

**اثر استخدام ستراتيكية تعلم اللغة بطريقة
(الاستفهام الذاتي) على تطوير مهارات مادة
الاستيعاب للنصوص السياسية باللغة
الانكليزية لطلبة الكليات
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Fallujah The Effectiveness of Using Language
Learning Strategy (Self- Questioning) On
Improving Reading Comprehension skills of
English Political Textsfor College Students\
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ملخص البحث

يهدف البحث الى دراسة اثر استخدام استراتيجية تعلم اللغة والمتمثلة باستخدام استراتيجية (الاستفهام الذاتي) على تطوير مهارة الطلبة في تدريس مادة الاستيعاب للنصوص السياسية باللغة الانكليزية لطلبة الكليات .

وقد قام الباحث باخذ عينة من الطلبة وعددهم ٥٠ طالب وطالبة وقام بوضعهم على شكل مجموعتين الاولى المجموعة الضابطة وعددهم ٢٥ والثانية المجموعة التجريبية وعددهم ٢٥ وقام الباحث بتدريس مادة الاستيعاب لطلبة المرحلة الرابعة من كلية العلوم السياسية -جامعة النهدين للمجموعتين ، المجموعة الاولى تم تدريسهم المادة بالطريقة التقليدية بينما المجموعة الثانية تم تدريسها بـاستراتيجية الاستفهام الذاتي والتي من خلالها يقوم الطالب بقراءة النصوص السياسية ووضع الاسئلة المناسبة لها .ومن خلال العمليات الاحصائية التي قام بها الباحث وجد بان هنالك تطور في مهارة الطلبة باستخدام هذه الاستراتيجية . وبعدها خرج الباحث بمجموعة من المقترحات والتوصيات.....

1. An Introduction

Reading is one of the most important activities in the learning process. Without reading learner s would notbe able to acquire knowledge that is fundamental to their intellectual growth. Reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. If a student reads words in a passage without getting their meaning, one would hesitate to call that reading.

Students have lots of problems with reading a text; they are more concerned with getting the correct answer than with more important process of how to get the answer. Levine et al. (2000:1) state: “The ability to read academic texts is considered one of the most important skills that university students of English as a Second Language (ESL) and English as a Foreign Language (EFL) need to acquire”.

In the past years, there have been considerable interest in promoting reading as a significant means of language development for second and foreign language learners

(Day and Bamford, 1998:16). Krashen, 1995:27) believes that L1 acquisition occurs naturally, while SLA, in most cases, occurs under artificial conditions.

In recent years, many research studies have shown that second language students can acquire many benefits from reading L2 material for

L2 learning (Elley, 1989; Elley, 1991; Hafiz & Tudor, 1990; Nation, 1997; Tsang, 1996).

In learning process, Learning strategies are important for those who want to achieve what they want. Learning strategies help them to improve their skill quickly in an efficient way. Reading is one of the most important activities in the learning process.

The National Reading Panel (2000:1-4) emphasized the fact that comprehension is an active process between the reader and a text, a process that is both 'intentional and thoughtful'. Good learners use a variety of comprehension strategies simultaneously and, according to Pressley (2002:9), they know how to deliberately apply specific strategies to aid their comprehension, particularly with regard to challenging texts information.

Reading comprehension skills and strategies are practiced when good readers connect what they know with what they are reading. They determine what is important in the text. Teaching reading strategies and guiding students towards self-regulated reading routines are promising approaches to fostering reading comprehension in students with learning disabilities. Self-questioning strategy has been demonstrated as one of the strategies that increase reading comprehension performance.

This study is an attempt to investigate the effectiveness of language learning "self-questioning" strategy on improving reading comprehension skills of political texts
for College Students.

1.1. The problem

One of the most important skills students learn as they transfer to high school is how to get information from academic text. This skill can be especially challenging for EFLs, who may not have had much experience working independently with expository texts. Achieving a high level of English reading comprehension presents a serious challenge for ELL. Reading comprehension has come to be the "essence of reading" (Durkin, 1993:1-4), essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning (Pritchard et al., 1999; Rings, 1994; Strydom, 1997). However, many students who pursue their higher education underprepared

for the reading demands that are placed upon them. When pressed to read, they often select ineffective and inefficient strategies with little strategic intent. (Saumell et al., 1999:1; Wade et al., 1990; Wood et al., 1998).

Poor readers are unable at making inferences and integrate text information, (Nation et al., 2005). Reading comprehension can be considered the basic component of any educational field in this information-driven world. Knowledge of how to read and comprehend informational texts is an acute need in modern life. (Davis, 2013:117).

Reading comprehension is not just understanding words, sentences, or even texts, but involves a complex interaction of the reader's prior knowledge, language proficiency and their learning strategies" .(Hammadon (1991:30).

Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, past experiences, and knowledge (Prado & Plourde, 2005: 32-43)

Some English teachers are lagging behind in their approach to the teaching of reading comprehension: therefore the resultant effect is poor performance among the students they teach. They lack essential methods of imparting appropriate reading skills to the pupils. They decline to use appropriate instructional materials that could facilitate or enhance effective teaching and learning of reading skills. Amutheazi (2000:245) notes that there is therefore, an urgent need to investigate into the causes of poor reading comprehension among our students with a view to finding a lasting solution to the problem. Students need to be able to decode well, in order to comprehend the text.

Numerous problems can occur for the reader at the comprehension level.

understanding how words come together in each sentence can be challenge. the student may understand each word and even each sentence, but fail to understand the relationships between the sentence and the meaning of the text as a whole, (Danielle, 2009:34) .Reading strategies are tools that teachers use to help students learn to read and comprehend what they are reading.(Ibid).Students who use learning strategies effectively begin to see themselves as language learners and take on more responsibility for their own learning.

1.2. Significance of the study

Reading is considered the most important language skill especially in academic settings; as a result, a great body of research has concentrated on this skill and the strategies that make its perfect achievement easier and faster.

According to Grabe (1997:245), reading is an interaction between reader and text. Reading requires efficient knowledge of the world and a given topic also an efficient knowledge of the language. Reading requires a rich background, and also some ability to comprehend the texts. The academic importance of reading comprehension cannot be understated, leading researchers to claim that, "the most important thing about reading is comprehension" (Gambrell, Block, & Pressley, 2002:3).

Comprehension is a complex process and includes the ability to comprehend, discuss, study, and write about multiple forms of text. Teachers can help their students become proficient readers with the help of effective teaching comprehension strategies. So

reading strategies are very important to achieve comprehension.

Many types of reading strategies are introduced to guide students of all different levels.

According to (Mastropieri, Scruggs, & Graetz:2003), reading is the major problem

area for most students who are learning disabled. In fact, 90% of students with learning disabilities demonstrate significant difficulties learning to read (Lyon, 1995:58-60; Vaughn, Levy, Coleman, & Bos, 2002:2).

Antoniou & Souvignier (2007: 43) maintain that "effective reading requires the use of strategies that are explicitly taught". It could be argued that learners are most successful when their instructors employ different strategies to help them read and write challenging texts. Strategies provide the means to tackle complex problems in more efficient ways and, with practice, the strategies lead to skills that become automatic and quick over time.

Indeed, strategy instruction is particularly needed and effective for those students who are struggling most, namely those with less domain knowledge or lower reading skills (McNamara, 2004). Reading comprehension strategies are a key to improving comprehension (McNamara, 2007).

As Swalander & Taube (2007:207) maintain "good reading ability is the key to success in educational settings and this is why researchers try to find effective educational and psychological variables that can explain variations in reading ability and academic achievement".

Recently, there have been many attempts and researches for improving the situation of learning/teaching reading comprehension strategy.

The Self-Questioning Strategy helps students create their own motivation for reading. Students create questions in their minds, predict the

answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves. Revans(1989:102) emphasized that, "Question . . . remains the essence of true action learning" Students do not naturally know that good readers ask questions before, during and after their reading (Harvey & Goudvis, 2007:109).

This being said, by showing students that asking questions and searching for answers is the best way to monitor comprehension and construct meaning from what they are reading, we enable students to improve their literacy and learning in the classroom (Ibid).

Boshyk, Yury and Dilworth(2010:119) comments that while, "Questioning insight and questioning processes are the very core of action learning, people tend not to know what to ask and also to be judgmental instead of curious about the underlying causes of the problem." Goldberg (1998:6).

(Neil Postman, 1979:140) asserted that "All our knowledge results from questions, which is another way of saying that questioning is our most important intellectual tool."

1.3. Aim of the Study

The purpose of this study is to determine the effectiveness of language learning

Self-questioning" strategy on improving reading comprehension skills of"

Political texts for Fourth grade college students.

1.4. Hypothesis of the Study

It's hypothesized that:

1. There is no significant difference in the-test scores in reading comprehension skills

in using self-questioning strategy of participants in the both groups.

2. There is a significant difference in the-test scores in reading comprehension skills

in using self-questioning strategy of participants in the both groups.

3. Does self- questioning strategy improve reading comprehension skills of students?

1.5. Limits of the Study

This study is limited with the fourth grade students in the college of Politics at

Al-Nahrain University in the academic year 2010-2011.

1.6. Definition of Basic Terms

A-Self-questioning

-self-questioning is simply a process in which students ask and answer questions while reading(Harvey&Goudvis,2007:109).

- self-questioning is also considered to be a metacognitive strategy because it provides learner with a way to test themselves; that is, it helps them to check how well they are comprehending what they are studying (Palincsar& Brown 1984:122).

B-Language learning strategies

-It is “behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner’s encoding process”(Weinstein and Mayer, 1986:315)

-O’Malley and Chamot (1990:1) viewed learning strategiesas “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain newinformation”

-Holec (1981:3) argued that learning strategies can foster earners’ autonomy in language learning. Strategies can also assist learners in promoting their own achievement in language proficiency.

C-Strategy

-As Oxford (2000:274) remarked the termstrategycomes from a Greek term strategiameaning ‘command of a general’. What seems to be asthe basic ingredient of a strategy in ancient Greece is a “general plan to win a war”. Today, a strategy is treated as a conscious plan in order for meeting a goal. “The warlike meaning of the term has largely fallen away, but conscious control, intention, and goal-directednessremain essential criteria for a strategy” (Oxford, 2003:274). Cited in (Mohsen &Majid2013)

- ‘Strategy’ according to the 7th Edition of Oxford Advanced Learners Dictionary is

“a plan that is intended to achieve a particular purpose”,” it is the process of planning something into operation in a skillful way”.

-Rubin (1975:43) defined strategies as “the techniques or devices, which a learner may use to acquire knowledge”). Cited by(KITAKAWA,2008).

D-Reading Comprehension

-Reading comprehension is “international thinking during which meaning is constructed through interaction between text and readers (Harris & Hodges, 1995:207)

- Reading comprehension is the thinking process used to make meaning of what a person reads (Block, Gambrell,& Pressley, 2002) and specifically, enabling students to think about and react to what they read (Tierney, 2005:28).

-It is “A complex cognitive process... drawing upon a wide range of cognitive abilities, such as inferencing and attention, motivational strategies, such as setting the purpose for reading, and knowledge, such as vocabulary and prior knowledge of the topic” (Randi, Newman, & Grigorenko, 2010,:892).

-Reading comprehension is a process of constructing and extracting meaning from written texts, based on a complex coordination of a number of interrelated sources of information (Anderson, Hiebert, Scott, & Wilkinson, 1985:42; Mastropieri& Scruggs, 1997).

2. Theoretical Background

2.1. Language Learning Strategies

The Research about language learning strategies had begun in the 1960s.

Developments in cognitive psychology influenced much of the research which was done on language learning strategies. In 1966, Aaron Carton published his study entitled The Method of Inference in Foreign Language Study, which was the first attempt on learning strategies. After Carton, in 1971, Rubin started doing research focusing on the strategies of successful learners and stated that, once identified; such strategies could be made available to less successful learners. Rubin (1975) classified strategies in terms of processes contributing directly or indirectly to language learning.

The researchers in the field of learning strategies had defined language learning strategies as“ strategies that contribute to the development of the language system which the learner constructs and (which) affect learning directly” (Rubin, 1987::23) .Oxford (1990)further described language learning strategies as steps taken to facilitate the acquisition, storage, retrieval, and use of information.

2. 2.Importance of LanguageLearningStrategy

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The intent of learning strategies instruction is to help all students become better language learners. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability (Oxford, 1992/1993:18).

It is most probable that a language is “the most complex set of skills one could ever seek to acquire” (Brown, 2001:208); hence, what Brown calls strategic investment deems essential for learners to gain mastery over

language. Oxford (2008:52) noted that "learning strategies are generally signs of learner autonomy"

When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning.

Hsiao and Oxford (2002:369) acknowledged that "learning strategies for L2s help

build learner autonomy, which requires the learner to take conscious control of his

or her own learning process "Strategies are particularly important for language learning as they are tools for active and self-directed involvement, which is essential for developing communicative competence (Oxford, 1990:8).

2.3. Strategy Taxonomies and Classification

Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. Oxford's (1990:17) taxonomy of language learning strategies is shown in the following:

DIRECT STRATEGIES

I. Memory

- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing action

II. Cognitive

- A. Practicing
- B. Receiving and sending messages strategies
- C. Analyzing and reasoning
- D. Creating structure for input and output

III. Compensation strategies

- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

INDIRECT STRATEGIES

I. Metacognitive Strategies

- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. Affective Strategies

- A. Lowering your anxiety
- B. Encouraging yourself

C. Taking your emotional temperature

III. Social Strategies

A. Asking questions

B. Cooperating with others

C. Empathizing with others

2.3.1. Classification of Language Learning Strategies

O'Malley's (1985:582-584) Classified Language Learning Strategies into three main categories:

A. Metacognitive Strategies O'Malley et al. (1985:44) state that metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. Based on O'Malley's classification, advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation are included among the major metacognitive strategies

B. Cognitive Strategies

Cognitive Strategies: Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing

are among the most important . (Brown, 2007:93-49)

C. Socio affective Strategies: As to the socio-affective strategies, it can be stated that they are related with social mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987:93-94) See (Figure 1)

(Figure 1) Classification of Language Learning Strategies as cited by (itakawa,,2008:152).



2.2 Reading Comprehension:

2.2.1. What is reading comprehension?

Reading comprehension was generally considered to be simply retrieving an author's message by decoding the words of a text (McKeown, 1990:78 ; Adams & Collins, 1977:59). Reading comprehension can be defined as understanding the written message that has been deciphered or decoded.

This includes the ability to "select, encode, interpret, and retrieve relevant information, use story structure and background information, and draw inferences from the information presented" (Lorch, Berthiaume, Milich, & van den Broek, 2007).

It is "A complex cognitive process... drawing upon a wide range of cognitive abilities, such as inferencing and attention, motivational strategies, such as setting the purpose for reading, and knowledge, such as vocabulary and prior knowledge of the topic"

(Randi, Newman, & Grigorenko, 2010:892). Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. (Kintsch 1998:94; van Dijk and Kintsch 1983:33). When one has read a text with understanding, one is said to have comprehended it. However, comprehension is probably better regarded as a process—rather than a particular outcome or product—through which a reader interacts with a text to construct meaning. Durkin (1993:1-4).

Reading comprehension is a "process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text."

(Pardo, 2004: 272)

2. 2.2. Factors that influence comprehension:

"Good" Comprehension entails three factors:

1-The reader...the background knowledge that the reader brings to the reading process influences how he or she understands the text as well as the strategies he or she knows to use while reading

2-The text...the author's ideas, the words the author uses to express those ideas, and

how the ideas are organized and presented influences comprehension

3-The purpose...the reader must vary the way he or she reads according to the purpose

(a recipe vs a friendly letter, vs a novel) . Pearson, (2001:79)

2.2.3. The importance of reading comprehension process

Reading comprehension is "an active problem solving process in which readers relate the ideas in the text to their own knowledge and experiences which allows the reader to create a mental construct in memory" (National Reading Panel, 2000:23).

Reading with comprehension, as described by (Snowling, & Hulme, 2011), is one of the primary goals of early education.

Turner (1988:160) provides this description of thinking process on comprehension.

"Successful comprehension involves the reader discovering the meaning needed to achieve the particular purposes set for, or by, him. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea, or following a set of directions".

Anderson and Pearson (1984) contented that the reader comprehends a text by

actively constructing meaning internally from interacting with the materials that are

read. Basically, comprehension involves a special kind of thinking process.

Comprehension is, therefore, more effective when readers use what they already

know about the text theme to conceptualize the gist of the present text (Goodman

1996; Smith 1978). This process allows the reader to construct a more appropriate situational model of the text.

2.3. Comprehension strategies

Comprehension strategies are actions taken to support and increase understanding of text. Comprehension strategies must be explicitly taught, and scaffolding should be used to ensure appropriate utilization of the strategies (Dougherty-Stahl, 2004).

Effective strategies include making predictions, drawing conclusions, making inferences, monitoring and clarifying, asking questions, connecting events to prior knowledge, visualizing, and summarizing (Nation & Angell, 2006).

A great deal of attention has been given to reading instruction in recent years, and one conclusion experts have drawn is that successful readers employ the use of comprehension strategies. But what are comprehension strategies?

According to Kendall & Khuon (2005:5), comprehension strategies include "making connections, asking questions, visualizing, inferring,

determining importance, and synthesizing". Successful readers use comprehension strategies to make sense of the texts they read. When students are able to select and use a strategy automatically, they have achieved independence in using the strategy. Along with the strategies that expert readers use, they also use a number of comprehension and study skills.

2.4. Seven Strategies to Teach Students Text Comprehension

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The seven strategies here appear to have a firm scientific basis for improving text comprehension.

1. Monitoring comprehension

Students who are good at monitoring their comprehension, know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

4. Answering questions

Questions can be effective because they give students a purpose for reading, focus students' attention on what they are to learn, help students to think actively as they read, and encourage students to monitor their comprehension.

5. Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students.

Identify or generate main ideas

Connect the main or central ideas

Eliminate unnecessary information

Remember what they read

Adapted from Adler, C.R. (Ed). (2001: 49-54).

2.5. Self-questioning strategy

Self-questioning is simply a process in which students ask and answer questions while reading. Strategically asking and answering questions while reading helps students with difficulties engage with text in ways that good readers do naturally, thus "improving their active processing of text and their comprehension". (National Reading Panel, 2003:51)

The Self-Questioning Strategy helps students create their own motivation for reading. Students create questions in their minds, predict the answers to those questions, and search for the answers.

A question is any sentence which has an interrogative form or function..Young and Daines (1992) found that students' questions tended to consist of a much higher percentage of interpretive questions than teachers' questions, which tended

to be more literal. Perhaps reliance on student questions over teacher questions might increase the general quality to the questions asked in a classroom.

Good readers are actively involved in the reading process, but poor readers often are not. According to(Bryant, Ugel, Thompson, and Hamff 1999), good readers:

Before reading,

1. Consider what they already know about the topic, and
 2. Use text features to get a sense of what they will read.
- While reading,
1. Monitor their reading,
 2. Use “fix-up” strategies to repair meaning when comprehension problems occur,
 3. Use context clues to help them figure out the meanings of unknown vocabulary and concepts,
 4. Identify the main idea, and
 5. Use their knowledge of text structure to help them understand what they are reading.
- After reading,
1. Mentally summarize what they have read,
 - 2 reflect on content, and
 3. Draw inferences to help them make connections to themselves, the world and other texts.

2.5.1. The Importance of Self-questioning strategy

Richards and Lockharts (1994:185) have stated the following as justifications for the importance of questions in teaching:

- They stimulate and maintain students' interest
- They encourage students to think and focus on the content of the lesson
- They enable teachers to check students understanding
- They enable a teacher to elicit particular structure
- They assess achievement of instructional goals and objectives
- The nurture insights by exposing new relationships
- They develop interest and motivate students to become actively involved

3. The Procedures

A-Research Design

In this research, pretest-posttest experimental design with control group was employed. Language learning based on the self-questioning strategy was used in the randomly chosen experimental groups whereas traditional language learning strategies were used in the randomly chosen control groups.

Table 1 The Process of Research Design

Table 1 Design Randomized Pretest, Posttest Group

Group		Treatment	
Pre-test	Post-test	Pre-test	Post-test

Exper imental (A)	1	X	2
Contr ol (B)	1	-	2

Campbell, D. T. &Stanley, 1963)(

b- Participants

The participants for this study were 50 fourth year students hosen to be a sample. These participants are selected at random from different classes.28 participants were female and22 were male. The average age of the participants was

20-24. all of them were native speakers who were exposed to English through formal instruction only. They were college students at the fourth grade in the college of political science in the academic year 2010-2011

C-Materials

The texts which were employed during the instructional practice procedure were taken from the subjects' political English text-book under the title "The New World of International Relations" by Michael&Nicholas(1999).

The selected passage contained 4-5 paragraphs with each paragraph consisting of approximately 200 -250 words. Because of the length of the chosen passages, each passage was covered in two sessions some times. The texts included different topics such as "Diplomacy, The Cold War, Globalization, United Nations, International Law, War and Peace, National Security, State, Security and Terrorism".

D-Instruments

The following instruments were used in this study:

•The Reading Comprehension Test

The first instrument was a reading comprehension test which was used as pretest and posttest in the study. It included 6 passages selected from" The New World of International Relations". (Both easy and difficult items were included in the test.

The instruments used for data collection in this study were pre- and post-reading comprehension tests. The test was composed of a reading passages followed by ten comprehension questionswhich are presented in different formats, such as

requiringparticipants to give short answers, choosing from given alternatives, underlining appropriate sentences, formulate questions asking for main ideas, specific details (factual questions) and writing a short answers (See Appendix(B)

- A Reading Strategies Questionnaire

The second instrument in this study was the Questionnaire .According to (Vockell, 1983: 78) a questionnaire is a research instrument used for gathering statistical information. He asserts that if a questionnaire is well designed, it is effective for gathering information that reveals the respondents' attitude, "personality trait and other internalized characteristics". Malhotra (2011: 176) asserts that a questionnaire is important because it is one of the main means used to collect quantitative primary data.

The questionnaire used in this study was an existing strategy questionnaire constructed by(Mokhtari&Reichard: 2002:237).The assessment sheet with 10 items and based on a Likert scale ranging of questions with from 1 to 5 (1-Strongly Disagree, 2- Disagree, 3-Neutral 4-Agree and 5-Strongly Agree) was employed to highlight the frequency of strategies used by the students of the experimental group before and after the instruction. (See appendix A).

3.1. The Validity of the test

Lodico et al. (2006: 190) stated that validity is concerned with whether a test measures what it is meant to measure. Punch (2003: 43) believes that validity has to do with how respondent scan sincerely and carefully respond to questions, which he claims depends not only on the respondents' disposition and mind condition, but also on their ability to answer the questions asked in the instrument. Content validity decides" whether the text is a representative sample of the content of whatever the test was designed to measure."

(Brown, 1996: 233)

3.2. The Pilot Study

The main aim of the pilot study was to test the research instruments and to undertake an exploratory analysis of the data. The pilot study was carried out to facilitate the achievement of the study aim by testing and modifying the research instruments .The test was piloted by a group of 10 students who had almost the same level of study but did not participate in the main study. Based on the results of pilot study, some items were excluded and some items were modified. The final version of the test which was used for the main study had 10 questions items.

3.3. Reliability of the test

Reliability is the degree to which scores on a test are consistent or stable over time

Lankshear and Knobel (2004: 161). This is to say that an instrument is regarded reliable if it produces similar results on occasions when it is

administered to the same respondents. The reliability of the reading test was measured by using the test-retest procedure which proved to be highly reliable: Cronbach alpha =.84. The mean for each item was then calculated.

3.4. The Administration of the Test

The procedure of research was such that after random selection of two classes.

One class as experimental and the other as control group from the 4th grade college students who study political science in the college of political science. The researcher

first modeled the strategy for the students and gave them enough practice on how to use them while reading. The program was achieved during the first semester, with class meeting three hours a week, the treatment period lasted eight (8) weeks altogether with ten sessions and each written comprehension passage consisted of 10 questions of a 50-minute reading lesson.

One group consisting of 25 students served as the experimental group, the other group which consisted of 25 students was regarded the control group and received no strategy instruction, but participated in pre-and post-testing. However, in this group, the researcher followed the traditional reading comprehension teaching practices for helping students to read passages appearing in their textbook a pre-test was taken in groups -before the process using the questionnaires on self-questioning strategy.

The study consisted of three phases: Pre-testing, Strategy instruction and Post-testing.

3.4.1. The Pre-Test

Before starting the instruction in using the self-questioning strategy, both groups of the students were given a test of reading in order to assess their reading comprehension ability. A reading test was selected from "The New World of International Relations" book and administered to all the participants in both the experimental and the control groups twice, once as a reading comprehension pre-test before embarking the study and another time as a post-test at the end of the study.

Pre-test carried out one day before the treatment in order to measure the students' performance before receiving any reading instruction. Post-test was conducted one week after the treatment in order to measure the students' Ability in reading comprehension skills. The topics of the test were related to the topics of the students' textbook taught in the session.

First students were asked to complete pre-test which they were asked to read passage on their grade level. The pre-test was consisted of one reading passage under the title security," P: 218"

Students were then asked to write down the questions that they were asking themselves while they read. See Appendix (B) Answers to the comprehension test were then collected to be analyzed, along with the student self-questions.

3.4.2. Strategy instructions

After pre-testing, all students participated were introduced to the concept self-questioning strategy to improve students reading comprehension skills in reading and writing political texts. Both groups were taught by the same instructor (the researcher himself). The instructions are as follow-

- During Phase 1: the teacher introduces the topic and shows the students through repeated modeling how to apply the strategy.

She \ he emphasizes that students need this consistent modeling and versus one mention of the topic.

- In Phase 2: students have opportunities to practice applying the strategy, either in groups or independently.

- In Phase 3: students become independent enough using the strategy that they can not only use it automatically.

This strategy focuses on teaching students to generate questions and answer questions after they have read the text. It is usually used for studying and self-testing information that should have been gained from the text. Students were prompted to read the first sentence of a paragraph, create a question from the sentence that might be answered by the paragraph, and then after reading the paragraph, determine whether the author answered the question or not.

Good teacher-like questions are based on the information given in the text. One option is to teach students to use a self-questioning strategy that always asks the same generic questions .Self-questioning. Strategy consists of generic questions that the students ask themselves, regardless of the text structure as, (What, who, how).

After explaining the instruction, students participated in post-test session and completed the post-reading comprehension test, explaining to them the purpose of learning how to use post reading questioning. The program was achieved during the first semester, with class meeting three hours a week, the treatment period lasted for eight (8) weeks altogether with (10) sessions and each written comprehension probe consisted of 10 questions of a 50-minute reading lesson .

3.4.3. The Post Test

After instruction was completed, a post-test was conducted in which a similar

grade level passage of a similar length was used. Students were asked again to write down any questions they were asking themselves as they read.

Two reading passages with different topics were selected. The passage was under the title "diplomacy", p: 337, the passage contain 10 questions. (See appendix C). Treatment materials for group A and B consisted of comprehension passages (about 200 to 350 words) and strategy training exercises.

3.5. Scoring

The data collected were analyzed using mean to answer the research questions. Scoring was conducted following each treatment session by the researcher. Responses to

Comprehension probes were scored as correct or incorrect. Students received one point for each answered question.

Frequency distributions of the control and experimental groups' test scores are shown in previous tables. The data collected were analyzed using mean to answer the research questions.

4. The Results

4.1. Data analysis

In order to investigate the research questions, if there is any significant difference in terms of reading comprehension ability existed between the two groups, the reading comprehension pre -test was administered to the control and experimental groups. An independent sample t-test was used to see if the two groups performed significantly differently on the reading comprehension pre-test or not.

4.1.1 The Reading Comprehension Test

The participants' scores on the pretest and posttest were compared in order to verify if there were any improvements in the students' reading comprehension, thus to examine the effects of the self-questioning strategy. An independent samples t-test was then run to see if the two groups performed significantly differently on the reading comprehension pre-test or not. The results obtained from this statistical analysis (Table 1) revealed that the two groups did not differ significantly in their performance on the reading comprehension pre-test.

Table 1. Independent t-test comparing the performance of the two groups on the reading comprehension pre-test.

Table 1 Descriptive Statistics for the Results from the Pre-test

Group	N	Test	Mean	SD (Std. Deviation)
Control	25	Pretest	18.26	3.104
Experimental	25	Pretest	18.62	3.132

Table 2 shows the descriptive statistics of the reading comprehension post-test,

all the participants in the two groups were given the reading comprehension post-test,

the same test which had been administered as the pre-test before starting the training.

Table .2 Descriptive statistics of the reading comprehension post-test.

Group	N	Test	Mean	SD (Std. Deviation)
-------	---	------	------	---------------------

Control 25Posttest 18.62 3.057

Experimental 25Posttest 23.58 3.526

In order to see whether the treatment given to the experimental group had caused any significant change in this group and to see if the performance of the students in this group was significantly different from that of the control group, an independent t-test was run between the scores of the reading comprehension post-test of both groups. The results obtained from this statistical test are presented inTable 3.

Table .3 Independent maples T-test in Reading Comprehension comparing the performance of the two groups on the reading comprehension post-test

Group N Mean SD t Sig.

Control 25 19.86 3.132

Experimental 25 23.58 3.526 -4.208

0.001 *

Note. *Significantat0.01level ($p < 0.01$).

To find the effectiveness of self-questioning strategy training of the experimental group and comparethe improvement with their counterparts in the control group,both groups took the same posttest after the training. The test results of the two groups were compared using independent samplest-test statistical procedure. The results in Table 3showed that the mean scores of the experimental group (Mean= 23.58, SD = 3.526) was significantly ($p < 0.01$) different from the control group (Mean = 19.86, SD = 3.132).which means that there was a significant difference between control and experimental group in terms of reading skills, the experimental group surpassed the control group at the end of the experiment.

With regard to the improvement of the experimental group, paired t-test was used to perform the comparison of the pretest and posttest, thus to verify the effectiveness of self-questioning strategy. Table 4 illustrated the results of the paired sample t-test in reading comprehension of experimental group before and after the use of self-questioning strategy. The results showed that the mean scores (before Mean = 18.62 and after Mean = 23.58) training demonstrated significant difference. It can be concluded that self-questioning strategy was effective and had strong effects on the Experimental group.

Table4 Paired-Samples T-test in Reading Comprehension of Experimental Group

Experimental Group	N	Mean	SD	t
Before training	25	18.62	9.336	
After training	25	23.58	8.373	-3.760

0.001 *Note.*Significant at 0.01 level ($p < 0.01$)

As the above table demonstrates, a significant difference was found between the performance of the students of the experimental group on the pre-and post-tests suggesting that reading comprehension strategy instruction could create a significant change on the behavior of the aforementioned group within the instructions period.

4.1.2. Questionnaire Test

The assessment sheet with 10 items and based on a Likert scale was employed to

Highlight the frequency of strategies used by the students of the experimental group.

The percentage of the students' responses is illustrated in the Table 5 below.

Table 5 Students' Responses on the QuestionnaireFrequency/Percentage of the respondents Content:

(Strongly agree, Agree, Neutral, Strongly disagree, Agree average)

1- I am satisfied with the self-questioning strategy in reading.
9.50% 60.6% 18.2% 9.1%3.64%

2 -The self-questioning strategy in reading improves my reading comprehension.
2 4.2%42.4% 15.2%12.1% 6.1%

3- I ask myself questions on the text while I'm reading
18.2% 51 .5% 12.1 % 9.1 % 9.1 %

4- I know clearly when, how and why to use self-questioning strategies in my reading comprehension.

21.2% 39.4% 12.1% 21.2% 6.1%
 5 - I use what I know to understand the text.
 12.1% 60.4% 15.1% 9.1% 3.70 %
 6- I don't have any difficulty in employing this method
 15.1% 50.6% 11.1% 5.1% 3.0%
 7- This method helps me understand texts better
 25.2% 31.5% 12.1% 9 5.1% 93.1%
 8- I can recall the text while answering the questions
 5.25% 6.40% 15.1% 9.1% 3.0%
 9- I use what I know to understand the text.
 12.1% 6.1% 12.1% 9.1% 1.1 3 %
 10- This method helped me improve my reading ability
 2.1 % 1% 6.33% 3,3% 39.4% 35.

The quantitative analysis of the data elicited through the questionnaire revealed that more than half of the students were satisfied with the self-questioning strategy in reading comprehension. In order to statistically investigate whether reading strategy instruction could raise the students' awareness of reading strategies; a paired t-test was run to compare the experimental group's scores obtained from the questionnaire employed in the initial survey with the scores obtained from the questionnaire used at the end of the instruction. The results of the paired t-test are presented in Table 6.

Table .6 Paired t-test comparing the performance of the experimental group on the initial and final reading comprehension strategy use questionnaire.

Pair 1	Mean	SD	t	DF	Sig.(2 - tailed)
Initial Survey - Final Questionnaire	2.706	2.042	9.46	1 50	0.000

As the findings demonstrate, there is a significant difference between the experimental group's scores on the initial and the final questionnaires suggesting that the reading strategy instruction could enhance the awareness of the reading strategies among the students of the experimental group

4.2. Discussion

The results obtained above indicate the answering of the study hypothesizes:-

1-No statistically significant difference was found in the mean scores between the control and experimental groups in the pretest as shown in Table1. The mean score in control and experimental groups were (18.26 and 18.62) and S. D)(3.104 and 3. 132) respectively, which implies that that both groups had a relatively similar performance in reading comprehension skills .

2- No statistically significant difference was found between the pretest and posttest scores of the control group as shown in Table 2. The mean score in control group was 18. 62 and in the experimental group was 23.58 and(S. D) was (3. 132 and 3.526) this result suggests that the instruction has no effect as far as critical reading strategies are Concerned.

3. A statistically significant difference was found between the pretest and posttest scores of the experimental group in favor of the posttest (as shown in table 3). The mean score of experimental group was 23.58 while in the control group was 19.86 and the (St. D were 3.526 and 3.132) respectively .

4. To verify the effectiveness of self-questioning strategy. Table 4 illustrated the results of the paired sample t-test in reading comprehension of experimental group before and after the use of self-questioning strategy. The results showed that the mean scores (before Mean = 18.62 and after Mean = 23.58) training demonstrated significant difference. It can be concluded that self-questioning strategy was effective and had strong effects on the Experimental group.

This result was also reinforced by the significant difference found between the posttest scores of the control group and those of the experimental group in favor of the experimental group. These results clearly indicate that self- strategy instruction using had a positive effect on improving reading comprehension skills.

5-Conclusion

The present study was conducted to examine the effects of self-questioning strategy on improving reading comprehension skills in political texts.Before the program, there was no statistical significant difference between the control group and experimental group in terms of their reading comprehensions ability. At the end of the study, there was statistical significant difference between the performances of the two groups in terms of their reading comprehensions ability and the students generally had positive attitudes toward the new strategy.

The findings of this study offer several pedagogical implications for teaching reading comprehension in political texts.

5.1. Implication& Findings

The findings of this study offer several pedagogical implications for teaching reading comprehension in EFL contexts.

1. Self-questioning can play an important role in teaching reading comprehension strategies. Therefore, teachers can implement this technique in the process

of teaching reading comprehension and help the learners make significant improvements.

2. Self-questioning reading strategy should be introduced through direct instruction, explicit explanation and adequate diverse and different texts.

3. Training students in self-questioning strategy should be an essential part of advanced reading comprehension course at different levels of college students.

4. Teachers should teach learners in a way that they can acquire the language proficiency in order to develop their second language reading comprehension. This might be carried out through texts carefully chosen to support the development of language.

5. Teachers introduce and reinforce learning strategies that help the students to use the target language more effectively and thus improve their performance and help them develop as strategic and independent readers.

6. Readers with various reading abilities and different texts material among

general and lower level language proficiency might benefit from an instructional procedure where they learn to monitor their comprehension and use the various strategies with the help of a teacher who models the steps of the instructional process.

5.2. Recommendations and Suggestions for Further Studies

1. The teaching of reading comprehension strategies should be integrated with other

Academic fields materials.

2. Self-questioning strategy can be used in teaching other English activities such as

Dialogue, conversation and writing compositions.

3. Researchers can investigate the impact of other types of strategy on language skills such as metacognitive, summarizing, cognitive or scanning strategy.

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Appendix (A)

Strategy questionnaire

The purpose of this questionnaire is to obtain information about what you do when you read. The information provided will be used purely for academic research, and will be treated anonymously and privately

PERSONAL INFORMATION

Name:-----

Female

Male

Class: -----

DIRECTIONS: Listed below are statements about what people do when they read either academic or school-related materials such as textbooks or library books. After reading each statement please circle the number (1, 2, 3, 4 or 5) that applies to you using the scale provided. Please note that there is no right or wrong answers to the statement.

Five numbers follow each statement (1, 2, 3, 4, 5), and each number

means the following

Select "SD" if the statement is definitely false or if you strongly.

Select "D" if the statement is mostly false or if you disagree

Select "N" if the statement is about equally true or false, if you cannot decide, or if you are neutral on the statement.

Select "A" if the statement is mostly true or if you agree.

Select "SA" if the statement is definitely true or if you strongly agree.

questions	D				A
1.I am satisfied with the self-questioning strategy in reading					
2. The self-questioning strategy in reading improves my reading comprehension.					
3. I ask myself questions on the text while I'm reading					
4.I know clearly when, how and why to use self-questioning strategies in my reading comprehension.					
5. I use what I know to understand the text.					
6 I don't have any difficulty in employing this method					
7.This method helps me understand texts better					
8.I can recall the text while answering the questions					
9. I use what I know to understand the text.					
10.This method helped me improve my reading ability					

Appendix (B)

Sample of pre-test of Reading Comprehension

Passage 1 under the title "security"

Read this passage carefully and answer the questions below:-

As along as a human beings have lived in political communities that come in contact with other communities ,security has been the number on political interest of rules .it remains today the overall prime national interest .Governments are interested in protecting their people and preserving their territories, and since government are needed to protect

and preserve people and territory ,government themselves must be continued .The bottom line on security ,therefore, is keeping whole –its government .its people and its territory .foreigners who want to dominate :the government :harm the People ,or take territory become a security threat. Wars, big states, conflicts, are fought for a high states reason

States have some leeway on the playing field on which they play the security game. Some choose to be neutral-a legal position that restrict s their participation in international conflict .neutrals such as ,Sweden, and Switzerland, tend to be somewhat isolated from non-alignment., rejecting alliances led by stronger powers .as with neutrals ,nonaligned states do not see an imminent security threat .

In fact during the cold war nonaligned stats believed that alignment itself would put them under the control of one side or another ,and therefore they would lose their security .most nonaligned state joined regional international organizations ,such as the organization of African unity(OAU),the association of southeast of African Unity organization ,the Association of South east .Asian Nations (ASEAN) ,or the Arab League, in order to have a forum to resolve disputes that endanger security.

Q-NO-1: What is this passage mainly about?

Q-NO-2: Suggests a suitable title for this passage.

Q-NO-3: What is government's role towards the state?

Q-NO-4: How is the government protecting the state?

Q-NO-5: The word "dispute "means

a-threat b- conflict c- agreement d-controversy

Q-NO-6: The nonaligned stats believed in -----.

Q-NO-7: What are the stats that joined the regional international organizations?

Q-NO-8: Why most nonaligned state joined regional international organizations?

Q-NO-9: What are the neutrals countries?

Q-NO-10: The function of bottom line on security is to-----.

Appendix (C)

Sample of post-test of Reading Comprehension

Passage 1 under the title "Diplomacy"

Read this passage carefully and answer the questions below:-

The putting of foreign policy into practice is called diplomacy. A country's diplomat

Is the eyes ,ears ,mind and mouth .they are present almost every stage of a nation's foreign policy but are often undervalued in the modern world.

Diplomacy is apolitical contact between governments of different nations .it is usually, but far from always, carried out by officially appointed ambassadors sent to embassies in foreign capitals .sometimes diplomacy is practiced by foreign ministered (such as the U.S. secretary) of state or heads of government (such as the U.S. president).when it is called summit diplomacy .discussion between two countries is bilateral diplomacy .diplomacy is occasionally multilateral as when several ambassadress ,foreign ministers ,or even presidents and prime ministers meet at conference s meet at conferences or the united nations.

Crude diplomacy can be found far back in human history, whenever monarch had contact with each other. These ambassadors however were temporary: they stayed in the palace as a guest s long enough to presents gifts make requests and get to know their counterparts before remaining

With the rise of the concept of sovereignty in the sixteenth century came the idea of permanent embassy Each nation maintained a house in the capital of all important foreign lands to report on development and try to steer the policy of the host government in a favorable direction .

Student 1 generated question No-1-

Q-NO-1: What is this passage mainly about?

Student 2 generated question No-2-

What do mean by "diplomacy ".Q-NO-2:

Student 3 generated question No-3-

Q-NO-3: Who is a diplomat?

Student 4 generated question No-4-

Q-NO-4: Why diplomacy is sometimes multilateral?

Student 5 generated question No-5-

Q-NO-5: Where we can found crude diplomacy?

Student 6 generated question No-6-

Q-NO-6: Give the equivalents of the following words:

Crude -----development -----report----- summit -----

multilateral

Student 7 generated question No-7-

Q-NO-7: The word " these" refer to?

a-Monarch b- diplomacy c- ambassadors d- monarch

Student 8 generated question No-8-

Q-NO-8: When did the concept of sixteenth century arise?

Student 9 generated question No-9-

Q-NO-9: Diplomacy is -----

Student 10 generated question No-10-

Q-NO-10: How did the embassy represented in the 16ths?