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Prof.Dr. Nahida T. Majeed

Tikrit University/ College of Education for Humanities

Fatima Shihab Ahmed

General Directorate of Education

* Corresponding author: E-mail :

nahidatu@tu.edu.iq

07701779577

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E-mail

journal.of.tikrit.university.of.humanities@tu.edu.iqE-mail : adxxx@tu.edu.iq

The Effect of the Modified Reciprocal Teaching Strategy on EFL 5th Year Preparatory School Students' Achievement in Reading Comprehension

A B S T R A C T

The Modified Reciprocal (MR) teaching strategy is an instructional method, which employs four activities in the form of a dialogue between the teacher and his students with four specific reading strategies that are utilized to assist comprehension, they are: predicting, questioning, clarifying, and summarizing. The current study aims at finding out the effect of the MR teaching strategy on EFL students' achievement in reading comprehension (RC), through: 1. specifying in detail the MR teaching strategy for teaching English RC 2. finding the average level of students' performance in English RC 3. finding whether there is any significant difference between the performance of the two groups in the achievement test, on one hand, and 4. between the recognition level and the production level of the achievement test. These aims have been achieved through verifying three null hypotheses. A sample of sixty female preparatory school students that represents 68.96 of its original population has been selected (from the 5th class of Al-Baidah Preparatory School for Girls, in the City of Kirkuk), equalized in a number of variables and divided randomly into two equal experimental and control groups.

The two groups have been taught the same instructional material, English for Iraq 5th Preparatory, by using the MR strategy for the experimental group and the conventional method for the control group, for a period of twelve weeks. An achievement test has been constructed, validated, its reliability obtained, its items analyzed, and then applied to the two involved groups of students at the end of the instructional period. The required data is collected and statistically analyzed. The obtained results are as follows:

1. The average level of the EFL 5th year preparatory school students' performance is within the theoretical mean scores of achievement in RC.
2. There is a significant difference between the mean scores of the two groups' performance in the achievement test, and in favour of the experimental group.
3. There is a significant difference between the mean scores of the students' performance at the recognition level and that at the production level, and in favour of the production level.

Finally, the study ends up with a number of conclusions and recommendations, as follows© 2022 JTUH, College of Education for Human Sciences, Tikrit University

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**أثر استخدام استراتيجية التدريس التبادلي المعدلة في تحصيل طلبة الخامس الإعدادي في الاستيعاب
القرائي: بحث مستقل**

أ.د. ناهده طه مجيد/جامعة تكريت/كلية التربية للعلوم الانسانية

م.م. فاطمة شهاب أحمد/مديرية تربية كركوك

الخلاصة:

تهدف هذه الدراسة الى ايجاد أثر استخدام استراتيجية التدريس التبادلي المعدلة في تحسين الاستيعاب القرائي للغة الانكليزية لدى طلبة الخامس الاعدادي وذلك من خلال: ١. تحديد خطوات هذه الاستراتيجية

٢. ايجاد متوسط تحصيل الطلبة في الاستيعاب القرائي ٣. ايجاد فيما اذا هنالك فرقا دالا بين متوسط تحصيل المجموعة التجريبية وتحصيل المجموعة الضابطة في الاختبار التحصيلي, من جهة ٤. وبين متوسط تحصيل المجموعتين في مستويي الاختبار: التميز والانتاج.

ولأجل تحقيق اهداف البحث تم صياغة ثلاث فرضيات صفرية. تكونت عينة الدراسة من ٦٠ طالبة اخترن عشوائيا من اعدادية البيداء للبنات في مدينة كركوك. قسمت العينة الى مجموعتين متساويتين ضابطة وتجريبية وتم مكافئة المجموعتين في العمر وتحصيلهما في الاختبار القبلي وفي التحصيل الدراسي للأبوين. درّست المجموعتين نفس المادة الدراسية المقررة للصف الخامس اعدادي, حيث درست المجموعة التجريبية وفقا لاستراتيجية التدريس التبادلي المعدلة ودرست المجموعة الضابطة وفقا للطريقة التقليدية. تم بناء اختبار تحصيلي وبعد استخراج صدقه وثباته ودرجة صعوبة وقوة تمييز فقراته طبق على عينة الدراسة بعد انتهاء فترة التدريس. تم جمع البيانات وتحليلها إحصائيا وظهرت النتائج التالية:

١. ان متوسط درجات الطلبة في الاستيعاب القرائي للغة الانكليزية أعلى من متوسط الاداء النظري.

٢. هنالك فرق ذو دلالة إحصائية بين متوسط تحصيل المجموعة التجريبية ومتوسط تحصيل المجموعة الضابطة في الاختبار البعدي, ولصالح المجموعة التجريبية.

٣. هنالك فرق ذو دلالة إحصائية بين متوسط تحصيل الطلبة في مستوي الاختبار, التميز والانتاج, ولصالح الاخير.

أخيرا انتهت الدراسة بعدد من الاستنتاجات والتوصيات.

Section One: Introduction

1.1 Statement of the Problem

Reading is one of the major sources to provide students the great amount of information about various subjects. Dubin and Bycina (1991: 195) describe reading, as a process that takes between the reader and the text, through which knowledge of the context and different language styles, interact with the text to achieve text comprehension. One of the greatest demands on learners attending post-secondary institutions is the comprehension of various difficult texts" (Hart and Speece, 1998:678). Dreyer and Nell (2003:349) adds that reading comprehension (RC, for short) is an essential skill for academic and professional success. However, EFL teachers at different stages, believe that

learners lack comprehension in learning English since they spend their time in many hard tasks, which make language learning boring. Understanding various types of text requires the ability to comprehend the content, otherwise one cannot deliver information accurately and easily (Djiwandono, 1996:63). Inadequate interaction makes learners consider reading as a passive activity, which is not, because the brain works consciously and unconsciously to retain information if the proper strategy is applied (Yassen, 2013:3).

Hence, to become a successful reader the language reader must be enabled to develop efficient comprehension strategies along with the reading process, that is an important activity for knowledge, literature, and culture extension (Harris and Hodge, 1995:38). Meanwhile, using strategies in teaching reading enables learners who might adjust the purpose of reading and understand what they are reading (Nunan, 1991:259).

Therefore, it is necessary to conduct a study that may help learners to solve problems in reading; the instructors have to apply more practical and student-centered approaches for teaching English especially for learners who face difficulties (David, 2004: 28). Thus, the current study is an attempt to investigate the effect of using the Modified Reciprocal (MR, for short) teaching strategy on EFL preparatory school students' achievement in RC.

1.2 Value of the study: The value of the current study stems from the importance of the process of RC. Comprehension is a complicated process that requires the capacity to understand, discuss, study, and write about different types of text. Teachers may assist their

students to become professional readers with the support of effective methods to achieve comprehension. Several styles of reading techniques are implemented to guide students of all different levels.

The value of this study also stems from the necessity of experimenting the MR teaching strategy and finding its efficiency in improving students' ability in RC. Thus, the value of this study could be itemized as follows:

1. It provides a model to show the effectiveness of instructional comprehension strategies for improving EFL 5th year preparatory school students' achievement in RC.
2. It would be beneficial to EFL preparatory school teachers through finding out the role of MR teaching strategy in teaching reading comprehension to their students.
3. The study might open a wide gate for future researchers to explore the impact of MR teaching strategy on various aspects of English language ,such as writing, speaking and listening.

1.3 Aims of the study: The study aims at finding out the effect of the MR teaching strategy on EFL students' achievement in RC through:

1. specifying in detail the Modified Reciprocal (MR) strategy for teaching English RC.
2. finding the average level of students' performance in English RC.
3. finding whether there is any significant difference between the performance of the control group and that of the experimental group in the achievement test.
4. finding Whether there is any significant difference between the performance of the students' at the recognition level and that at the production level of the achievement test.

1.4 Hypotheses of the study: The following hypotheses should be verified in order to achieve the aims of the study:

1. The average level of EFL 5th year preparatory school students' performance is within the theoretical mean scores of achievement in RC.
2. There is no significant difference between the mean scores of the control group's performance and that of the experimental group in the achievement test.
3. There is no significant difference between the mean scores of the students' performance at the recognition level and that at the production level of the achievement test.

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1.5 Limits of the Study: The study is limited to the 5th year EFL Preparatory School students who are studying **English for Iraq, 5th Preparatory** at Al-Baidah Preparatory School for Girls in Kirkuk city, during the academic year 2019-2020.

1.6 Operational Definitions of Basic Terms:

1.6.1 Effect: It means a change of results that students can make in EFL RC or the degree of success that MR teaching strategy has in improving students' achievement in RC.

1.6.2 Strategy: It is an action that is used by EFL teachers in teaching RC to their students in order to attain its instructional objectives.

1.6.3 Reading Comprehension: It is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is the ability to translate the written symbols into meaningful ideas.

1.6.4 Modified Reciprocal Teaching Strategy: It is an instructional method, which employs four activities in the form of a dialogue between students and the teacher. It is an activity that takes a form of a dialogue between the teacher

and his students with four specific reading stages that are utilized to assist comprehension, they are: predicting, questioning, clarifying, and summarizing.

1.6.5 Achievement: It refers to the final scores gained by EFL preparatory school students who have been taught RC by using the MR teaching strategy.

1.7 Plan of the Study: The following steps are supposed to be followed to achieve the aims of the study and verify its hypotheses:

1. Allocate some units of the 5th year student's textbook for teaching reading comprehension to a group of students.
2. Select an appropriate sample of EFL 5th year preparatory school students
3. Divide the sample of students into experimental and control groups.
4. Teach RC to the experimental group by using the MR teaching strategy while the control group is taught, by the conventional method.
5. Construct an achievement test to assess students' achievement in RC.
6. Estimate validity, reliability, discrimination power, and difficulty level of the test.
7. Subject the two involved groups of students to the constructed test.
8. Collect the required data, treat them statistically, obtain the required results and discuss them.

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Section Two: Theoretical Background

2.0 Introductory Note: This section sheds light on, reading and RC, reading models, levels and types of RC, instructional strategies, metacognition and metacognitive strategies, reciprocal teaching strategy and modification of the reciprocal teaching, as follows:

2.1 Reading and Reading comprehension

Reading is a complex cognitive process that is made of a number of activities and sub-processes by which the reader can form a hypothesis, predict, and use

his / her knowledge of the world to construct meaning (Grabe, 2006: 279). It is an exercise achieved by the eyes and the brain where the eyes receive the message then the brain works with this message (Nuttal, 1996:4).

As a tool for various purposes, reading helps to acquire language skills that are familiar to readers' interests and situations (Harmer, 1991:190). According to Krashen (1981:34), it acts as the only source of comprehensible input in EFL settings. According to the National Reading Panel (2000:20), the reading process has five components:

1. Phonemic awareness: The ability to decode and recognize the word.
2. Fluency: The ability to recognize words in a fast way.
3. Phonemic awareness: The connection between the written form of the text and its counterparts.
4. Vocabulary knowledge that deals with understanding the cultural, lexical, and structural patterns.
5. Comprehension: It is the final goal of reading. To comprehend means to construct textual information and its interpretation, these components comprise the building blocks of literacy, citing the definition of RC provided in The Literacy Dictionary (Harris and Hodges, 1995:39).

As learning is a natural product of reading, RC is an essential skill for academic and professional success (Dreyer and Nell, 2003:349). Furthermore, Reading provides meaning for presenting new vocabulary and lexical structures. For this reason, deep understanding requires more than comprehension of single-word phrases or sentences but it involves the ability of the reader to synthesize the text information into the meaning of the whole text (Best et al, 2005:65). Reading comprehension then involves the reader's cognitive process, language proficiency, and metacognitive processes (Cohen, 2011:25). For example, the reader has to make inferences text-context or at the end of a story through using information from various sources: the title, the illustrations, or from the previous paragraphs. In addition, readers have to monitor their reading

whether they understand the text or not. Reading and comprehension are closely interrelated in which students cannot recognize and interpret the written material without comprehending and understanding it. Moreover, reading has a strong bound relationship with the other EFL skills, i.e. listening and speaking (Grabe and Stuller, 2002: 25).

2.2 Models of the Reading Process:

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2.2.1 Bottom-up model: It is the ability to recognize individual letters, phonemes, and words. It is a part of the whole process. In short, it is the meaning of the whole text process to understand letters to the word level, then sentence level, and finally the text level phonemic based model portrays the reading process in a serial fashion from letter to sounds, to words, to meaning. From a bottom-up perspective, that functions as follows; the data enters through the visual system and is moved at the first level letters to sounds, then the phonemic representation is transformed at the second level of words then the latter is passed onto the third level when the sentences are understood and the meaning is constructed (Gough et al, 1972:54).

2.2.2 Top-down Model: It identifies the reading process as a type of "psycholinguistics guessing game" when the fluent reader is engaged in predicting or hypothesis testing when he/she is progressing through a text. This process is based on readers' ability to reconstruct the meaning of the text (ibid). Cox (1999: 270), views reading as a part to develop language and as a process in which readers predict the meaning of what is being read.

2.2.3 Interactive model: It is an interaction between the reader and the text. It combines both bottom-up and top-down processing which emphasizes direct meaning instruction of word identification skills, comprehension, and

vocabulary. Such a model is appropriate for skilled readers that occurs simultaneously .In other words, when the reader is confronted with the context, both his linguistic competence and the schemata related to the content are activated (ibid).

Comprehension of the written text may enable to construct the whole text's meaning. All the processes are common metaphors for two paths of comprehension. Effective readers can expect what they will read just before they get to it, When they produce words that are not related to the text they are not anticipating meaning (Manning and Manning, 1997: 108).

A Language teacher promotes learning through the activation of previous knowledge to enhance text comprehension, particularly, when text information is compatible with students' prior knowledge (Pearson et al, 1992:321).

2.3 Levels of Reading Comprehension:

Burns et al (1996:255-263) state the following four levels of RC that are supposed to measure the extent to which students have understood the content:

2.3.1 Literal Comprehension: It involves acquiring information directly as the basis for a higher level of understanding and recognizing of the main idea and details, for instance, cause and effect relationship sequence in a written passage, and time order. It also involves teaching students to follow the written directions.

2.3.2 Inferential Reading Comprehension: It deals with reading between the lines or driving the ideas that are stated implicitly. This level includes, for instance, inferring omitted words, the mode and the purpose of the author, and concluding.

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3.3.3 Critical Reading Comprehension: This is an evaluation to compare ideas covered in the text to conclude their accuracy and timeline. Consequently, this level depends on both literal and inferential comprehension.

3.3.4. Creative Reading Comprehension: Like critical RC, it requires the readers to think and use their imagination as they read, producing new ideas

using the background schemata. As a result, an active reader must be skillful in visualization, solving problems and predicting outcomes.

2.4 Types of Reading Comprehension:

2.4.1 Intensive reading: Intensive reading implies reading short texts to understand particular data. This includes learning the details and taking more conspicuous parts than skimming. Here, the reader attempts to assimilate all the data given, illustration, reading dose instruction for medicine. Similarly, it emphasizes the linguistic aspect of the text that calls students' attention to discourse markers and the surface structure to retain the literal meaning (Brown, 2000:312).

2.4.2 Extensive reading: refers to skimming and scanning reading, According to Grellet (1981:12), it is characterized that the “skimming is the rapid eyes running over the content to get its importance, while scanning is going through content rapidly to discover a specific piece of ideas”. Therefore, if an individual needs to get an address or a phone number, is referred to as “scanning.” Therefore, reading skill is being improved; the reader can make decisions and solve problems.

Therefore, extensive exposure to the written text can assist language acquisition processes that would lead to better outcomes. Understanding in terms of the reader's previous knowledge is divided into three types(Richards and Renandya, 2002: 273). :

A. Textually explicit; means that it is derived from the text with little input from the reader's prior knowledge that permits the reader to understand information directly.

B. Textually implicit; requires the activation of the background knowledge since the context does not support comprehension.

C. Scripturally implicit; the reader thinks about the content of the text deeply, also it has been practised unconsciously. Reading comprehension includes;

word recognition, knowledge, and fluency. Therefore, all the abilities are to be brought to the reading act by the reader.

2.5 Instructional Strategies: They Promote automaticity and activate learners' participation in the learning process effectively, they emphasize giving practice and they have three basic phases (Janzen and Stoller, 1998: 251 and Duffy, 2002:28):

1. Explicit explanation of strategies deal with how and when to use them while learners are reading the text.

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2. Guided practice, through which learners practise the strategy with their peers or with the teacher's assistance.

3. Independent practise, learners are given a chance to practise and apply strategies without the instructor's interference.

To engage in RC effectively, students need to be prepared with effective strategies to support them in developing their reading competency (Rupley et al, 2009: 33).

Moreover, reading strategies are beneficial for all levels of learners, in particular, for less skilled readers in order to retain text effectively. For this reason, a teacher should enable the learners to become self-regulated readers in terms of their needs, learning styles, and individual preferences (Stahl, 2004: 19). According to Carter (2001:23). Strategies of reading are divided into three phases:

1. Pre-reading: it is used before reading a text, thus, background knowledge is developed to enhance comprehension.

2. During-reading: the reader is metacognitively aware of the text structure for better understanding.

3. Post-reading: it deals with the retention of the basic information after monitoring them during RC. Researchers have also examined different aspects of strategy used in second and foreign language reading (Bennett, 1989: 70):

1. description of strategies naturally used by second or foreign language readers,
2. the transfer of first language strategies to second or foreign language reading,
3. the effectiveness of strategies that are considered successful,
4. learners' metacognitive perception about what they do during reading,
5. the relationship between readers' comprehension , actual strategy use, and
6. the benefits of training students to use productive strategies.

2.6 Metacognition and Metacognitive Strategies

Metacognition is the ability to reflect on our thinking that includes knowledge about aspects of the task, i.e. strategy use, evaluation of the progress, and remedy of difficulties that could be raised. It informs about students' knowledge of cognition, as an act of reflection that is based on thinking to guide learners' outcome, that monitors the reading progress, and repairs one knowledge when it does not make sense (Flavell, 1979: 795).

Thus, comprehension relies on reader-related, text-related, and situational factors. By metacognitive strategies, readers can evaluate and monitor their reading and writing tasks as well as the difficult text is simplified (Peregoy and Boyle, 1993:165). Meta-cognition aims to make learners' thinking and learning explicit for self-management (Fisher, 1995:47). The

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term metacognition is related to Flavell's (ibid:906) concept of memory that is referred to as "thinking about thinking ".

Furthermore, successful learners are active participants in the learning process, which is the communication between the teacher, the student, and the content (Clark, 2003:53). Metacognitive strategies help readers to be conscious of whether or not they know what they are analyzing as well as aid teachers' decision of what strategies to employ to aid learners' comprehension. Accordingly, researchers have investigated that

these strategies can be used by less successful readers to enable them for revealing their reading process (Carte, 2001: 24).

Metacognitive strategies can be seen as a predictor of second language proficiency. This is due to metacognitive techniques which include planning for learning, thinking about how to make learning effective, self-monitoring throughout the studying process and evaluating language work (Hedge, 2008:78). Additionally, O'Malley and Pierce (1996: 561), suggest that learners are enabled to make use of knowledge of the cognitive process as an attempt to regulate on learning using planning, monitoring, and evaluating. Through metacognitive strategies, learners can review their accomplishments and future learning direction. Hence, they become autonomous learners since they are capable to individualize the language learning process.

2.7 Reciprocal Teaching Strategy

The term reciprocal refers to the nature of communication. It is a form of interaction between the teacher and the learner or among learners themselves by which critical thinking of students are developed through group participation (Meyer, 2010: 42). It is a scaffold instruction when the teacher models the groups well as the learners' interaction to comprehend the text through real social communication that is based on Zone of Proximal Development theory, by which learners can solve problems and achieve progress through guidance from an expert for instance discussion, brainstorming, and group work (Routman, 2000: 136).

Furthermore, learners are involved in both cognitive and metacognitive activities during reciprocal teaching lessons; they can use strategy, apply it, and then monitor its implementation (Sporer et al, 2009: 273). Reciprocal teaching has three main components:

1- the teaching-learning RC strategies,

- 2- interaction between the teacher and the learner when the teacher models why, when, and where to use these strategies, and
- 3- the transmission of the role of the instructor to model, take a turn of using comprehension strategies to other students (Doolittle et al, 2006: 107).

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Oczkus (2003: 23), has introduced the reciprocal teaching method as a cooperative model that is designed to provide instruction, role play, modeling, practice, and feedback to improve learners' comprehension skills. Thus, an important feature of this method is social and verbal communication, which is known as cooperative interactive learning. as the reciprocal teaching applicable version of Vygotskys theory, that involves four stages (predicting, questioning, clarifying, and summarizing) that provide a window into the thinking to create a proficient reader (Palincsar and Brown, 1984: 1 27):

A. Predicting: This first stage encourages using a text and students can learn subheadings. As a useful tool, learners can expect what might happen next in a text (Bottomly and Osborn, 1993: 3). Similarly, students have an opportunity to link information, in a particular context, with the previous knowledge they have. Predicting works as a link that connects the reader's previous knowledge about the text with the new knowledge that he/she will acquire during the reading process (Brown and Palincsar, 1985: 16).

It actively makes the reader think about the text during reading, if the original prediction is incorrect, a new prediction can be tested through reading the text. However, prediction sets a goal before reading since the text structure, such as titles , subtitles, and clues, are used to expect about the text (ibid).

B. Questioning: It is a significant stage through which readers can generate questions about the main idea, details, and contextual inferences of the text. Consequently, RC is improved by making a connection and generating

questions (Oczkus, 2003: 13). It permits readers to examine how much the text is understood and enables them to figure out the necessary information, as well as develop their RC in a constructive manner (Alderson et al, 1995:605). Overall, teaching students to generate questions during the reading process fosters

comprehension and improves RC. It is important to say here that generating questions is a strategy that can be achieved at different phases of reading (pre-reading, while reading, and post-reading) (Grabe & Stoller, 2002:34).

C. Clarifying: Clarifying is an important part of monitoring comprehension by which readers can identify text problems such as, unfamiliar vocabulary and ambiguous information in the text. Therefore, students' comprehension is monitored. In addition to that, the questioning, the

discussion and the reflection that might take place during and after reading provide an opportunity for clarifying. For this reason, learners become strategic readers (Oczkus, ibid: 17). Moreover, students can look for help and exchange assistance among them. Along with the previous statements, Routman(2000:27) asserts that clarifying refers to the process of recognizing the

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organization of written materials taking into account difficulties that stand in the way of understanding of the text and asking questions within the discussion.

D. Summarizing: The reader has an opportunity to figure out the main points of the text and comprehend the relationship between them. In other words, it is the process to "sum up" the text and reproduce it in another form through a number of procedures in order to develop learners' competency to concentrate on the important facts (Omari and Weshah, 2010:27). A good summary does not require readers to summarize unnecessary details but to make use of headings and subheadings in each paragraph they are reading (Greenway, 2002:113).

Accordingly, Summary is a strage that reading might be integrated with writing or speaking skills. Nuttall (1996:206) points out that summarizing is a valuable cognitive way that shows learners have understood the passage. In summarizing, students make a shorter version of the text where the main ideas of the passage are included in the summary. A simple form of the summary, for beginner readers, may be required to give a title for the passage, even in their first language. These strages are beneficial means to monitor students' reading which they can understand what they read (Alderson, 2000:20).

2.8 Modification of the Reciprocal Teaching: Reciprocal teaching strategy is utilized to be effective with the beginning English language learners to develop reading skills. Lehr et al (2005:18), state that "good readers are purposeful, they are aware of the texts they are reading, when they ask and answer questions, they can recognize story structure and summarize to achieve good reading skill. It cannot be done naturally for every student because they must be instructed for every student who is taught directly. Similarly, learners must be enabled to acquire comprehension skills instead of saying the words right and fast, teacher- student dialogue is a vital component of reciprocal teaching.

Despite assessing comprehension, deficits can be difficult due to students' inability to articulate correctly what is going on in their head because of their lack of awareness (Casanave, 1988: 3 17).

Undoubtedly, the modified version of reciprocal teaching in which the teacher focuses on scaffolding instruction through participation, the teacher's role becomes less supportive when the student uses strategies in a small group dialogue to retain text that is more complex. Consequently, reciprocal teaching enhances student engagement and motivation due to social interaction and problem-solving (Brown and Palincsar, 1985:317).

The MR teaching includes using read-aloud stories and explicitly instructing students in the techniques. Some teachers change the strategy names to make

them more relevant to younger children as well as using interactive materials such as hand signals, cues cards with pictures and puppets (Gregory and Cahill, 2010: 49). However, reciprocal teaching is flexible when its

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lessons are presented at the whole-class level and the teacher is not restricted to limited instructions and routines (Meyer et al, 2009: 14). The four stages of reciprocal teaching could be expanded, with better guidance, and giving feedback to the original version students can generate higher-level questions and make connections to what they read that would lead to a higher level of RC needed for upper-grade level students (ibid:52).

Using reciprocal teaching through stories necessary to derive the important text information, students can solve problems particularly in science subjects in addition to that; the use of visualization is a sub-strategy by which students are engaged in self-regulation to evaluate their answer (Meyer, 2014: 14). Another form of modification is a combination of reciprocal strategy with technology (through an internet search) for applying the four stages, when series of lessons are designed to guide learners by conducting internet search as a result, students' understanding is improved of the cites visited (Castek and Beach 2013:38).

Furthermore, a strategic teacher mixes reciprocal teaching components along with his judgment to develop comprehensive skills rather than teaching it" as a prescription to follow "(Duffy, 2002: 245). Thus, the modified version of reciprocal teaching is more effective when it is used to meet learners' needs (Hacker and Tenent, 2002: 699). Students learn the four main strategies through the teacher's modeling and later on, working in cooperative groups, they think of the four main strategies they have learned, they build their understanding process based on what they have learned from the social setting and thus engage in a process of transformation. At last, they share their thoughts with the group. Consequently, their thoughts are shaped through group discussion (Wilén, 1990:34).

The acquisition of the strategies is not the ultimate goal of instruction, but they are means to an end, for teaching to read for meaning, for understanding, to enhance the efficacy of learning. Thus, explicit instruction could achieve more effective results than reciprocal teaching only. Furthermore, the teacher gives the students guided practice, direct modeling, and explicit instruction, and then transfers the leading role to the students, acting as a guide and assistant giving the students a chance to participate in the reading process. The students read a passage by themselves through the three steps of reading. The teacher acts as a facilitator through feedback and support as required (Jafari and Sadeghi, 2014: 27).

Section Three: Procedures

3.0 Introductory Note: This section deals with the empirical part of the current study, population and sample selection, the instructional material, students' instruction , and the constructed instrument.

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3.1 Experimental Design: The design implemented in the current study is called “posttest only control group” which includes the following steps, as shown in table (3.1).

1. Selecting two groups of students at random, assigning them to experimental, and control groups.
2. Administrating the independent variable (teaching English through the MR strategy only to the experimental group).
3. Teaching the control group the same instructional material according to the conventional teaching method.
4. Post-testing both groups of students.

Table (3.1) The Experimental Design of the Study

Group	Independent variable	Posttest
Experimental	With MR teaching strategy	Posttest
Control	Without MR teaching strategy	Posttest

3.2 Population and Sampling

The whole population of the present study includes eighty-seven Fifth-year students of the Al-Baidah Preparatory School for Girls in Kirkuk city, during the academic year (2019-2020). The students are grouped into two sections namely (A and B). Section A has been selected to be the control group that consists of forty-five students while section (B) which has been selected to be the experimental group consists of forty-two. Fourteen students are randomly excluded from section (A) and twelve students are excluded from section (B), five students are repeaters and twenty-two students are employed for the pilot study.

Thus, thirty students have been chosen from section (A) as a control group and thirty students from section (B) as an experimental group. Therefore, the total number of the involved sample is sixty who represent 68.96 of its original population, as shown in table (3.2).

The two groups of students have been equalized in their age, parents' attainment level, students' scores in reading comprehension in the previous year.

Table (3.2) The Population and Sample of the Study

Group	Original Number of Students	No. of Repeaters	No. of Pilot Students	No. of Sample Students
Experimental	42	2	10	30
Control	45	3	12	30
Total	87	5	22	60

3.3 Instructional Material and Students' Instruction

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The instructional material of the present study includes four units of "**English for Iraq, for 5th Preparatory**". The Instruction of both experimental and control groups started on the 20th July 2020 and lasted for twelve weeks, at a rate of four lectures per week. The experimental group is taught English by adapting MR teaching strategy, whereas the control group is taught without this strategy, i.e., according to the conventional method, as follows:

3.3.1 A Lesson Plan for Teaching the Experimental group:

Class and section: fifth (A)

Date: 25th, July 2020

Time: 45 minutes

Topic: "Danas Story"

Aim: Reading comprehension improvement through the MR teaching strategy.

Steps of presentation: The experimental group has been taught RC, as follows:

1. Initiating the lesson by giving a review about MR teaching strategy that would be used before involvement in reading (activate prior knowledge by modeling the four components of the MR teaching strategy).
2. Explain what the students would learn from the topic presented explicitly at first.
3. The teacher has previously prepared scaffold instruction and supportive instruction as an activity of "before reading" such as read-aloud technique, charts and tape assisted reading to be used throughout the lesson.
4. Organize students, after modeling the class, into small groups of two or four, as possible, to take turns, to role-play between the teacher-student and student-student interaction.

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5. Each strategy is acted as a character by the chosen student; the character performs either as the leader of her (small group level) or as the leader of the whole class level, i.e. Layla a predictor from a group (A), Sara is summarized from a group (B)

6. The group leader plays the instructors' role, by whom prediction, questioning, clarification, and summarization are formed, e.g. Layla, who holds a crystal ball, expects what would happen the text as follows:

"I see a picture of a girl

I think her name is Dana, her brother might have an accident

Let us read, then Samara will ask you more about her story.

7. Keep students' hands busy with the use of ' paper dials ' to move from one strategy to another.

8. Students are asked to read silently as an opportunity to find out ambiguity, difficult phrases, and words (While reading activities).

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9. The group leader assigns discussion about the text to the group members and among the whole class at the end of the lesson.

10. At the fourth stage of MR strategy, students are required (as group members or leaders of the group) to bring the main points of different sections of the text, or mix up the whole class to summarize the passage as well as, for constructing the hidden meaning of the intended text, for instance, using sticky notes, story map on the board as follows:

- The big idea is Danas' brother's accident ...

- The author wants us to know ...

11. At the beginning, the teacher simplifies the task, then the leader of the group brings support where necessary, i.e. in class discussions or during the task assignment.

12. The teacher reflects on the experience and considers what instructional improvement could be made and how to implement the next MR strategy, by asking learners which steps helped them more, to raise metacognitive thinking.

3.3.2 Lesson Plan for Teaching the Control Group

Class and section: fifth (B)

Date: 25th, July 2020

Time: 45 minutes

"Topic:" Danas Story

Aim: Teaching RC through the conventional method.

Steps of presentation: The control group has been taught the same instructional material according to the conventional method as follows :

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1. Learners' attention is drawn to the topic title and to the image, which reflects the text.
2. Students are asked to discuss the topic, which has been previously presented to be prepared by them.
3. Read the passage carefully so that students can participate in reading each paragraph.
4. The teacher explains the new lexical structures and synonyms to be copied on the board as well as using scanning and skimming techniques throughout the text.
5. Learners begin to read silently then they are required to find any ambiguity inferring details, and complex terms to be simplified by the teacher.
6. Students do the given assignment individually or in groups, solve problems for an effective lesson in addition to the availability of the visual aids in the lesson provided by the teacher.
7. The teacher supports and gives feedback if it is necessary for terms of the intended text to master the required skill by students.

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3.4 Construction of the Achievement Test

An achievement test has been constructed by considering the contents and behavioural objectives of the instructional material, as shown in the attached appendix. The test consists of six questions; Question one consists of two sections. Section (A) includes a reading text with five multiple-choice items and scored out of ten. Section (B) includes two items require the students to summarize the main points and scored out of ten. Question 2 includes five items to be completed in terms of the information included in Student's Book and scored out of ten. Question 3 consists of an article to be summarized and given an appropriate title for it. It is given ten marks. Question four includes two sections and each section is given ten marks. Section (A) includes three coloured pictures. Students are required to express about the regrets or wishes of the people in the given pictures. Section (B) includes five items to be rewritten with correct grammatical structures. Question five consists of two sections and each section is given two marks. Section (A) consists of a magazine article to be reordered and given an appropriate title. Section (B) requires students to rewrite text messages in normal English. Question six also includes two sections and each section is scored out of ten. Section (A) requires students to complete the given sentences with their own appropriate ideas. Section (B) asks students to make five suggestions by using the given phrases, as shown in table (3.3).

Table (3.3) The specifications of the items, contents, Behavioural Objectives and Scores of the Achievement Test

Level	No. of Question	No. of Items	Contents	Behaviours	Scores
recognition	1: (A) & (B)	5 & 2	Unseen passage	-To choose the appropriate answers -to state the main idea	10 10
recognition	2	5	Uncomplete sentences	-to complete with suitable information	10
production	3	1	paragraph	-to write a paragraph briefly	10
production	4 (A)	3	Coloured pictures	-to express regrets	10

				and wishes	
recognition	(B)	5	Un complete sentences	-rewrite sentences as required	10
recognition	5 (A)	3	Newspaper article	-to re order the items of the article and state an appropriate title	10
production	5 (B)	5	Text messages	-to write messages in normal English	10
production	6 (A)	5	Uncompleted sentences	-to write meaningful sentences	10
production	6 (B)	5	Uncompleted phrases	-to make suggestions with the given phrases	10

3. 5 Scoring Scheme and Final Administration of the Achievement test

The test has been administered to both groups, the experimental and control, on the same day, at the same time on July 26th 2020. The test papers have been distributed to the whole testees who are required to read the given instructions carefully and write down their responses clearly to their test papers within a period of 50-60 minutes.

Finally , the test papers have been collect to be scored in terms of the designed scoring scheme. Testees' responses on the whole test are scored out of 100, i.e. fifty scores fo each of the recognition and production levels. For the recognition level, two marks are specified for each correct response and zero for each wrong one. Whereas, for the production level, ten markes are specified for each of question 3, question 4 section (A), question five section (B), and question 6 sections (A) and (B). The ten marks have been distributed equally among the five criteria, i.e. two marks are specified for each criterion namely, grammar, vocabulary, spelling, idea, and organization, as shown in table (3.4).

Table (3.4): The Scoring Scheme of Students' Responses on the Questions at the Production Level

Criteria	Qualities	Scores				
		Q3	Q4 A	Q5 B	Q6	
		10	10	10	A 10	B 10
Grammar	Very good	2	2	2	2	2
	Good	1	1	1	1	1
	Weak	0	0	0	0	0
Vocabulary	Very good	2	2	2	2	2
	Good	1	1	1	1	1
	Weak	0	0	0	0	0
Idea	Very good	2	2	2	2	2
	Good	1	1	1	1	1
	Weak	0	0	0	0	0
Organization	Very good	2	2	2	2	2
	Good	1	1	1	1	1
	Weak	0	0	0	0	0
Literary Features	Very good	2	2	2	2	2
	Good	1	1	1	1	1
	weak	0	0	0	0	0

Section Four: Analysis of Data, Discussion of Results, Conclusions & Recommendations

4.0 Introductory Note: This section consists of the statistical analysis of the collected data, discussion of the obtained results, the drawn conclusions, and the recommended points.

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4.1 Analysis of Data: The obtained data have been collected and analyzed statistically in order to achieve the aims of the study through verifying the formulated hypotheses, as follows:

4.1.1 Students' General Performance in the Achievement Test

In order to verify the first hypothesis, the mean scores and the standard deviation of the students' general performance in the achievement test have been obtained. They are 56.70 and 10.34 , respectively. T-test for one- sample formula is applied. The computed t-value

is 1.21 whereas, the tabulated value is 1.65, at (0.05) level of significance and (59) degree of freedom, as shown in table (4.1). Since the computed t-value is less than the tabulated one, it means that there is not any significant difference between the obtained level of the students' achievement, on one hand and the theoretical level of achievement, on the other hand. Hence, the first hypothesis is accepted.

Table (4.1)The Mean Scores, Standard Deviation, and T-Values of Students' Performance

No. of Students	Mean Scores	Theoretical Mean	SD	T-Value Computed	T-Value Tabulated	DF	Level of Significance 0.05
60	56.70	50	10.34	1.21	1.65	59	Not sig.

4.1.2 Comparison between the Mean Scores of the Experimental Group's Performance and that of the Control Group in the Achievement Test

In order to verify the second hypothesis, the mean scores as well as the standard deviation of each of the experimental group and the control group's performance in the achievement test are obtained and compared. Results show that the mean scores of the experimental group's performance is (74.20) and that of the control group is (59.97). By using the t-test formula for two independent samples, the calculated t-value is found to be (6.12), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05), as shown in table (4.2).This means that there is a significant difference between the achievement of the two groups and in favour of the experimental group. Thus, the second hypothesis is rejected.

Table (4.2) The Mean Scores, Standard Deviation, and T-Values of the Two Groups' in the Test

Group	No. of students	Mean Scores	SD.	T-Values		DF	Level of Significance
Experimental	30	74.20	8.442	Calculated	Tabulated	58	0.05

Control	30	59.97	9.514	6.12	2.00		
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4.1.3 Comparison Between Students' Performance at the Recognition Level and that at the Production Level of the Achievement Test

In order to verify the third hypothesis, the mean scores of the students' performance at the recognition level and that at the production level of the achievement test are calculated and compared to find out whether there is any significant difference between them. The obtained results show that students' mean scores at the production level is found to be (41.40) and that at the recognition level is (32.80). The t-test formula for two independent samples is applied. Results show that the calculated t-value is (4.00) and the tabulated t-value is (2.04) at the degree of freedom (29) and level of significance (0.05), as shown in table (4.3). This means that there is a significant difference between students' performance at the recognition level and that at the production level and in favour of the production level. Therefore, the third hypothesis is also rejected.

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Table (4.3) The Mean Scores, Standard Deviation and T-Values of the Experimental Group's Performance at the Recognition and Production Levels

Group	No. of students	Mean	SD.	T-Values		DF	Level of Significance
Production	30	41.40	8.93	Calculated	Tabulated	29	0.05
Recognition	30	32.80	14.11	4.00	2.04		

4.2 Discussion of the Obtained Results

The obtained results of the current study show that the performance of the experimental group who has been taught by using the MR teaching strategy is

better than that of the control group who has been taught by using the conventional method. This means that the MR strategy has proved to be more effective in teaching RC to the EFL 5th year preparatory school students. It is concluded that the improvement of the student's performance in English RC could be attributed to the role of MR teaching strategy, as follows:

1. It is easy to apply by teachers and used by students.

2. It is flexible and interesting in use.

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3. It improves students' confidence in their learning ability.

4. It encourages creativity, helps students to understand, memorize and retrieve better.

5. It encourages students to create, organize and better connect relationships between ideas. As well as, improves effectively the way students record information, enhance their retention. Further, students can participate actively inside the class since they are motivated to take part in-class activities and tasks.

4.3 Conclusions: According to the obtained results of the current study, it is concluded:

1. By employing the MR strategy, students' achievement in reading RC has been improved.

2. Using MR teaching strategy, encourages student-student and student-teachers interaction in terms of discussion, participation, take turns in the form of small groups or the whole class group.

3. The MR teaching strategy is effective when the learners practise the language actively to accomplish the tasks and activities in the classroom.

4. EFL learners become more skillful and active while they are learning through using the MR strategy.

5. The students are able to predict, generate questions, and clarify new ideas connected to their previous knowledge as well as they can summarize the main points of the text.

6. School students show a positive response towards the modified MR teaching strategy, since it is easy and simple to design as well as exciting in use.

4.4 Recommendations: In terms of the obtained results and drawn conclusions, the following recommendations are put forward:

1. Instructors are advised to use the MR strategy in teaching English to improve their students' achievement in RC.
2. Curriculum designers in the Ministry of Higher Education and Scientific Research are invited to recommend using the MR strategy for teaching EFL at schools.
3. Teachers of EFL should be involved in in-service training workshops that enable them to use the MR strategy for teaching various language aspects to their students.
4. Preparatory school teachers are recommended to use new and modern strategies in teaching EFL in order to enable their students to follow tape-recorded as well as video-recorder scenes of the presented material.

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The Appendix: The Achievement Test

Q1/ A: Read the passage and do the next items by writing the number of the item and the letter of the appropriate option. (Choose 5 only) (10 m)

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as wild cats, depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed due to water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site is closed to tourists in 1963, 23 years after it was discovered.

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1. The word **depict** is closest in meaning to _____.
A. Show B. hunt C. count D. draw
2. According to the passage, which animals appear most often on the cave walls?
A. Birds B. Bison C. Horses D. Wild cats
3. Why was painting inside the Lascaux complex a difficult task?
A. It was completely dark inside. B. The caves were full of wild animals.
C. Painting materials were hard to find. D. Many painting spaces were difficult to reach
4. All of the following have caused damage to the paintings EXCEPT _____.
A. temperature changes B. air movement C. water D. light
5. What does the passage say happened at the Lascaux caves in 1963?
A. Visitors were prohibited from entering. B. A new lighting system was installed.
C. Another part was discovered. D. A new entrance was created.
6. The words **pays heed** to are closest in meaning to _____.
A. Discovers B. watches C. notices D. buys

B: The main idea (10 m)

1. Write the number of the paragraph that matches the main idea of the passage.
2. Based on the passage, what is probably true about the south of France?

Q2/ Complete the following items based on the information in your textbook. (10 m)

1. The first communication satellite was launched in
2. Satellite TV. is good for
3. Rice farmers in Japan use a lot of

4. Car produce gas, which causes
5. A time limit means.....

Q3/ Read the following. When you finish, rewrite it briefly with an appropriate headline. (10 m)

The head teacher yesterday said that the government had given her money build a new science department; she was delighted with the news and said it would make a big difference to science teaching in the school. She added that work would begin in October.

Q4/A: What are these people thinking or saying? Express their regrets or wishes with correct sentences. (10 m)



1.



2.



3.

Q4/B: DO as required (5 only)

(10 m)

1. Somebody took my wallet while (I / not look) {Re-write the statement}
2. They / car / old / an / have / blue {Reorder to make correct sentence}
3. If I (be) you, I (not lend) him that book { Use second conditional }
4. I am afraid / room / not clean / yesterday. {Change into passive}
5. Do you know a place . I can have my car repaired ? {Join with a relative pronoun }
6. "I will pay the money within a week " . Martin said { Make reported speech }

Q5/ A: 1. Re order the points of the following newspaper article in terms of their numbers and 2. Give an appropriate title for these points. (10 m)

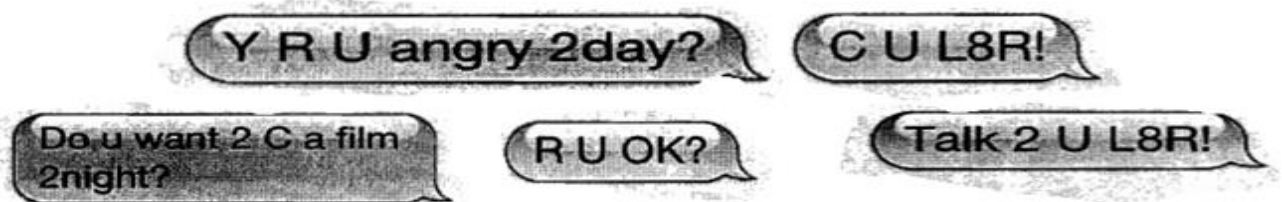
1. Yesterday, when the disaster happened, strong winds had made it impossible to cross the bridge.

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2. A big road Bridge has collapsed in Caracas Venezuela. The bridge normally carries 50000 cars everyday going in and out of the city but it was empty at 4:30 p.m.
3. A spokesman at the scene said" it is a miracle that no one has been killed or injured, let us thank God for that and work will begin immediately to build a new bridge.

Q5/B: What do these text messages mean? Rewrite them in normal English.

(10m)



Q6/A: Complete sentences with your own ideas

(10 m)

1. The first thing that you saw / heard / did / ate this morning was.....
2. One thing that I enjoy/ hate / often do is
3. He asked me if

4. My favourite sport is
5. Download means to

B: Make suggestions using the phrases in the box below .

(10 m)

go bowling , have a party , visit a museum ,
invite a friend , do a favourite hobby