomly been chosen to be the experimental Group, which consists of (38) students. Section (B) has been also chosen randomly to be the control group, which includes (37) students. Eight students are excluded from section (A) and seven students are excluded from (B) those students are employed for the pilot study. Thus, the total number of the sample participants is (60) Female students who represent (75%) of the original population, as shown in table (3.3).

Table (3.3)
The Sample of Study

Groups	No. Of Sample	No. Of Pilot	No. of Sample Students
Experimental	38	8	30
Control	37	7	30
Total	75	15	60

3.4 Instructional Material

The researcher teaches the material from the textbook 'English for Iraq' for 2nd grades in the second course of (2022/2023). The (English for Iraq, textbook)for second Inter mediate students, which consists of eight units and each unit has ten lessons, was taught to the two groups of students. Both Student Book and Activity Book include the information. Each fourth unit is a revision of the previous three units. The researcher taught the five and six units 'English for Iraq'.

3.5. Construction of the Achievement Post test

An achievement test has been constructed by considering the contents and behavioural objectives of the instructional material. It consists of six questions with thirty items and scored out of hundred, as shown it in table (3.4).

1. Question one is a passage consists of five items, the researcher asks the students to discuss the passage and answer the questions. Each item has 4 marks; the total mark is 20.
2. Question two includes passage. The researcher asks the students to read the passage carefully and answer True or False. Each item in this question has 4 marks: the total mark is 20.
3. Question three consists of information about a girl. The researcher asks student to write similar information about their selves. Total mark 20.
4. Question four consists of five items, the researcher asks students to write the question of each statement Each item has 4 marks; the total mark is 20.
5. Questions five consists of four items, the researcher asks the students to do as require Each item has 4 marks; the total mark is 20

The test has been constructed depending on reading comprehension texts of the academic textbook. The achievement Post test has been used to test the behavioural objectives.

Table (3.4)
The Specifications of the Contents, Behavioral objectives, , Items and Marks of the Post test

Level	No. Of Q.	Content	Behavioral Objectives	No. Of items	Marks
Recognition	1	Choose the correct answer	The students will be able to choose the correct answer, this questions is to measure their comprehension.	5	20
Recognition	2	Write T if the Sentence is true and f if it is False	The students will be able to write true or false to measure students comprehension.	5	20
production	3	Write about yourself with similar information	Measure students ability in recognizing whether the items are True or false	1	20
production	4	Write the question of each statement	Measure students abilities in knowing the structure of the words	5	20
Production	5	Do as require	Measure students abilities in knowing the meaning of the words	4	20

3.7 Validity of the Posttest

Validity refers to the exam's truthfulness, and it is essential because students need to be confident that the test is actually testing what it promises to test (Brown, 2001, p.388).

3.7.1 Face Validity

According to Heaton (1988, p.159) face validity of a test is the extent to which it measures only what it is supposed to measure. Face validity refers to whether the instrument appears to measure what it promises to measure (Issac and Micael, 1977, p.82). The test is shown to a committee of specialists in the fields of ELT and linguistics from various Iraqi universities to ensure that it has face validity.

3.7.2 Construct Validity

Content validity signalizes the notion between test content and curriculum objectives. Content validity is based on the degree to which a test sufficiently and effectively quantifies the exact skills and behavior that it plans to assess (Brown, 2004, p.26).

3.8 Pilot Study

A pilot study is conducted in this study as a first step toward conducting the final form of the experimental work in order to: 1. Determine the clarity of the test instructions,

2. Calculate the time required to answer the test items, and

3. Conduct item analysis of the test.

As a result, (20) students of the fifth preparatory school students is randomly chosen from the groups (EG and CG) for the current study and they are asked to respond to the posttest items. The papers of the test subjects are gathered and corrected by the researcher. After conducting the pilot study, the researcher discovered that:

1-The posttest instructions are clear and precise.

2-The time it takes to complete the test items is between 45 and 50 minutes. After then, the average time is 50 minutes.

3.9 Reliability of the Posttest

Ravitch (2007, p.70) defines reliability as a measure of consistency in testing. For instance, if a person took two different kinds of the same test on two different days, the results should be equal on both tests. The Alpha Cronbach formula is used to determine the posttest reliability. The coefficient of test is (0.84), which is considered as excellent.

3.10 Item Analysis

3.10.1 Difficulty Level (DL) of the Posttest

It was found the DL of the current test items ranges from (0.40) to (0.71).

3.10.2 Discrimination Power (DP) of the Posttest

The results show that the DP of the test items ranged from (0.31) to (0.75).

3.11 Final Administration of the Posttest

On the 2nd of April 2023, the students in both groups are post tested at the end of the experiment period. The test is administered in a comfortable environment by the researcher in collaboration with English language teachers in Al-Qawareer Intermediate School The researcher distributed the test papers to the selected testees and instructed them to carefully read the instructions for the questions and respond within the time limit of the test (50 minutes). At the end of that time, all test papers are collected and scored.

Section Four

4.0 Analysis Of Data And Discussion Of Results

4.1 Presentation of the Results

4.1.1 First Hypothesis of the Study

To verify the first Hypothesis, the mean scores of the students' achievements are 84.97 and the theoretical mean is 50 with a standard deviation of 12.767 respectively. The calculated t-value is 15.00 which is found to be higher than the tabulated t-value, which is 1.70 at the 0.05 level of significance when the degree of freedom is 29, as shown in table (4.1).

This means that there is a statistically significant difference between the average level and the theoretical level and in favor of the DRTA strategy achievement posttest. Thus, the first hypothesis is rejected.

Table (4.1)

The Mean Scores, Standard Deviations, and One Sample T-Value of the Students' General Achievement

Group	N.	Mean	SD.	Theoretical Mean	T Value		DF	Level of Sig.
E.G	30	84.97	12.767	50	Calculated	Tabulated	29	0.05
					15.00	1.70		

4.1.2 Second Hypothesis of the Study

To verify the second hypotheses, both mean scores are obtained and compared. Results show that the mean scores of the experimental group is 84.97 and that of the control group is 74.53. By using the t test formula for two independents sample, the calculated t value is found to be 3.203, while the tabulated t value is found to be 2.00 at the degree of freedom 58 and level of significance (0.05).

This indicates that there is a significant difference between the mean scores of the experimental group and that of the control group in posttest, and for the benefit of the experimental group. This means that the achievement of the experimental group which has been taught by using (DRTA) strategy is better than the achievement of the control group which has been taught by the communicative method. Thus, the second hypothesis is rejected.

Table (4.2)

Means, Standard Deviation, and T Values of the Two Groups In the Achievement Test

Groups	No. of students	Mean	SD.	T Value	DF	Level of Sig.
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EG.	30	84.97	12.767	Calculated	Tabulated	58	0.05
CG.	30	74.53	12.464	3.203	2.00		

4.1.3 Result Related to the Third Hypothesis

To verify the third hypotheses the mean scores of the experimental group's students' achievement at the recognition level and at the production level are calculated and compared to see if there is a significant difference between them. According to the findings, students' mean production scores are 40.23 and their mean recognition scores are 44.37. The t test formula is applied for two paired samples, and the calculated t-value is 2.216, while the tabulated t value is 1.70 at the degree of freedom 29 and level of significance 0.05, as shown in table(4.3). The result shows that, there is a significant difference between students' performance at the recognition level and that at the production level and the benefit for the recognition level. As a result, the second hypothesis is also rejected.

Table (4.3)
Means, Standard Deviation, and t Values of the Two Groups
In the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Sig.
Recognition	30	44.37	7.699	Calculated	Tabulated	29	0.05
Production	30	40.23	8.577	2.216	1.70		

4.2 Discussion of the Results

The results of this study show that the using DRTA have a positive impact on students' reading skills. This exemplifies the efficient use of DRTA in enhancing students' ability to comprehend and develop positive and beneficial ideas. Based on the data analysis of the first hypothesis that states "There is no effectiveness of using (DRTA) strategy on EFL second Intermediate school students' reading skill", the students' mean scores in reading skill (84.97) were higher than theoretical mean scores (50). It means that the use of DRTA strategy can be applied in teaching reading skill as it can help the students to improve their reading skills by employing new habits to read frequently in English.

The performance of the students who are taught by DRTA strategy is better than the students who are taught by traditional strategy according to the follow:

1. Directed Thinking Reading engages the students to think about what they read.
2. It encourages students to be active and thoughtful readers.

3. Directed Reading Thinking Activity (DRTA) can attract students to learn, because the Directed Reading Thinking Activity (DRTA strategies using a variety of methods.
4. It allows the students to set a purpose for reading. (Students read to confirm and revise predictions they are making).
5. In this strategy, the students are the center of learning and the teacher as facilitator, assisting students to connect the background knowledge and the information of the reading content.
6. This strategy is effective to set the students' reading purpose by making prediction and they can remember more information from what they read. It means the Directed Thinking Reading Activity lets students have critical thinking and help students in understanding the text what they read and improve their reading activity

4.3 Conclusions

1. Students of the experimental groups are better than students of the control group, which indicate that those pupils have positively responded to these strategies.
2. The teaching by using DRTA strategy is better for students than rote learning strategy because it relate the new knowledge they have learnt with previous knowledge.
3. Students' abilities and knowledge should be enhanced in the classroom through training and practice exercises that help them overcome any obstacles or problems they may face during the reading process.
4. The achievement at the recognition performance level is better than production level performance
- 5 The results from t test reveal that using meaningful learning strategy DRTA in teaching has been achieved a significant effect on Iraqi Intermediate pupils' achievement.
6. Pupils show high motivation and desire in learning English when they have been exposed to this new strategy DRTA This is enough to make process of teaching fruitful
- 7 The teaching by using meaningful learning strategy DRTA is better for pupils than rote learning strategy because it relate the new knowledge they have learnt with previous knowledge.

4.4 Recommendation

The following recommendations are suggested

1. It is recommended than teachers use the DRTA programmed when teaching English to improve their students 'speaking comprehension
2. English language teacher in schools should be involved in applying the DRTA in classroom.
3. It is recommended that teacher encourage and use new strategies to increase students communication and participation.

4. English the Iraqi education system in developing creative thinking skills .
5. Give more focus on improving writing skills .
- 6 Use the DRTA in developing English language courses.
because of its function in motivating students to facilitate learning.
7. Make creative thinking skills a clear instructional goal at all levels of the educational system.
8. Develop a positive attitude in EFL teachers toward the development of students' thinking skills.

4.5 Suggestions for Further Studies

The following topics for further research are suggested based on the findings of this study.

1. The Effectiveness of DRTA in Speaking.
2. The Effect of DRTA on Advanced Learning Stages at University Levels.
3. The Effectiveness of DRTA on Student's Ability in Reading Literature .
4. The Effect of DRTA with Translation skill .

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