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**The Effect of Using the “SQP2RS via WTL” Strategy to  
10<sup>th</sup> Graders’ Reading Comprehension and Reflective  
Thinking in English**

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**The Effect of Using the “SQP2RS via WTL” Strategy to  
10<sup>th</sup> Graders’ Reading Comprehension and Reflective  
Thinking in English**

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### Thesis Approval

#### The Effect of Using the “SQP2RS via WTL” Strategy to 10<sup>th</sup> Graders’ Reading Comprehension and Reflective Thinking in English

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## **Dedication**

*I would like to dedicate my work;*

- *To my parents for their endless love, support, tolerance and encouragement throughout my life. Thank you both for giving me strength to reach the stars and chase my dream ...*
- *To my lovely children Ramzi and Salma who were patient and tolerant during my study. You deserve my whole hearted thank and I believe that my success is owed to you ...*
- *To my brothers, sisters and sisters in law for their help, assistance and love. A special feeling of gratitude to you ...*
- *To my supervisor Dr. Ziad Qabaja for his guidance and support throughout my study, especially for his confidence in me. I learned from your insight a lot ...*
- *To Dr. Mohsen Adas for his help and encouragement during my two years of study. You are a source of inspiration to all students ...*
- *To Faculty of Graduate Study at Al-Quds University in general and to all instructors in the Faculty of Educational Sciences in particular ...*
- *To all my friends and colleagues, especially Maha, Ilham and Nadia for their understanding, love, and encouragement. Your friendship makes my life a wonderful experience ...*

*Thank you God, for always being there for me ...*

*This thesis is only the beginning ...*

## Declaration

I hereby certify that this thesis, submitted to Al-Quds University for a Master's degree in Education, is the result of my special research, except what the researcher pointed to what occurred, also this thesis has not been submitted for a higher degree to any other universities or institutions.

Signed: ميساء أبو نيمه

Maisa' Issa Khalil Abu-Nimah

Date: 9/1/2016

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## **Abstract**

The study aimed at investigating the effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension and reflective thinking in English in Bethlehem district. The study has been applied on a purposeful sample of 10<sup>th</sup> grade students in public schools, in Bethlehem district in the academic year 2015/2016. The sample included (139) students (61 males and 78 females) at AL-Awda Basic School for Girls, Bethlehem Secondary Boys’ School. Students were assigned to experimental and control groups, the experimental group was taught by using the “SQP2RS via WTL” strategy and the control group was taught by the traditional method. The researcher has prepared two tests: A reading comprehension achievement test and a reflective thinking questionnaire. Content validity and reliability were established for all tests. The experiment have lasted three months, a pre-test and post-test were performed using the reading comprehension achievement test and the reflective thinking questionnaire to measure the effect of using the “SQP2RS via WTL” strategy. The means and standard deviation, (3-way ANCOVA) test, were used in the study. The findings of the study showed that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reading comprehension in the English language due to the teaching method in favor of the experimental group, the level of pre-achievement in favor of the high achievement group, the interaction between group and gender in favor of the female in the experimental group, the interaction between group and level of pre-achievement in favor of the high achievement in the experimental group, the interaction between gender and level of pre-achievement in favor of the male in the high achievement group and the interaction between group, gender and level of pre-achievement in favor of the high achievement male students in the experimental group. And there were no statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reading comprehension in the English language due to gender. The findings showed also that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language due to the teaching method in favor of the experimental group, the gender in favor of male and the interaction between group and gender in favor of the male in the experimental group. And there were no statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language due to the level of pre-achievement, the interaction between group and level of pre-achievement, the interaction between gender and level of pre-achievement and the interaction between group, gender and level of pre-achievement. In the light of the results of the study, training programs should be offered to train teachers on using the “SQP2RS via WTL” strategy, students should be provided with opportunities to practice the strategy, and more studies should be conducted on different variables and different populations were recommended.

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## **Chapter One:**

### **Introduction**

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#### **1.1 Background of the Study**

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate with others. Therefore, proficiency in English is often assumed to be the central aim of our studies. Furthermore, English has a unique cultural diversity, and linguistic heterogeneity which enhance the importance to go deep in its structure and skills and which make the subject of English teaching, and particularly that of English as a second or foreign language, the issue of many books, papers, and teaching methods.

Lindsay and knight (2006) indicate that it is significant for the language teacher to know as much as possible about the language they teach in order to converge their knowledge to learners. Additionally, the language system is complicated and learners need to be guided in it, they need to know the elements of the language by starting from the smallest comment and work upwards; to illustrate, it is essential to know individual letters and sounds, combined letters and sounds, words, phrases, clauses, and sentences. Besides, learners need to use the language in interaction and make choices about the language they choose to communicate with. Teachers in the classroom have to introduce the language and its use through improving students' skills in reading, writing, listening and speaking. Therefore, teachers have to choose the more appropriate texts, activities, and strategies; give learners the opportunity they need to input language and use it; and modify their understanding of the language until they are able to recall and use it automatically.

In teaching English, dealing with skills that need special teaching methods and strategies are the main focus. To illustrate, Zyoud (2010) demonstrates the effectiveness of practicing listening and speaking through drama which has such potential because it gives a context for listening and meaningful language production, in which learners need to use their language resources. Whereas, in teaching reading, making a balance between using genuinely authentic material and material specially designed for students, is considered as an imperative concern, this can be divided as integrated course books which includes reading texts, supplementary reading comprehension and reading skills books containing texts and exercises, texts from real

life “authentic” texts, and simulated authentic texts (Harmer, 1998). In order to help students to be independent learners, a teacher has to use reading strategies which contributes in developing students’ reading skills. For example, Ruddel (2008: 273) introduces a reading strategy that intends to create flow conditions in the classroom and to engage students in active learning: “REAP- Read, Encode into your own words, Annotate, Ponder- is an instructional activity that guides students after reading. In it students respond to reading by writing different types of annotations, or notes, that reflect various perspectives on the text itself. REAP may be used with students working independently or with groups.”

Reading skills related to writing skills, where writing is the opportunity to use language, to think about, clarify, explain and internalize information, experience, beliefs and learning process. Spolsky (1999) indicates that writing is a major means of learning and it is a problem solving activity in which students generate their own ideas and clarify ideas to themselves as they try to communicate them clearly to their readers. Thus, writing may involve assimilation, interpretation and reformulation of individual opinions. Moreover, it is needed to help students to gain greater control over the cognitive strategies involved in composing and give them support in developing effective planning strategies. To illuminate, a first step could be by encouraging students to work with effective planning strategies, such as brain storming ideas, imposing a structure, making notes, and ordering information. Consequently, it is crucial to adapt the teaching strategies that can enormously be helpful to the academic and effective development to students’ writing skills. Ruddel (2008) states a strategy called “gradual release writing instruction,” the idea here is to begin with teacher-scribed accounts and move students toward independent writing; once students contribute ideas and the teacher lead the discussion and in shaping the written account. This can be followed by gradual diminution of teachers writing with simultaneous increase in the student independent or group writing.

There is a relationship between reading, writing and the interrelationship of thinking to both, and teaching of reading is intimately bound up with the teaching of writing. Hence, to ignore the relationship between them is to miss a powerful opportunity to help students become better writers and of course, readers. There are two broad areas relating to the interconnectedness of reading and writing. Firstly, they are similar processes. To illustrate, both readers and writers assess meaning accordingly and involve a great deal of questioning and preparation, constructing meaning, public act of sharing, benefits from engaging with complex texts rather than with truncated and artificial experience, and making errors that often reflect the developmental nature of literacy and language learning. Secondly, the influence of reading on writing. For instance, reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. In addition, reading provides students with prior knowledge that they can use in composing writing (Samway, 2006).

Echevarria, Vogt and Short (2004) introduce a model for language teaching called the Sheltered Instruction Observation Protocol “SIOP” which aims to improving the academic success of English language learners. In the Sheltered Instruction lessons there is a high level

of student engagement and interaction with the teacher, with each other, and with the text. They also strive to create a non-threatening environment where they comfortable in using the language. The teacher also uses strategies that make the content comprehensible such as the use of visual aids demonstration, predictions, questioning and cooperative learning. Whatever strategies emphasized, learned and used; it is generally agreed that they should be taught through explicit instruction, careful modeling, and scaffolding. Furthermore, the model brings together what to teach by providing an approach for how to teach it. The SQP2RS is one of the “SIOP model” strategies which involve the steps of surveying, questioning, predicting, reading, responding, and summarizing. It assists students in comprehending the reading text, and fostering the students’ interaction with the text. The goal of this strategy is to increase students’ engagement with the text when studying content material. It effectively persuades the students to consume information in an effort to answer key question about the subject content. It helps the students to construct the information in their minds, and make it meaningful.

With reading, all the information is available in the text. Using the SQP2RS enhances the readers understanding of this information. Likewise, Writing to learn can enhance students understanding of the text and develop their writing skills. Kuta (2008) reveals that students make their own records or note taking to use as directed for content learning, and they can later use them to study for a test. Students are directed to take specific notes in both words and picture form.

Comprehension is the most important aspect of the reading process, reading is strongly connected with the term comprehension since the ultimate goal of all instructional readings, beyond academic achievement, is to create readers who are able to comprehend different sorts of texts. This allows students to process information well, which is vitally important because as students develop through each grade, the demand to read at a deeper level and understand complex text increases. Being able to read and think beyond the literal level is not only a concern for classroom teachers, but attention has to be focused also on students’ abilities to comprehend complex material requiring higher-order thinking skills. So, it is significant to teach students how to think and comprehend, there are many variables in the classroom that most likely to affect a student’s comprehension competence; to illustrate, providing significance time periods for actual reading text; teaching specific comprehension strategies; providing opportunities for peer collaboration; and allowing time for students to talk about their responses to reading. These variables reflect significance shift toward a constructivism view in comprehension which support the idea that the reader, not the text, is the meaning maker. This constructivism view calls for readers to take control of their learning with the teacher supplying support and direction as needed (Cooter & Flynt, 1996).

Stoller, Grabe and Komiyama (2013) compromise that small changes teachers make can enhance students’ reading comprehension. For instance, the lesson may start out with pre-reading questions, during which the teacher taps into students’ background knowledge and teachers some key vocabulary. Sometimes the students are asked to preview the passage at this point and predict its content by looking at the title, the photo and caption accompanying

the passage and section heading. At some point, students read the passage on their own in order to identify main ideas and details; distinguish between facts and opinions; draw inferences; determine author's intent, stance and bias; summarize; and extend textual information to new task such as class project, oral presentation and written assignment. For all of this to occur, students' motivation to read needs to be nurtured and explicit instruction that focus on developing reading strategies can greatly help learners become more skilled, strategic, motivated and confident readers.

The researcher concludes that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written text, therefore, using the "SQP2RS via WTL" strategy could help students in interacting with the text through following steps and writing their notes. In short, readers merge their thinking with the text, ask questions, draw inferences, think about what's important, summarize and synthesize. This enables them to use their new understanding to ask further questions and guide new learning.

Dechant (1970) states that reading is more than a sensory process; it is also a conceptual and a thinking process. Reading, which requires interpretation of what is read, occurs only when the reader understands what he is reading. Meaning is complete only when the reader has developed the ability to pick out the keywords, and to relate words and sentences together to comprehend the text and assigns the same meaning that the writer wants to convey. In other words, both writer and reader must have some commonality of experience.

Reflective thinking is most important in prompting learning during the reading process, because it provides students with an opportunity to step back and think about how they actually understand. Therefore, it needs to be taught overtly and explicitly, practiced regularly and recognized, encouraged and praised whenever it occurs. The language of thinking needs to be used as part of the classroom interaction amongst all learners (Moon, 1999).

In addition, reflective thinking is an essential component of the learning process, it cultivates the students' abilities to meaningful learning. Darwish (2005) mentions that reflection helps to clarify our understanding of the world or create new directions and possibilities for the future. It is a creating intention. By putting attention on the perception of what happened and what want to achieve, solutions to problem emerge more easily, as a result, it is increasingly important to prompt reflective thinking specially in teaching reading, since it helps in applying new knowledge to the complex situation and also throughout the learners' future life. Moreover, reflective thinking helps learners to develop higher thinking skills by prompting them to connect the learning to the world around them, relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in their reading process, and understand their own thinking and learning strategies.

Thus it is important to help students in using a reading strategy such as the SQP2RS to increase their reflective thinking. To illustrate, in order to know how to survey the reading material, students need to quickly overview the text and understand the main points and how this information is structured. They also should reflect on what they have read, including

reviewing answers to questions they asked during the survey portion. Students can write their responses by reading review questions and summary statements, which will help to check their comprehension better (Ruddel, 2008).

Additionally, Fisher and Frey (2008) suggest that adapting a reading strategy helps students contextualize and understand the content. Students can reflect on their reading by writing. Writing to learn is designed to help students summarize information, to elicit a prediction, and to order and represent experience to their own understanding. In this sense language provides learner with a unique way of knowing and becomes a tool for discovering, for shaping meaning, and for reaching understanding. Accordingly, writing is thinking and when students write they monitor their understanding, and facilitate their ability to think. Thus, writing to learn can have positive effects in helping students to improve their learning and thinking. Himmele (2011) contributes away to insure higher-order skills by using stimuli to help students analyze the effectiveness of their own note taking, remind them that effective note taking is a skill that will take time and ask them to reflect on the process of note taking.

Thus, the researcher discussed teaching of reading by combining two strategies, SQP2RS strategy via WTL strategy. Combining of these strategies can help the students to be more interested and active in reading and helps them gain understanding of the material that they are expected to read and understand in all disciplines. Due to the prominence of improving the methods of teaching and the development of reflective thinking among students, this study investigated the effect of a modern strategy of teaching which is the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension and reflective thinking.

## **1.2 Statement of the Problem**

Reflecting on the researcher’s experience, the teaching of English falls short in fulfilling its goals. Even after years of English learning, learners do not gain the confidence of using the language in writing and speaking. Despite the strenuous efforts that teachers devote to improve students’ language skills, it’s noticed that students finish high school with limited proficiency. Also they lack the ability to comprehend the reading text and try to succeed in the reading lessons by reciting without deep comprehension. Students do not know how to comprehend, how to be more active and like critics in comprehending a text, and how to process the information deeper. They are not aware of their learning and they cannot assess what they know, what they need to know, and how they bridge that gap-during learning situations. Moreover, it is important to students to become reflective thinkers by enhancing their knowledge about useful strategies with which they can reflect on their learning and practice respectively is one of today’s fundamental challenges in education. As well, students have a difficulty in English lessons for the mismatch between their need and teachers’ preparation; some teachers do not provide students with strategies that they can use it long-life learning. All of this contribute in the low achievement of the Palestinian learners in English, and this can be observed from the results of the standard and unified examination. Therefore, it is very essential to search for effective instructional models that would help students to become proficient readers and users of a foreign language. The researcher has a concern to find

out the effect of using the “SQP2RS via WTL” strategy to the 10<sup>th</sup> grade students’ reading comprehension and reflective thinking.

### **1.3 Purposes of the Study**

The purposes of this study are to investigate the following:

1. The effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension in the English language in Bethlehem district.
2. The effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reflective thinking in the English language in Bethlehem district.
3. The effect of the interaction between the “SQP2RS via WTL” strategy, gender and level of pre-achievement to 10<sup>th</sup> graders’ reading comprehension and reflective thinking in the English language in Bethlehem district.

### **1.4 Questions of the Study**

This study attempts to answer the following questions:

1. Is there an effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension in the English language? And does this effect differ due to the method of teaching, gender, level of pre-achievement and the interaction between them?
2. Is there an effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reflective thinking in the English language? And does this effect differ due to the method of teaching, gender, level of pre-achievement and the interaction between them?

### **1.5 Hypotheses of the study**

The following null hypotheses are derived from the questions of the study:

1. There are no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders’ reading comprehension in the English language due to the method of teaching, gender, level of pre-achievement and the interaction between them.
2. There are no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language due to the method of teaching, gender, level of pre-achievement and the interaction between them.

## **1.6 Significance of the study**

The significance of this study stems from the fact that teachers are in need for effective teaching strategies to improve students' reading comprehension and reflective thinking. Thus, this study will provide necessary information on theoretical, practical and research fields.

On the theoretical field, this study is expected to introduce a theoretical background about such strategy, reading comprehension and reflective thinking for curriculum designers and researchers.

Whereas, on the practical field, the results of the study are expected to be meaningful for curriculum designers, to develop materials for reading that help students in applying such strategies. Specifically, it may offer a great benefit for higher grades supervisors to encourage teachers to use such strategies in teaching reading. Also, such a study may provide the teachers with insights into their behaviors in the classroom. For example, it may provide teachers with a well-articulated, practical strategy and increase their teaching ability to be more effective in teaching reading comprehension and in improving students reflective thinking. The findings may also widen teachers' perceptions and give them an essential experiences. Furthermore, this study would provide necessary information about students' performance in the reading comprehension tasks. Consequently, they will tend to improve their strategies in learning and will be able to choose materials and activities that capitalize their interest and comprehension.

On the research field, this study may help to enlarge the understanding of improving reading, reflective thinking and writing skills and provide a reference for further studies, with further variables and stages.

## **1.7 Definition of Terms**

### **The SQP2RS strategy:**

Echevarria et al. (2004) claim that the SQP2RS strategy is a reading strategy for expository text based on the Sheltered Instruction Observation Protocol (SIOP model). The abbreviation stands for: Survey, Question, Predict, Read, Respond, and Summarize.

When the student receives the text, he/she scans it for one or two minutes, generates questions about what the text will probably answer, makes a couple of predictions, reads the text to confirm the predictions, responds to questions, generates more, and finally summarizes the text (orally or in writing).

### **Writing to Learn (WTL):**

According to Kuta (2008), writing to learn is informal writing to increase processing and connecting, to process information, and do authentic writing.

### **The “SQP2RS via WTL” Strategy:**

The researcher prepared a well-organized material as a guide for the teachers in the form of activities that illustrate how to teach reading lessons prescribed in the book of the tenth grade. It is a multi-step instructional framework that follows the steps of surveying, questioning, predicting, reading, responding, and summarizing, and all these steps are integrated with the writing to learn (WTL) strategy which is developed to help students use writing as a way to learn and promote active learning.

### **Reading Comprehension:**

Woolley (2011) defines the reading comprehension as the process of making meaning from text. The goal, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

The researcher prepared an instrument to check the reading comprehension specially for the study.

### **Reflective Thinking:**

Dewey (1933:9) defined it as “active, persistent, and careful consideration of any belief or supposed from acknowledge in the light of the grounds that support it and the conclusion to which it tends.”

Rodgers (2002) summarizes Dewey’s criterion for reflective thinking in the following:

- Reflection is a meaning-making process that moves a learner from one experience into the next, with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes the continuity of learning possible, and insure the progress of the individual and ultimately, society. It means to essentially moral ends.
- Reflection is a systematic, rigorous, disciplined way of thinking.
- Reflection ends to happen in community and in interaction with others.
- Reflection requires attitudes that value the personal and intellectual growth of oneself and others.

The researcher prepared an instrument to check the reflective thinking, especially for the study.

## **10<sup>th</sup> Grade:**

The tenth level of the basic stage which consists of ten levels according to the Palestinian educational system (Palestinian Ministry of Education, 1998).

## **Traditional Approach:**

Educational method in which the teacher uses the teacher's guide book and the student's book.

## **1.8 Limitations of the Study**

The study was applied and limited to the following:

1. The population of the study consisted of the 10<sup>th</sup> graders (females and males) enrolled at public schools in Bethlehem.
2. The study was carried out in the first semester of the academic year (2015-2016).
3. The study was limited by the concepts and definitions mentioned in it.

## **Chapter Two:**

### **Theoretical Framework and Related Studies**

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#### **Introduction**

This chapter provides a roadmap for the theoretical framework and related studies. The researcher arranged the theoretical framework in a systematic way that cover clarifications of sheltered instruction observation protocol model (SIOP Model), SQP2RS strategy and writing to learn strategy as well as reading comprehension, reflective thinking and the relation between thinking, reading and writing. Additionally the researcher chronologically arranged summaries of related studies that focus on the “SQP2RS via WTL” strategy, reading comprehension and reflective thinking.

#### **2.1 Literature Review**

##### **2.1.1 The Sheltered Instruction Observation Protocol Model (SIOP Model):**

It is vital to provide students with effective ways to help them in acquiring the knowledge and skills needed to succeed in the classroom and beyond.

Echevarria and Short (2012) mention that teachers constantly try to employ techniques that make the content in the second language comprehensible and accessible, and develop students skills in the new language. Moreover, many changes have been derived from learner needs and interest as well as educators’ exploration of better ways to teach. Thus, methods for second language education across the globe have adapted over time to deepen and broaden the learners abilities to use a new. The deepening of the use of strategies has sought to advance proficiency, and the broadening has added academic and other goals to social language abilities.

The Sheltered Instruction Observation Protocol Model (SIOP Model) is a lesson planning and delivery system that incorporates best practices for teaching academic English, and provides teachers with a coherent approach for improving the achievement of their students. Using strategies and techniques that make academic content comprehensible to students, teachers present curricular content concepts that are aligned with state standards. While doing so,

teachers are developing students' academic English skills across the four domains-reading, writing, listening and speaking-in addition to building their academic vocabulary (Short, 2013).

This model brings together what to teach by providing an approach in how to teach. To illustrate, for English learners to succeed, they must master not only the English vocabulary and grammar, but also the way English is used in core content classes. This "school English" or "academic English" includes semantic and syntactic knowledge along with functional language use. Using English, students, for example, must be able to read and understand expository prose such as that found in text book and referenced materials, write persuasively, argue points of view, and take notes from teacher lecture or internet sites. They must also articulate their thinking skills in English-make hypothesis and predictions, express analysis, draw conclusions, and so forth. In reading classes, English language students must pull together their emerging knowledge of the English language with the topic they are studying in order to complete the academic task associated with the topic. Therefore, they must also learn how to do these tasks, generate the format of outline, negotiate roles in cooperative learning groups, interpret charts and maps, and such. The combination of these three knowledge bases-knowledge of English, knowledge of the content topic, and the knowledge of how the task are to be accomplished-constitutes the major components of academic literacy (Echevarria et al., 2004).

Ruddel (2008) emphasizes that the most common academic goal of reading is text comprehension-the construction of meaning that in some way corresponds to the author's intended meaning. In school, however, reading has three additional goals:

1. Subject matter learning: students read not only to understand text but to extend their knowledge in subject area as well.
2. Increasing reading skills: at each grade level, students are expected to become better readers and to read increasingly difficult texts.
3. Knowledge application: throughout the middle and secondary grades, students are expected to apply knowledge, constructed from their reading of subject texts.

In the past, much of the comprehension "instruction" was little more than teacher telling students to read and understand. Simply, telling students read and understand assumes students will be able to do all that we expect them to do without the teachers' help. Further, it equates telling someone to do something with teaching her/him how to do it, and such equation is simply not valid.

Hence it is essential to have real instruction that guides students' progress through the text, promotes learning, teaches them how to become better readers and writers, and provide adequate support for the application of new learning.

Echevarria et al. (2004) emphasize also that the "SIOP model" concentrates on helping and scaffolding English language learners by providing many opportunities for them to use a

variety of strategies that have been found to be especially effective. Furthermore, whatever strategies are emphasized, learned, and used. It is generally agreed that they should be taught through explicit instructions, careful modelling, and scaffolding. As result, learners do not only need declarative knowledge (What is a strategy?) but they also need procedural knowledge (How do I use it?) and conditional knowledge (When and why do I use it?). When teachers model strategy use and then provide appropriate scaffolding, students will be more effective strategy users.

Echevarria et al. (2004) also mention that SIOP model provides many strategies for teaching expository texts, and improving the reading comprehension and vocabulary learning such as:

- Mnemonics: A memory system in which involves visualization of acronyms which helps learners recall larger pieces of information especially in the form of lists like characteristics, steps, stages, parts, phases. Specifically, students identify lists of information that are important to learn, generate an appropriate title or label for each set of information, select a mnemonic device for each set of information, create study cards, and use the study cards to learn the information. Such as “because: Big Elephant Can Always Understand Small Elephants.”
- PENS: Studnets are taught to Preview ideas, Explore words, Note words in a complete sentence, and See if the sentence is okay.
- GIST: a summarizing procedures which assist students in getting the gist form an extended text.
- Rehearsal strategies: it is used when verbatim recall of information is needed, such as flashcards, note-taking.
- Graphic organizer: teachers present them as schematic diagrams of information being taught and students use them to organize the information they are learning.
- CALLA: an instructional model for content and language learning that incorporates students development of learning strategies. The CALLA method incorporates the three categories of learning strategies: metacognitive, cognitive, and socio affective.
- Comprehension strategies: teachers’ incorporation of strategy instruction that includes prediction, self-questioning, monitoring, determining importance, and summarizing. These strategies were identified in what has come to be known as the “proficient reader research” because proficient readers use them in all kinds of texts, they can be taught, and the more they are taught and practiced, the more likely students are to use them independently in their own reading.

One of the most important methods for teaching strategies that enhances students’ reading comprehension of text and incorporates in prompting thinking skills is the SQP2RS strategy suggested by Vogt (2002).

### 2.1.2 The SQP2RS Strategy:

English language teachers have always wanted to modify their own approaches to reading instructions. They can modify their instructional practices in small ways with the ultimate aim of improving their students' reading abilities. Vogt (2002) introduces the strategy of the SQP2RS in order to help students in adapting a reading strategy that helps them in improving their reading comprehension. This strategy is based on the SQ3R strategy which is the oldest strategy around as well as the most frequently cited.

Robinson (1970) develops the SQ3R study strategy to improve learning by incorporating higher-level study skills. SQ3R entails five steps: Survey, Question, Read, Recite, and Review. The first step involves surveying chapter headings and subheadings to identify chapter content. This step helps students to achieve a sense of the organization of the chapter and to activate prior knowledge to facilitate comprehension. The second step involves asking questions based on headings and subheadings. The reader transforms headings into questions to stimulate curiosity and to guide reading. The third step involves reading the text to answer the questions. The fourth step involves answering each question by looking away from the text and attempting to recall the answer. If the reader cannot answer the question, he or she reviews the text before answering the question. In the final step, the reader inspects headings and then attempts to recall the questions and answers.

In the present context, Vogt (2002) develops such a multi-step instructional framework for teaching reading which develops students' cognitive strategies and comprehension.

Ruddel (2008); Echevarria et al. (2004) and Vogt (2002) suggest procedures by which the implementation of SQP2RS reading strategy is carried out successfully in a reading class is as follows:

1. **Survey:** the teacher leads students through whatever text is to be read by modeling their own thinking process. For example, the teacher should guide the students to survey the text by skimming it to get the key words and the main ideas. Moreover, surveying the text gives students an overview of what the reading selection is about and how it is organized and presented. Surveying also helps readers create a context for making predictions and generating questions to guide their ongoing reading. To survey the text, students can:

- Notice the length of the reading.
- Look for titles and subheadings.
- Note the topics and main idea.
- Look at the pictures and captions.
- Read the key vocabulary.

In addition, survey is a method for assessing and developing prior knowledge as well as providing students with an overall view of how the text is organized. For example, when

students read only the title of the text, they activate their schema related to the topic and predict what will be discussed. In short, the survey step lends itself to the building of prior knowledge, helping students recognize the organization of information, and developing independence. It is important that teachers model their thinking when first using this techniques (Cooter & Flynt, 1996) .

Maimon, Peritz, and Yancey (2010) also indicate that it is essential at this step to make a quick review of the author, publication information, title, heading, visuals, and key sentences or paragraphs. Whenever possible, asking questions about the following will be valuable:

- Author: who wrote this text? What are the writer's credentials? What is the writer's occupation? Age? What are his or her interests and values?
- Purpose: what do the title and first and last paragraph tell you about the purpose of this text? Do the headings and visuals provide clues to its purpose? What might have motivated the author to write it? Is the main purpose to inform, to interpret, to argue, to entertain, or is it to accomplish something else?
- Audience: who is the target of the author's information or persuasion? Is the author addressing you or readers like you?
- Content: what does the title tell you about the text? Does the first paragraph include the main point? What do the headings tell you about the gist of the text? Does the conclusion say what the author has focused on?
- Context: is the publication date current? Does the date matter? What kind of publication is it? Where and by whom was it published?
- Visuals: most of the previous questions for the written text can be used to preview visuals related to the text.

Furthermore, graphics-photo graphs, diagrams, tables, charts and graphs-present a good bit information about texts, in survey step locate the particular graphic referred to in the text and study it at that point in reading, read the title or heading of the graphic, and read any notes, descriptions and the source information at the bottom of the graphics. Creating a graphic helps in visualizing and remembering important ideas and how they relate to each other in a reading. A graphic organizer is a chart or drawing of important ideas in a reading. It's called graphic because it lets you visualize the most important ideas in the text. It's an organizer because it shows the relationship between these ideas (Seyler, 2005).

The important point the researcher would like to emphasize here is that the aim is in this step is to make the readers connect the idea of the text to their knowledge easily. Then, it makes it easy for the readers are easy in understand the text. So that, the readers can get the information from the text clearly.

2. **Question:** students with the teacher's guidance generate questions that can be expected to answered by the text. This will help students engage their knowledge and experience prior to reading, set purposes for reading and anchor their thinking in the text. It will also help them to

create their own motivation for reading; students will 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. To illuminate, asking students to work in pairs or groups, to formulate questions about the passage and the key vocabulary in the text and sharing them with the other groups will allow all groups to have an opportunity to contribute their ideas. The question formed by the student, aids the reading process by causing the reader to search for the answer to the question. This will arouse their motivation and curiosity to read. Students have opportunities to see which questions are being raised most often, which can be one of the key ideas of the day's reading (Ruddel, 2008).

Cooter and Flynt (1996) indicate that questioning techniques can assist students in fully comprehending text material. Through assisting students to generate question, teachers provide them with a method for determining what is and isn't important to know and think in relation to a given topic.

Questioning is a process readers use before, during and after reading. The questioning process requires readers to ask questions to achieve a full understanding, construct meaning, enhance understanding, find answers, solve problems, find information and discover new information. Teachers need to ask students questions during and after reading a text. Students are asked to return to the text to find answers to these questions. The teachers' model and the students practice to discriminate between questions that are literal, inferential, or based on the readers' prior knowledge. Students are taught to generate questions during reading and evaluate whether the questions are literal, inferential or based on prior knowledge. By using the student generated questioning strategy, text segments are integrated and thereby improve reading comprehension (Fellag, 2005).

Maimon, Peritz and Yancey (2010) add that analysis and interpretation require a critical understanding of the who, what, how and why of a text. It is essential to ask questions about the subject, write down any interesting answers and imagine what kinds of questions the teacher or classmates might ask about the text.

Additionally, asking questions before reading in order to focus on reading and thinking about the content. Successful readers often do more than just preview the title, the heading and art accompanying a reading. They use the information they find through previewing to write questions about the reading. They write questions that they have about the topic, then look for the answers as they read. Moreover, this stage is important for students because the questions and answers may appear in the examination (Fellag, 2005).

The focus on what and how students learn is particularly problematic in the case of comprehension, giving the invisibility of the comprehension processes. Getting students to generate questions and answering them is one way for the teacher to get access to what is going on in their mind. Wrong answers are often particularly illuminating, because they can suggest where the misunderstanding arises. Yet in the reading class, the process by which the students arrived at an answer is critical. If he gives the right answer by accident, it is

valueless. Or he may give an answer that is dismissed, but which he could defend if given the opportunity; his interpretation may be valid even though it is different from yours. That is why it is important to have a classroom climate that encourages people to say what they really think (Nuttall, 1996).

Cooter and Flynt (1996) illustrate also that one of the most universal techniques in the use of questioning, it is used to guide students toward specific type of learning, to assist students' interpretations of an author's messages, and to facilitate student-centered discussions. Although using questioning seems easy enough at first glance. It has become apparent that the teachers need to be conscious of the types of questions generated by the students. Moreover, generating questions is a simple prediction-verification strategy that causes students to activate their prior knowledge and establish purposes for reading. Students here asked to formulate, either individually or in pairs, three to five questions whose answers they predict will be found in the remaining portion of the text selection. Students are asked to share their questions on the chalkboard.

The researcher concludes that this step is imperative in that questioning may serve to focus attention, facilitate review of information, integrate textual context with background knowledge, provide students with motivation to read and facilitate comprehension monitoring.

**3. Predict:** students build on the questions previously generated. It is vital to help students in making their own prediction, since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the text they have surveyed. Students then as a whole class determine four or five key concepts likely to be learned while reading. At this stage, they predict which key concepts would be chiefly studied. In fact, this process builds on the questions students generated during the 'Question' stage. Narrowing focus is absolutely essential in this stage (Ruddel, 2008).

This is not a really a techniques but a skill which is basic to all the reading techniques and to the process of reading generally. It is the faculty of predicting or guessing what to come next, making use of the grammatical, logical, and cultural clues. This skill is at the core techniques such as anticipating or skimming (Grellet, 1981).

Nuttall (1996) indicates that the reader's sense and experience help him to predict that the writer is likely to say this rather than that. A reader who shares many of the writer's presupposition will be able to think along with the writer and use his own experience to resolve difficulties. He may even find the text so predictable. Moreover, prediction is important because it activates schemata in that it calls into mind any experience and associated knowledge. For instance, prediction can begin with the title, these expectations focus the reading by limiting the range of things to look out for, and so the reading will be more efficient. Predictions can help in answering questions generated from the text. If some of the prediction do not agree with the text, this does not mean that you are an incompetent reader. The writer always have various options; sometimes the one you predicted would have been equally good. However, it may be that you did not pay enough attention to the clues in

each sentence, or to accumulating evidence about the overall structure of the story or argument.

4. **Read:** in this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming the predictions. In addition to revisiting their predictions, students can use other strategies to increase their understanding of the text during the first reading, depending on the level of scaffolding students need (Ruddel, 2008).

Maimon, Peritz and Yancey (2010) shows that reading and recording initial impressions help in enhancing the comprehension of the reading text. To illustrate, it is valuable to read the text for its literal meaning. Identify the main topic and the main point the writer makes about the topic. If possible, reading the world in one setting. Note the difficult paragraphs to come back to, as well as interesting ideas. Recording the initial impression such as:

- If the text is an argument, what opinion is being expressed? Were you persuaded by the argument?
- Did you have an emotional response to the text? Were you surprised, amused or engaged by anything in it?
- What was your initial sense of the writer?
- What key ideas did you take away from the text?

5. **Respond:** students answer the questions, this can be done by directing students' to the questions and predictions generated earlier and look to see which have been answered or met. For instance, have students work in pairs or in groups to review the questions that were generated earlier and see if they have found answers based on their reading of the text . For any questions that were not answered in the text, lead students in a discussion of why this may be the case; and help them understand how to draw on clues to generate more relevant questions in the future. Also, they can find the meaning of the new vocabulary from the text and clarify and enrich meanings for known words (Ruddel, 2008).

6. **Summarize:** in pairs or groups, students summarize the text's key concepts, using key vocabulary. Students are provided with wait time during which they interact among themselves and come up with the main concepts, using the key vocabulary given on the board. Accordingly, students can work collaboratively to create summaries-perhaps map or annotations, or other types of representation-to elaborate their learning and serve as a record for information (Ruddel, 2008).

Cooter and Flynt (1996) mention that summarizing is a powerful metacognitive skill that enables readers and writers to synthesize a text's meaning. It integrates the results of previous reading processes students have engaged in and helps them further understand major ideas and the relationships among them.

A summary conveys the basic content of a text. When you summarize, your goal is to communicate the text's main points to your own words, not to say what you think of it. A summary of an essay or article is typically about one paragraph in length. Even when you are writing fuller summary of a longer work, use the fewest words possible. Although writing a summary requires simplifications, be careful to avoid misrepresenting the writer's points by oversimplifying them (Maimon, Peritz, & Yancey, 2010).

Bean (1996) indicates that writing summaries is a superb way to develop reading, to practice decentering and to develop the skills of precision, clarity, and succinctness. In composing a summary, the writer must determine the hierarchical structure of the original article, retaining without eliminating its specific details. Summary writers must also suspend their own view on a subject to articulate fairly what is often unfamiliar or even unsettling view in the article being summarized. An excellent way to promote reading skills is to ask students to write summaries.

As well, Seyler (2005) demonstrates that preparing a good summary is not always as easy as it looks. A summary briefly restates, in your own words, the main points of a work in a way that does not misrepresent or distort the original. A good summary shows your grasp of the main ideas and your ability to express them clearly. You need to condense the original while giving all key ideas appropriate attention. As students, you may be assigned a summary to:

- Show that you have read and understand assigned works.
- Complete a test question.
- Have a record of what you have read for future study or to prepare for class discussion.
- Explain the main ideas in a work that you will also examine in some other way.

Seyler (2005) also introduces guidelines for writing a summary:

- Write in a direct, objective style, using your own words.
- Begin with a reference to the writer and the title of the work and then state the writer's thesis.
- Complete the summary by providing other key ideas.
- Do not include specific examples, illustrations or background sections.
- Combine main ideas into fewer sentences than were used in the original.
- Keep the parts of your summary in the same balance as you find in the original.
- Select precise, accurate verbs to show the author's relationship to ideas.
- Do not make any judgments about the writer's style or ideas.

Furthermore, the process of summarization requires the reader to determine what is important while reading and to paraphrase the information in the reader's own words. Alderson (2000) indicates that teacher modeling and student practice of the summarization process has proven effective for improving students' ability to summarize a text and to improve text comprehension. Students can be taught to identify main ideas, connect the main ideas,

eliminate redundant and unnecessary information and remember what they read with the summarization strategy.

Additionally, Ruddel (2008) indicates that it is important to demonstrate each step to the students for the first time in order to use them later more effectively. In comprehending the text using the SQP2RS strategy, students not only know how to comprehend but also helps students to be more active and critics in comprehending a text. Important also is to spend class time engaging students in complex, elaborative activities such as developing ways to organize information that will ultimately result in a variety of effective study practices; using maps to represent important ideas in text, with provision for map sharing and reconstructing, provides a foundation for outlining, note taking and underlining skills. This can help students to link concept label with supporting information. In order for students to be able to read and think deeply about the subject matter of the text, the teacher can engage students in reading lesson, writing notes could be a practical strategy during the procedure of the SQP2RS.

In short, the researcher has found that highly proficient readers are strategic readers. These six steps can be used no matter what kind of text is being read and they can be taught. And when these are explicitly taught and modeled, they transfer from classroom practice to real-world reading.

### **2.1.3 Writing to Learn Strategy (WTL):**

#### **2.1.3.1 What is the Writing to Learn Strategy (WTL)?**

Writing to learn strategy (WTL) is developed to help students use writing as a way to learn. It promotes active learning by focusing on writing as a process for critical thinking and discovery-as a way to learn the content of the lesson, helps students find their own language for the ideas and concepts in the lesson, encourages students to write in a more lively and natural style, improves the quality of students' writing, give teachers a better understanding of how students are appropriating the material and forces students to keep up with the assigned reading.

Klein (1999) designates that writing is one of the most appealing of instructional activities. At the very least, frequent composition should help students to become better communicators. It may help them to become better acquainted with the forms of writing acquired by various academic disciplines. But most intriguingly, writing may help students to think critically and construct new knowledge. Moreover, advocates of writing to learn share the conception that writing means creating texts that explore relationships among ideas. They often contrast composing restricted writing, in which students write brief texts within narrowly prescribed formats. The most common kinds of writing to learn tasks include: informal personal journal responses to educational experiences as literary reading. Proponents of writing to learn also share overlapping conceptions of learning; most refer to students coming to understand relationship among ideas.

Advocates of writing-to-learn suggest that the process of eliciting thoughts in written form enhances the thinking process. As Menary (2007: 622) states, “creating and manipulating written sentences are not merely outputs from neural processes but, just as crucially, they shape the cycle of processing that constitutes a mental act.” Accordingly, writing can be used effectively as a tool for constructive learning and for supporting students in developing critical thinking and increasing their analysis, inference and evaluation skills.

Knipper and Duggan (2006) illustrate that writing to learn is an opportunity for students to recall, clarify and question what they know about a subject and what they still wonder about with regard to that subject matter. Students also discover what they know about their content focus, their language, themselves and their ability to communicate all of that to a variety of audiences. Without doubt, writing can optimize students’ reading comprehension of the texts. Being able to express thinking in writing is a skill students take with them beyond the classroom. Writing-to-learn strategies invite students to think about and interact with texts, encouraging more thoughtful reading while creating more conscientious learners.

Baird, Robert and Leo (1998) clarify that writing to learn approach is based on the premises that the act of writing engages the students in the learning process. While improved writing skills can be a side benefit of these activities, learning a topic is the primary goal. Writing to learn activities emphasize informal writing geared toward the learning of concepts, critical thinking, synthesis, and reformulation of ideas and problem solving, rather than grammatical correctness. Furthermore, there are many ways in which writing activities can increase learning. Writing to learn activities help students to focus on thinking about and understanding the concepts rather than memorizing facts. Through the process of writing about a topic, the student receives instant feedback as to his/her level of knowledge and is better able to identify what it is that he/she does and does not understand.

Besides, authors vary widely in the hypothetical models they suggest to explain the processes underlying learning through writing. Klein (1999) discusses four important cognitive models: (a) point of utterance that writers spontaneously generate knowledge as they write; (b) forward search that writers externalize their ideas, then reread them in order to develop them further; (c) backward search-this refers to the process whereby writers develop rhetorical goals and sub-goals and then produce new content to meet these goals, and (d) genre hypothesis-which assumes that certain features of text structure cause writers to generate and elaborate information, and that different genres require different cognitive strategies.

Additionally, through writing to learn activities, students will continue to learn to write as they write to learn, on the contrary to formal writing, they do not have to follow rules while they write nor be submitted for evaluation. As Wright (2012: 1) discusses:

Short daily writing assignments can build student writing fluency and make writing a more motivating activity. For struggling writers, formal writing can feel much like a foreign language, with its own set of obscure grammatical rules and intimidating vocabulary. Just as people learn another language more quickly and gain confidence when they use it frequently, however, poor

writers gradually develop into better writers when they are prompted to write daily and receive rapid feedback and encouragement about that writing.

Accordingly, when students write, they increase their understanding. Their opportunity in to work through ideas in writing increases. Employing the writing to learn strategy in the classroom increases the ability for students to cite accurately and determine how best to incorporate the words and ideas of the reading text in order to establish their own way to learn.

### **2.1.3.2 The Importance of the Writing to Learn Strategy:**

Writing to learn and its repertoire of strategies are believed to stimulate students' interest in learning, encourage writing and more importantly, help students to become better writers of English. When students write in each step of the SQP2RS strategy—take notes, answer questions, write summaries, they will deepen their understanding of how knowledge is constructed, and learn to see and think about the text in different vantage points.

When students write, they monitor their understanding. It is an opportunity in each and every class for students to work through ideas in writing in order to articulate their ideas in written forms. Up until this point, students have been “writing to learn” by using writing to take notes, make marginal notations, map the text, make predictions and ask questions. Now students are ready to build on the ongoing dialogue they have had with sources, peers and teachers, producing their own texts by using the words, ideas and arguments that have been raised in readings and class discussion. In this transitional moment, their reading will inform, inspire and guide their writing as they shift from being an audience for the writing of others to addressing their own audience as writers themselves (Ruddel, 2008).

Writing similarly allows educators and researchers to identify weak links in conceptual understanding while enabling writers to disclose personal connections they have made to the subject matter, and allow students to explore a concept, facilitate learning and develop a deeper understanding of course content. The activity of writing to learn has been an area of interest not only to education researchers, but also to practitioners who seek a variety of assessment tools to evaluate the diverse learning styles of students. Students exhibit multiple learning strategies, including those depending on visual, auditory or kinesthetic skills. Writing experiences increase, so do conceptual-understanding and multiple-choice test scores. Although multiple-choice tests alone do not give teachers insight into whether learners can use concepts. Reflective activities require students to stand back from their subject matter and think about it, such as expressive writing, encourage students to be critical of their own understanding. In turn, students who are more metacognitive, or aware of their own learning and limitations, are most likely to be actively involved in their own learning process by addressing their confusion (Balgopal & Wallace, 2009).

Klein (1999) gives also evidences for the generative value of spontaneous writing. To illustrate, Murray provided numerous quotes to support his claim that writers much of the

time don't know what they are going to write, or even possibly what they have written. Moreover, Mary Peterson commented: I need to write it before I think about it, write it too fast for thought. Shirlely Hazzard wrote: I think that one is constantly startled by the thinks that appear before you on the page when you're writing. These writers were not speaking of writing to learn; however, these quotes suggest that free writing generates content new to the writer and this content could possibly represent new knowledge.

Furthermore, Fisher and Frey (2008) assert the importance of transferring more responsibility to students; writing to learn is a strategy that may reflect highly in accomplishing this goal. Writing is thinking, and it helps students to become better learners; when they write, their understanding will continually be monitored. Students may list some words, write a sentence or develop a paragraph. Relatively besieged with the codes and conventions of more formal writing, students are encouraged to direct their cognitive energy toward reflecting on their thinking. It is also illustrated in Fisher & Frey (2008: 97) that:

Writing to communicate-or what James Briton calls "transactional writing"- means writing to accomplish something, instruct, or persuade ... Writing to learn is different. We write to ourselves as well as talk with other to objectify our perceptions of reality; the primarily function of the " expressive language" is not to communicate, but to order and represent experience to our own understanding. In this sense language provides us with a unique way of knowing and becomes a tool for discovering, for shaping meaning, and for reaching understanding.

Accordingly, writing to learn creates comfort and confidence in the mind of the student. Through creating new writing habits, the student overcomes the fear of writing and represent his/her experience with the text to his/her understanding and by doing this the gap between the text and the students understanding will be reduced.

As well, students need to learn to think critically about knowledge and the world-to evaluate information and reach an educated opinion about it, not merely accept it at face value. Students today live in an information-driven society. The challenge for them is to learn how to evaluate and use that information-to find the meaning in the knowledge-so that the knowledge can successfully be applied to new situations. In other words, when we write-to-learn what we think, we are practicing critical thinking in its basic form. A letter to a relative, a note to a friend, and a diary entry are all examples of the writing-to-learn theory if the writer discovers what she thinks as she is writing. Write-to-learn assignments capitalize on students' prior knowledge and force them to evaluate that knowledge in order to reach meaningful, personalized conclusions. Hence, such assignments allow students to build on prior knowledge in order to progress to the next cognitive level of maturity. Moreover, writing to learn strategies generally utilize Bloom's Taxonomy of Educational Objectives, specifically the levels of application, analysis, evaluation and synthesis (Bean, 1998).

Maimon, Peritz, and Yancey (2010) explain that writing helps students to remember and understand in the following way:

- Writing aids memory in that many students find it useful to use an informal outlines for class notes and then fill in details after class. From taking notes to jotting down ideas for later development, writing ensure that students will be able to retrieve important information.
- Writing sharpens observations, when students record what they see and hear they increase the power of their sense.
- Writing clarifies thoughts, carefully reading your own early drafts, helps you pinpoint what you really want to say.
- Writing uncover connections, maybe a character in a short story reminds you of your next door neighbor, or an image in a poem. Writing down these connections can help you learn about the work, and possibly more about yourself.
- Writing improves reading, when you read, taking notes on the main ideas and drafting a brief summary of the writer’s points sharpens your reading skills and helps to retain what is read. Writing a personal reaction to the reading enhances the understanding.
- Writing strengthens arguments, when you write an arguments, you work out the connections between ideas-uncovering both flows that force you to rethink your position and new connections that make your positions even stronger. Writing also requires you to consider your audience and the objections that might arise.

### **2.1.3.3 Writing to learn activities:**

Kuta (2008) provides some writing to learn activities as the following:

1. Two-Column Note taking: The purpose of two-column note taking is to offer an organized system for students to actively read nonfiction materials such as textbooks, which entail slow and interactive reading. Since many students need practice reading their textbooks for a purpose, the “Recall” column in handout gives students the chance to create questions from the headings, if present; to watch for boldface vocabulary; and to be aware that each paragraph has at least one main idea. The “Note” column is larger and allows space for the students to record their answers to the questions on the left, explain definitions, list important details, or add visual memory cues. Students also need to learn how to take notes in well-organized manner that can be used for reviewing and studying at a later date. This form of note taking helps students organize information.
2. Foldable: This activity is a hands-on approach to note taking for visual and kinesthetic learners. Students make their own foldable to use as directed for content learning, and they can later use them to study for a test. Students are directed to take specific notes in both words and picture form. The words on the covers of the foldable may be the headings in a chapter, the concepts from a unit, the elements of a story, the elements of a movie, major vocabulary words, or titles of books. The back of the entire foldable can also be used for students to assess their own learning. An example would be to ask them to write down three ideas that they want to study again before the test, a summary of the lesson, strategies used for increased understanding, or even how the foldable helped their learning.

3. Processing Information Boxes: At the end of a period, a lesson, or a day, ask students to process one, two, or all of the boxes on the handout by writing literal questions which consist of “who, what, where, and when” whose answers are found directly in the text and an inference question, which have stems that begin with “Why is this important?” “How does this connect to me?” students get the opportunity to practice writing questions and become familiar with the question stems that are used on state and reading tests. Students are asked to write a reflection sentence in the third box on the handout. A discussion can take place in class or a review can take place the next day or class period. Thus they will learn to connect with the text by responding to an open-ended sentence and practice creating visual memory cues to increase comprehension of important concepts. As a result, the purpose of this processing guide is to increase critical thinking and understanding.
4. Daily Reflections: The purpose of this “writing to learn” activity is to give students the opportunity to reflect on their learning, write their ideas on a graphic organizer and demonstrate ownership of their learning.

Hence, informal writing creates comfort and confidence in the mind of the student. Through creating new writing habits, the student overcomes the fear of writing and possibilities for creativity, thinking and growth open up.

Perhaps one of the ways to help students to learn during the class is writing; for example, writing at the beginning of the class to probe a subject, writing during class to refocus a logging discussion or cool off a heated one, writing during class to ask questions. Writing at the end of the class to sum up a lecture or discussion (Bean, 1996).

It is helpful to go beyond note taking and start recording ideas and questions connected to the text. For example, writing about connections between personal life and academic subjects, connections among the subjects or ideas touched in the class that you would like to know more about. Jotting down one or two thoughts at the end of class and exploring those ideas at greater length later in the day will help build a store of essay ideas (Maimon, Peritz & Yancey, 2010).

Additionally, Knipper and Duggan (2006) demonstrate strategies to help students prepare for reading assignments such as Guided writing procedure, students make connections before reading the text when they engage in the guided writing procedure; quick writes, these are other informal means of engaging students in thinking about an upcoming topic for a lesson; another rereading strategy is the use of learning logs; and finally the structured note-taking.

According to the above explanation, the researcher would like to assert that writing to learn strategy is a fundamental mode of learning. It offers students opportunities to think about what they are learning, clarifies thought, allows for analytical criticism and reflection and for ideas to be developed even further. It is also an important discursive tool for organizing and consolidating basic ideas into more coherent and better-structured knowledge. Integrating this strategy within SQP2RS could help students in interacting with the text through following

steps and writing their notes. The readers merge their thinking with the text, ask questions, think about what's important and summarize. And by writing during the steps of reading, students will elaborate their learning and comprehension, and their writings will serve as records for information.

## **2.1.4 Reading Comprehension:**

### **2.1.4.1 What is Reading?**

Reading is the most important activity in any language class, not only as a source of information and pleasure, but also as a means of consolidating and extending one's knowledge of the language. The ability to read is the most stable and durable of the foreign language modalities. In language teaching, reading is recognized as an activity that engages students more actively with materials in the target language and encourages a deeper processing of it as it is considered to be a communicative process that conveys meaning from the writer's mind to the reader's mind.

Seyler (2005) indicates that reading is not about looking at black marks in the page-or turning the pages as quickly as we can. Reading means constructing meaning from the marks on the page, getting a message. We read with our brains, not our eyes and hands! This concept is often underscored by the term active reading, this can be achieved by following these guidelines:

- Understand the purpose of reading: do not just start turning pages to complete an assignment. Think first about the purpose. Are you reading for knowledge on which you will be tested? Focus on your purpose as you read, asking yourself, "what do I need to learn from this work?"
- Reflect on the title before reading further. Titles are the first words writers gives us. Take time to look for clues in the title that may reveal the work's subject and perhaps the writer's approach or attitude as well.
- Become part of the writer's audience. Not all writers have you and me in mind when they write. As an active reader, you need to join a writer's audience by learning about the writer, about the time in which the text was written, and about the writer's expected audience.
- Predict what is coming: look for a writer's main idea or purpose statement. Study the work's organization. Then use this information to anticipate what is coming.
- Concentrate: slow down and give your full attention to reading. Watch for transition and connecting words that show the parts of a text connect.
- Annotate as you read: the more sense you use, the more active your involvement. That means marking the text as you read. Underline key sentences, such as the writer's thesis. Then, in the margins, indicate that it is the thesis. With a series of example, label them and number them. When you look up a word's definition in the margin next

to the word. Draw diagram to illustrate concepts, draw arrows to connect example to idea.

- Keep a reading journal. In addition to annotating what you read, you may want to develop the habit of writing. A reading journal gives you a place to note impressions and reflections on your reading.

Grabe and Stoller (2002) claims that reading is an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause-level meaning, building a main idea model of text comprehension in our heads, monitoring comprehension and so on. Combining these skills in an efficient manner makes general comprehension a time-consuming ability to master. Reading is also interactive in the sense that linguistic information from the text interact with information activated by the reader from long-term memory, as background knowledge. These two knowledge sources (linguistics and background) are essential for building the reader's interpretation of the text.

Daiek and Anter (2004) emphasize also that reading is an active process that depend on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written. Accordingly, reading is a form of communication, using written language between an author and a reader. It involves understanding, thinking and interpretation.

Likewise, Grellet (1981) mentions that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Additionally, a simple definition of reading is that it is a process whereby one looks at and understands what has been written. The key word here is understand, merely reading aloud without understanding does not count as reading. However, a foreign learner doesn't need to understand everything in the text. Understanding is not an "all or nothing" process. Reading can often be a struggle after understanding, especially where languages are concerned. Written texts often contain more than we need to understand them. The efficient reader makes use of this to take what he needs, and no more, to obtain meaning. And in order for the learner to become an effective reader, he needs to have appropriate texts and appropriate tasks that allow him not only to develop his language, but also to develop purposeful reading style (Williams, 1984).

Reziq (2011) clarifies that the reading process takes its easiness/difficulty from the purpose it seeks to reach, whether: Reading to search information, to skim quickly, to learn from texts, to integrate information, to criticize a text or for general comprehension. The task of reading; whatever its objective is, involves cognitive, meta-cognitive and social/affective strategies.

She also states that the reading processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system.

Ediger and Pavlik (2000) give several pieces of advice in order to become good readers including thinking carefully before reading by trying to look at what they are reading and trying to guess what it is going to be about; finding the general topic of the reading by thinking about what you already know about this topic and bring this information to the front of your mind and then compare the information in what you are reading to what already known about the topic; thinking about the purpose in reading by using this purpose to decide if the information is useful; trying to get the general idea of the meaning, using any techniques; reading the text more than once; and asking questions about the text and answering these questions by reading.

Accordingly, one way to read actively is to connect what you already know to the new information you are learning. Active learners become involved in their learning experience by previewing their reading assignment, outlining notes, creating visuals, and reading books, other than their textbook.

#### **2.1.4.2 What is Reading Comprehension?**

Comprehension of what one reads is the most important aspect of the reading process. As such it is one of the most heavily researched. Comprehension is also a complex process that relies on the interaction among the reader, the text, the teacher and the educational setting. Whether or not comprehension can be taught depends on who you are talking about, what kind of text is being read, for what purpose and under what conditions. There are many variables that most likely to affect a student's comprehension competence. To illustrate, providing significant time periods for actual text reading, teaching specific comprehension strategy, allowing time for students to talk about their responses to reading and providing opportunities for peer collaboration (Cooter & Flynt, 1996).

According to Langan (2010), good reading comprehension is usually a process that involves ten key skills. The first five skills involve the ability to recognize and use: definitions, examples enumerations and their headings, the relationship between heading and subheading, emphasis words and other signal words, and main ideas in paragraphs and short selections. Skills six to eight involve the ability: to outline, to summarize, and to understand graphs and tables. And the final two skills will help increase the ability to make inferences and think critically.

Cele-Murica, Brinton, and AnnSnow (2014) indicate that some of the key components of the reading comprehension include decoding skills, vocabulary knowledge, grammar knowledge, world knowledge, short term memory, and inferential knowledge. Furthermore, the ability to understand a text underlies all reading tasks; yet it is not a simple ability. Comprehension requires a reasonable knowledge of basic grammar, an ability to identify main ideas in the

text, an awareness of discourse structure and strategic processing. Furthermore, main idea comprehension should be at the core of reading instruction, it is effectively developed through class conversations during which students identify and explore main idea in the text that they are reading. Class conversation centered on main idea comprehension may start with post-reading comprehension questions. Main idea comprehension can also be developed by identifying where main ideas are stated in the text, as well as the word that signal these parts of the text. Asking students to summarize what they have read provides them with helpful practice in identifying main idea, articulating these ideas clearly and establishing links a cross main idea and supporting details.

Balancing the many skills needed for comprehension also requires that the reader be strategic. The reader needs to recognize processing difficulties, address imbalances between text information and readers knowledge, and make decision for monitoring comprehension and shifting goals for reading. Being a strategic reader means being able to read flexibly in line with changing purposes and the ongoing monitoring of comprehension. Also, reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text triggered by some individual purpose or task. Similarly, reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose of reading and the evaluation extends to reader's motivation for reading. Reading is also a comprehending process, the notion of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding might be carried out by the reader. One outcome of reading being purposeful and comprehending process is that it is also a learning process. This aspect should be evident to any one in that the most common way for students to learn is through reading. Lastly, reading is fundamentally a linguistic process. It makes little sense to discuss or interpret a text without engaging with it linguistically (Grabe & Stoller, 2002).

Grellet (1981) illustrates also that reading comprehension should not be separated from the other skills. There are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important to link the different skills through the reading activities chosen:

- Reading and writing, such as summarizing, note-taking, mentioning what have been heard in a letter, etc.
- Reading and listening, such as comparing articles and news-bulletin, using recorded information to solve a written problem, etc.
- Reading and speaking, such as discussion, debates, appreciation, etc.

Mackay (1979) also indicates that reading may be defined as an act of information processing. This act of information processing may break down as a result of a galaxy of factors-an inadequate vocabulary, inability to handle grammatical structures, failure to recognize the logical connection between sentences, incorrect utilization of context and complete novelty of the material. In other words, successful reading involves a large number of factors: lexical, grammatical, sentence connections, paragraph organization and many others. Whereas,

reading comprehension requires more than an understanding of the meanings of individual words. To illustrate, reading comprehension requires far from the awareness of the surface and deep structure of individual sentences. Syntactic understanding of individual sentences is certainly a prerequisite to the achievement of total paragraph or text comprehension. Reading comprehension, therefore, requires the skill to recognize the lexical and the structural relationship within individual sentences and to recognize the logical relationships between them.

Ruddell (2008) adds that the teacher and students engage in an instructional dialogue about the text, constructing their understanding of the text as they apply several strategies: predicting, questioning, summarizing, and clarifying. Furthermore, Reading strategies are the mental operations employed by readers to make sense of what they read, such as “guessing word meanings from context and evaluating their correctness, skimming, scanning, predicting, activating general knowledge, making inferences, and identifying main and general ideas.” As the awareness and use of reading strategies have increasingly been identified as indicators of good reading comprehension, more emphasis has been placed on helping students become strategic readers.

Hence, the researcher sees that the ultimate goal of reading is comprehension; constructing meaning in some way congruent with the author’s intended meaning. The importance of reading-text transaction requires that teacher needs to help students in adapting reading strategies such as the “SQP2RS via WTL” strategy that shares a clear focus on guiding students comprehension of texts.

#### **2.1.4.3 Models of Reading:**

There are complementary ways of processing a text. They are both used wherever we read; sometimes one predominates, sometimes the other, but both are needed. And, through normally unconscious processes, both can be adopted as conscious strategies by a reader.

Nuttal (1996) classifies the models of reading as the following:

- The top-down approach:

In top-down processing, the reader applies his own intelligence and experience-the predication that could be made from the schemata have been acquired-to understand the text. This kind of processing is used when the reader interpret assumption and draw inferences. Conclusion is drawn by trying to see the overall purpose of the text, or get rough idea of the pattern of the writer’s arguments, in order to make a reasoned guess at the next step.

- The bottom-up approach:

The reader builds up a meaning from the black marks on the pages: recognizing letters and words, working out sentence structure. We can make conscious use of it when an initial reading leaves us confused. Perhaps we cannot believe that the apparent message was really what the writer intended; this can happen if our world knowledge is adequate, or if the writer's point of view is very different from our own. In this case we must scrutinize the vocabulary and syntax to make sure we have grasped the plain sense correctly.

- The interaction of top-down and bottom-up processing

Although, logically, we might expect that we ought to understand the plain sense if we are to understand anything else, in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning. Then moving to the bottom up approach to check whether that is really what the writer says.

In the same way, Grabe and Stoller (2002) indicate that general models of reading serve useful purposes, most commonly by providing a metaphorical interpretation of the many processes involved in reading comprehension. Metaphorical models of reading which contains the bottom-up models of reading which suggests that all reading follows a mechanical pattern in which a reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background knowledge; the top-down models that characterizes the reader as someone who has a set of expectations about text information, directs the eyes where to look on the page and sample enough information from the text to confirm or reject the hypothesized expectation; and the interactive models that have some combination of bottom-up and top-down processes, so recognition needs to be fast and efficient but a background model is a major contributor to text understanding, as is inferencing and predicting what will come next in the text.

#### **2.1.4.4 Levels of Comprehension:**

The term "levels of comprehension" refers to the thinking processes that are stimulated in order to arrive at answers to reading comprehension questions. Many researchers have studied how levels of comprehension affect reading comprehension, and a number of taxonomies are available that detail the various skills associated with comprehension.

Cooter and Flynt (1996) mention three levels of comprehensions. Firstly, the textually explicit level of comprehension that requires recalling and locating directly stated facts in the text. Secondly, the textually implicit level of comprehension that differs from the first because the reader is required to interpret information. The reader is required to infer about what was said by the author. Sometimes the inferences are clear, and students converge on the same response. At other times acceptable inferences students may make can be divergent. Finally, the last level is called the schema-based level of comprehension. At this level, the students draw heavily on their prior knowledge. The responses for these questions will vary depending on the student's experience, perceptions and values.

Ruddel (2008) also concentrates on three levels of comprehension, they are:

- Literal comprehension that refers to meaning derived from “reading the lines,” in which the reader constructs meaning that accurately reflects the author’s intended message.
- Interpretative comprehension which refers to meaning derived by reading “between the lines,” in which the reader perceives author’s intent and understands relationships between the elements that are not stated directly.
- Applied comprehension refers to meaning derived by reading “beyond the lines,” in which the reader understands unstated relationship between information in text and information in his/her prior knowledge base.

Literal, interpretive, and applied levels of comprehension constitute a hierarchical arrangement of the quality of meaning a reader constructs during and after encountering the texts. At the lowest level, the reader understands the author’s intended meaning; at the second, the reader draws conclusions and sees implied relationships; and at the highest level, the reader perceive new relationships. The goal of comprehension is to teach students to achieve all three levels.

#### **2.1.4.5 What is Schema? Why is it Important?**

Nuttal (1996) indicates that the kind of assumption we make about the world depends on what we have experienced and how our minds have organized the knowledge we have gotten from experiences. And a useful way to think about this is provided by schema theory. A schema is a mental structure. It is abstract since it does not relate to any particular experience, although it derives from all the particular experiences we have had. It is a structure because it is organized; it includes the relationships between its component parts. Also, it is a useful concept in understanding how we are able to interpret texts; the way we interpret depends on the schemata activated by the text, and whether we interpret successfully depends on whether our schemata are sufficiently similar to the writer’s. Schemata are built up from experiences; new experiences, including those derived from reading. So a schema grows and changes throughout our lives, for as long as we retain the capacity to learn. Thus reading at the same time makes use of existing schemata and modifies them. In a responsive reader-one who is alert and actively processing the ideas in the text-the relevant schemata are activated.

Cooter and Flynt (1996) illustrate that schema theory offers some explanations about how people acquire new information. First, information is organized in the brain through a kind of systematic framework or scaffolding. When a new piece of information is presented to the brain that fits with what already known, permanent learning is possible. Second, the brain seeks out and selects information to add to what is already known. This results in greater depth of knowledge, a kind of knowledge evaluation and schema expansion. Finally, schema theory suggests that, as these knowledge networks are formed, related concepts become interconnected. In short, the more the one knows about a topic, the more one will be able to comprehend; and the more one comprehends, the more learn new information about the topic.

Thus, the schema of students are among the most important individual differences that must be addressed to enhance comprehension of text.

Alderson (2000) also mentions that schemas develop from our experiences; information from these experiences are organized and stored in our long-term memory as background knowledge. In learning, schemas are the building blocks as they help us connect new information to our stored knowledge. Research has suggested that the schema component can strongly impact reading comprehension. Prior knowledge about a topic makes it possible for readers to fill in gaps, read between the lines and make sense of what they are reading; a developed schema can result in reading ease and increased comprehension. Thus, the reader's schema will influence what is understood about a passage as well as overall learning. According to schema theory, an instructor acts as a facilitator, guiding students in linking their prior knowledge to pertinent new information to increase their learning. It is important for the facilitator to use understandable examples in order for students to make the specific connections from their schemas to the new information.

Furthermore, Cooter and Flynt (1996) state that the text must activate, in the reader, all of the appropriate cognitive schemata in order to be comprehended. When reading a story with a familiar theme, especially one from the native culture, readers might more easily activate the appropriate background concepts and hence more efficiently process the text. Not only is it important for the reader to have the background knowledge to read more efficiently, but that knowledge also needs to be activated. This can be done through pre-reading activities.

Ruddell (2008) indicates that with the background information and reasons for reading, the reader enters text with certain predictions, or expectations, about the text: whether it will be known information or relatively new, easy to read or difficult, interesting or dull, useful or not, and so forth. The reader then progresses by sampling text, making intertextual linkages and new prediction based on the sample, resampling, and confirming or adjusting and linkages and predictions in the light of new information.

To conclude, the concept of schema is used to understand the interaction of key factors affecting the comprehension process in that all knowledge is organized into units and within these units of knowledge, or schemata, information is stored. Understanding the concept of schemata will help those interested in reading comprehension to understand how readers can acquire new knowledge and also how we might help readers in this effort. Also understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material.

#### **2.1.4.6 Reading Strategies:**

According to Cele-Murica, Brinton and AnnSnow (2014) reading helps learners in successful functioning as well as giving them sense of efficacy when having access to information. Learners can optimize their comprehension and overcome their deficiency by applying different strategies and processes. Reading is not just the process of analyzing vocabularies

and structures of the sentences; it needs different reading strategies to read successfully in English. And strategy use is different in more and less proficient readers, while more proficient readers use different types of strategies in different ways.

Oxford (1990) has proposed the most comprehensive and effective classification scheme of various strategies as the following:

- Cognitive Strategies are mental processes which are utilized by learners to transform or manipulate the language. They can be in the form of note taking, paraphrasing, predicting, using context clues, summarizing, analyzing and formal practice with the specific aspects of language as sounds and sentence structure.
- Memory Strategies are techniques which help learners recollect and retrieve information from their long-term memory. This strategy includes the creation of mental images through grouping and association, using key words and word association, semantic mapping and putting new words into a context.
- Compensation Strategies are process taken to handle a situation such as inferencing, guessing, and using reference materials including dictionaries or the internet. Cognitive strategies directly interact with what is to be learned and is more related to a particular task and learning objective.
- Meta-cognitive Strategies are skills through which learners plan, arrange and evaluate their learning process. Attention, self-evaluation, organization, goal setting, practice opportunity seeking and self-monitoring are the various types of meta-cognitive strategies.
- Affective Strategies are strategies which aid learners through their language learning is the application of affective strategies such as self-encouraging and decreasing anxiety during learning.
- Social Strategies are techniques in which learners involve themselves and their learning with other people and peers. Cooperation, questioning, asking for correction and feedback are types of social strategies optimizing learners' both learning and comprehension, same as the other strategies mentioned above.

Accordingly, successful learners use strategies in learning processes and teachers should improve learning by empowering learners to study learning processes and techniques. Regarding the reading skill and reading process, reading strategies help readers perceive a reading task, identify textual clues and make sense of what they read and what they do when they could not understand the text.

### **2.1.5 Reflective Thinking:**

In a rapidly changing world, where information is becoming available and changing more rapidly, students should constantly rethink, switch directions, and change problem solving strategies. It is increasingly significant to prompt reflective thinking during learning to develop strategies that help apply new knowledge in complex situations of day-to-day

activities and also for learners' future life. The ability to think reflectively for meaningful learning has been a key educational goal in schools and colleges since reflection enables students to develop a deeper understanding about themselves and their learning.

“Reflection is a mental process with purpose and/or outcome in which manipulation of meaning is applied to relatively complicated or unstructured ideas in learning or to problems for which there is no obvious solution” (Moon, 1999:161). It is necessary to note that there are characteristic of environment and activities that support reflective thinking. To illustrate, providing enough time for students to reflect when responding to inquiries; providing students with activities that encourage revealing conclusions; prompting review of the learning situation about what student know, what is not yet known, and what has been learned; providing students with authentic tasks involving well-structured data to encourage thinking during learning activities; encouraging students to ask questions that seeks reasons and evidence; and prompting students to have reflective journal to write down their experiences and notes (Moon, 1999).

Kim (2005) mentions that:

Reflective thinking refers to the process of one' purposeful and conscious activity to monitor, analyze, and evaluate one' own learning in terms of achieving learning goals, sustaining motivation, making deep understanding, using appropriate learning strategies, and interacting with peers and instructors in order to construct new perspectives of learning that directly lead to improved learning processes and performance.

Accordingly, reflective thinking is the process that cultivates meaningful learning by giving the students the opportunity to step back and think about what they actually understand and in applying new knowledge in complex situations. It also helps students to relate the knowledge to the world around them and in understanding their own thinking and learning strategies.

Schon (1983) defined reflection in reference to reflection-in-action, that is reflecting while in the midst of problem-solving, and reflection-on-action, that is reflecting on the process of reflection-in-action. When someone reflects in action, writes Schon (1983), he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. Consequently, by teaching and guiding learners in the development of their reflective skills, educators thus support students in developing their capacity to learn and better prepare them for lifelong learning and with this type of reflection, we see things from one point of view: our own. There is also a need to practice reflection on action: the process of thinking after an event has been completed and, if possible, discussing these thoughts with a mentor or supervisor.

Reflection practicing helps also in constructing meaning. Meaning is constructed when awareness is created by observing and gathering information and then analyzing the information to identify any implications. Through reflective thinking individuals do not only think, but they think upon their thoughts. This means that the learners are not expected to

accept everything taught for granted, but reflections concerning what is being taught are expected. Furthermore, the important element in reflective practice is to make the leap back to the event, to evaluate the results of action. Thinking about what we do is sufficient; for reflective practice, we must be acting upon our thinking and evaluating the results of our actions (Darwish, 2005).

Reflection similarly is a key means by which students can become more in harmony with their sense of self, and with deep understanding of the way they are thinking, it requires action on that thinking as a part of a cycle of improvement; in other words, reflection is a factor of recognizing and shaping student's identity. When students are faced with a confusing problem, reflective thinking helps them to become more aware of their learning progress, choose appropriate strategies to explore a problem, and identify the ways to build the knowledge they need to solve the problem (McGregor & Cartwright, 2011).

Al-Arishi (1994) designates that persons reflect when confronted with a problem. Toward an ordinary situation, a person will simply respond intuitively, but for an extraordinary one, he/she will develop "tentative notions" about the problem. Defining, comparing, abstracting and generalizing, the mind will proceed toward an evaluative or judgmental decision. In order to prompt reflective thinking in the language classroom, activities should be designed in a way that allows for the use of introspection before, during, and after interaction. The types of activities that can do this are: complement brainstorming activities with brain-besieging activities, developing activities that encourage hypothesis-formulating, make use of process oriented activities, and plan, but not dictate, the synthesizing of activities. Moreover, in all classes, students need to be able to reflect on what they have done and to make their own personal synthesis.

Reflective thinking is conceptualized as part of students' self-regulation because it involves an active selection and use of thinking activities to carry out complex tasks. For example, students should evaluate their actions and make adjustments for improvement. The reflective person is not afraid to experience surprise, doubt and confusion, but is able to use these to formulate new ways of tackling problems and testing old ideas and theories. We see reflective thinking as an independent process that can help to release students from the assumption that everything they encounter in their learning is absolute and undoubted. Engaging in reflection has been shown to improve self-insight under certain conditions. Reflection on the cognitive and affective aspects of the learning experience can 'pave the way' for an increasingly critical approach to study (Coulson, Torrance & Nunn, 2006).

Moreover, reflective thinking requires students to examine, make sense of new knowledge, and make connections among parts of an experience. Reflective thinking has been described as a process of extracting concepts from learning content, and forming and reforming the propositions among concepts. Moon (1999) offers a detailed depiction of how reflection functions in meaningful learning processes. She suggests that meaningful learning usually consists of five cycles: taking notice of new information, making sense, making meaning, and working with meaning until transformative learning occurs. Each learning cycle results in an

upgrading of representation of knowledge in the learner. According to Moon, only through reflection can students move through each stage of a cycle.

McGregor and Cartwright (2011) elucidate that the most useful explanation of reflection is the mirror image. Look in the mirror, we may be prompted to take some action to improve what we see. Just as we recognize the need to improve the image we see, so reflective thinking should inform the development of action. It moves us on to thinking about the image we hope to see, and how we should act to change the current situation. Accordingly, reflective learners are able to understand themselves; the values and beliefs that underpin their actions, and why they think in the way that they do. Reflective practice of an individual involves the learner and learner's experiences in the construction of knowledge, providing opportunities for exploration and articulation of own ideas, personal beliefs, knowledge and experience.

Linn (1995) identifies knowledge integration as the upper level of meaningful learning that involves reflective thinking. Integrating domain knowledge involves a process of linking ideas together to develop a robust, coherent, conceptual understanding. Moreover, reflection provides one method for fostering conceptual change and knowledge integration by helping students to differentiate among ideas and make connections between them.

Dewey (1933) also viewed reflective thinking as a specialized form of thinking that stems from a state of doubt, uncertainty, or difficulty which one experiences in a situation and that requires attitudes that value the personal and intellectual growth of a person. Furthermore, Dewey labelled the development of reflective thinking as having five phases. Firstly, suggestions, in which the mind leaps forward to a possible solution. Secondly, an intellectualization of the difficulty or perplexity that has been felt into a problem to be solved, a question for which the answer must be sought. Thirdly, the use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in the collection of factual materials. Then, the mental elaboration of the idea or supposition as an ideas or supposition reasoning, in the sense in which reasoning is a part, not the whole, of inference. And finally, testing the hypothesis by overt or imaginative ways.

Sen (2013) illustrates also that thinking is a cognitive case which is used by people to solve the problems they face, to reach a specific goal and to understand the events, phenomena and other people; whereas, reflective thinking fastens learning and orientates people to reflect their own learning experiences and it is the practice of being successful at solving a problem and analyzing our actions, decisions and products. Moreover, Reflective thinking is a skill which helps to reveal the implicit students' habits, to improve high-level skills such as critical thinking, to develop strategies for encountered problems and to develop remediation process for a technical work. At the same time, there is a direct relation between reflective thinking and the awareness of learning process. One of the acts which show reflective thinking skill is questioning. Questioning is looking for answers to the questions which are produced by a person or asked by another person. Assessment process requires to look back at the acts which are done before and to specify the wrong or right things by doing analysis. In the reasoning

process, there is an analysis of cause and effect relation according to the result which is drawn by searching the reasons of the acts done.

Learners who think reflectively become aware of and control their learning by actively accessing what they know, what they need to know and how they bridge that gap. An important role of reflective thinking is to act as a means of prompting the thinker during problem solving situations, because it provides an opportunity to step back and think of the best strategies to achieve goals (Choy, 2012).

Dewey (1933) states that the best way to help students at schools is to teach them how to reflect. According to Dewey, learning by experience is a purposeful process. In this purposeful process, there is taking the knowledge and beliefs into consideration and ordering the ideas by reasoning. Dewey saw reflection as a purposeful and cognitive process, and reflective thinking involves doubting a situation, hesitating, being surprised, cognitive difficulties and actions such as searching, hunting, questioning and finding materials for removing suspicions. In order to inject reflective thinking to education, basic thinking skills and an environment which supports these skills are needed. Reflective thinking process, in the most general sense, is questioning an individual's own learning-teaching and thinking process by deeply thinking about the experiences in the past and now, and also thinking what to do to solve the problems confronted as a result of assessing himself/herself. Dewey also recognized a deeper level of reflection by distinguishing between critical reflection and less considered reflection. He argued that a person who was not sufficiently critical could reach a hasty conclusion without examining all the possibilities. The term critical reflection has more commonly been used for this more profound level of reflection.

Kim (2005) suggests strategies that enhance reflective thinking. Firstly, journal writing which refers to written material that is based on reflection on one's learning; it is considered as a powerful tool to capture and record learning progress and experience, perceptual change, to enable learners to understand their own learning process, to increase active involvement in learning and the ownership of learning, to enhance the ability to reflect and improve the quality of learning, and to enhance thinking skills and improve learning performance. An additional way that supports reflective thinking is the use of instructional strategies including questions, self-explanation, and self-monitoring. These strategies prompt learners' understanding, thinking process or problem solving strategies while engaging in or after completing a learning task. In short, these strategies support learners to articulate their understanding in a domain, to explain learning processes and actions, and to evaluate their performance in a variety of learning domains. Another way to support students' reflection is to use technological tools embedded in technology-supported learning systems. These tools are embedded in programs to capture a learner's thinking and actions, to allow them to monitor the processes they use for inquiry, and to enable them to evaluate their performance. For example, a Collaborative and Multimedia Interactive Learning Environment (CaMILE) has been developed to support college students' collaborative thinking.

### 2.1.5.1 Dimensions of Reflective Thinking:

Kember et al. (2000) and Mezirow (1991) explain reflective thinking in four dimensions as Habitual Action, Understanding, Reflection and Critical Reflection. They also concluded that this classification can be used to evaluate the appropriateness of students' writings, compositions, dairies and their answers to open ended questions to reflective thinking. For illumination, the four dimensions are illustrated as:

- **Habitual Actions:** Kember et al. (2000) mention that it is also called knowing in action, these are the actions, learned before and mastered through frequent use and started to be performed automatically. Using a keyboard, riding a bike, driving a car can be given as examples of this level. The work of experienced professionals dealing with normal cases or issues can become quite habitual. When they have experienced a particular type of problem many times, their way of dealing with similar cases becomes quite routine.
- **Understanding:** Mezirow (1991) describe a type of thinking or learning that he calls thoughtful action. This makes use of existing knowledge, without attempting to appraise that knowledge, so learning remains within pre-existing meaning schemes and perspectives. Thoughtful action makes use of the knowledge, without attempting to appraise that knowledge. Focus here is on understanding or comprehension that means “understanding without relating to other situations” captured the distinction we wished to make between an academic type of learning in which the student might reach an understanding of a concept without reacting upon its significance in personal or practical situations.
- **Reflection:** Dewey (1933:9) is normally considered to be the originator of the concept of reflective thinking as an aspect of learning and education. His definition has been widely quoted “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends.” Moreover, Mezirow (1991) illustrates that reflection involves the critique of assumptions about the content or process of problem solving. The critique of premise or presupposition pertains to problem *posing* as distinct from problem *olving*. Problem posing involves making a taken-for-granted situation problematic, raising questions regarding its validity. Accordingly, reflective learning is the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, in a changed conceptual perspective.
- **Critical Reflection:** This is a higher level reflective thinking. Mezirow (1991) calls it “premise reflection”. In this level, a learner become aware of why he/she perceives, thinks, feels, or acts. To undergo a perspective transformation, it is necessary to recognize that many of our actions are governed by a set of beliefs and values that have been almost unconsciously assimilated from the particular environment. Premise reflection then requires a critical review of presuppositions from conscious and unconscious prior learning and their consequences. Dewey (1933) also underlines the importance of critical thinking by suggesting, not reaching a hasty conclusion without

examining all the possibilities. In summary, critical thinking involves a wide range of thinking skills leading toward desirable outcomes, and reflective thinking focuses on the process of making judgments about what has happened.

The researcher sees that reflection can result in deeper learning, not only about the subject studied but also about the learner since it is natural and essential part of the learning process. When we reflect, we give the learning a space to be processed, understood, and more likely integrated into future thoughts and actions. Moreover, critical reflection can challenge embedded assumptions, beliefs and values.

#### **2.1.5.2 Reflective Learning Focus:**

Hedberg (2009) clarifies the reflective learning objective or focus as the following:

- **Subject reflective learning:** This is a basic type of learning that focuses on the subject matter or concept itself. The intention here is to clarify thinking and to move to a deeper understanding of the ideas learned. Reflection that results in subject learning gives students insights into the subject matter's concepts, theories, or frameworks. The main question being asked during subject reflective learning is "What am I learning about the subject being studied?"
- **Personal reflective learning.** Personal reflection is done to understand what the learning means to the learner. The focus is less on the subject learned and more on the learner's perspective or personal insights gained. Learners reflect on how they can apply what they have learned, noting its impact and relevance to their own lives. Moreover, this type of reflective inquiry could lead to insights about habits of the mind and heart, and help students see how their habits influence actions. Personal reflective learning centers around the question: What am I learning about myself as I learn about the subject?
- **Critical reflective learning.** Critical reflective learning often challenges the learner to question assumptions, beliefs and commonly accepted wisdom. Critical reflection encourages students to actively participate in what they learn, asking them to grapple with questions of meaning and power. Among the benefits of critical reflective learning are that it helps students take informed action as they investigate assumptions.

Accordingly, the three types of reflective learning focus on a learning combination that, when used as a whole, may allow us to see a more profound truth or reach a more meaningful understanding.

To conclude, reflection is a general term for the activities that involve individuals' explorations of their past comprehension with a view to leading to new comprehension and gratitude. Through reflective thinking, students can connect their thoughts, feelings and experiences to the learning activities implemented at school. In teaching and learning processes, reflective thinking cultivates meaningful learning and helps students and educators

alike to develop specific skills that may assist them to be more vocal and critical, and to develop expertise in their area of professionalism.

### **2.1.6 Thinking, Reading and Writing:**

According to Ruddell (2008), reading is the act of constructing meaning while transacting with text, the meaning one comprehend from the text is a result of the linkages one makes between prior knowledge and previous experiences and the information available in the text. Furthermore, readers construct meaning in the very act of reading-extending their prior knowledge base, arriving at insights, integrating new information, and constructing new knowledge. These constructions of meaning, both during and after reading, are influenced not only by the application reading study skills, but also by the numerous interactions and transaction that occur in reading events; involving a reader's prior knowledge, reader's intent, social interaction, reading and learning goals, instructional decisions and so forth. Writing is also the act of constructing meaning while transacting with text. The writer makes meaning through the combination of prior knowledge and previous experience; information emerged form texts, the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication. Here as with reader, we have come full circle. We begin with the writer's background and ended with his or her voice.

Cele-Murica, Brinton and AnnSnow (2014) demonstrate that the learners who are most effective in language learning are those who use metacognition strategies, understand the effort required in learning a language and take responsibility for learning, learners who are metacognitively aware have the ability to reflect on their thinking and their learning. These learners are aware of what it takes to successfully engage in language learning tasks, and they use a variety of strategies to accomplish it.

Henderson (2006) also mentions that reading to grasp content is essentially passive reading. But this one way activity become two way when begin responding to the text. In a literary text, you may make personal associations-recollections, emotions, desires-or experience the simple pleasure of escaping into another world that is in some way like your own. Readers will find themselves engaged in some deeper way, forming associations that are dependent on the nature of their experience and outlook. Accordingly, reading actively forges the connection between the what and the how of an essay. Being fully engaged in the reading-thinking-writing process is valuable to augment your writing skills, as well as reading and thinking skills. You read a text, think about it, and write about these thoughts, making them conscious and thereby closing the cycle of learning that started with reading. You can then go back and begin the cycle again by rereading the text, rethinking it, and perhaps responding to your more developed perceptions by writing about it again .

Cele-Murica, Brinton and AnnSnow (2014) add that O'Mally and Chamot (1990: 8) emphasized the importance of metacognition when they state that "students without metacognition approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning

directions.” Teachers who are trying to develop engaged readers should establish an environment where readers learn to be self-directed learners who are making significant progress because they are aware of and take charge of their learning. Metacognition awareness of one’s learning makes the learning process conscious and allow the learner to reflect on identifying what the learning challenge is and evaluate which strategies can best be implemented to solve the learning challenge.

Kim (2005) also mentions that there are a relationship between metacognition and reflective thinking. Metacognition comprises two main categories: knowledge of cognition and regulation of cognition. Knowledge of cognition refers to what individuals know regarding their own mental processing and includes declarative, procedural and conditional awareness; that is, knowing about things, knowing the way to do things, and knowing about the reason why and the opportunity to do things. Regulation of cognition refers to all the actions the learners take in order to control their learning and involves skills in planning, monitoring and assessing their own progress in learning. From the perspective of metacognition it can be inferred that reflective thinking is a component of metacognition in terms of monitoring and evaluating learning process and the results of one’s own learning efforts. Moreover, reflection can supply information about outcomes and the effectiveness of selected strategies, consequently making it possible for a learner to gain strategy knowledge from specific learning activities.

Cooper and Patton (2010) indicate that to write well we need to think clearly. And the evidence is strong for concluding that writing about ideas can help to clarify them. Taking this notion a step further, many would argue that the act of writing can create ideas, can lead writers to discover what they think. Written language provides a way to refine our thoughts since it can be manipulated until it accurately reflects our thinking. In writing we can reflect on what we are thinking about. Writing doesn’t simply convey thoughts; it also forges it. It is a two-way street, both expressing and generating ideas.

Samway (2008) suggests that reading and writing are parallel, meaning making, text related processes that rely on similar skills that draw upon a common pool of cognitive and linguistic operations. To illuminate, both reading and writing are transactional process, rely on their linguistic capital and involve the creation of an original text. Furthermore, both readers and writer are involved in constructing meaning. In the case of reading, meaning is made based on the structure of the text, the language used and background knowledge or schema. As writers, it is essential to consider the readers and convey the intended meaning in the best way.

Maimon, Peritz and Yancey (2010) designate that readers, thinkers and writers get intellectually involved. They recognize that meaning and value are made, not found, so it is significant to pose pertinent questions, note significant features and examine the credibility of various kinds of texts.

Writing helps students prepare for reading assignments and class lectures, review and summarize key ideas and think critically and creatively. The process of writing, like reading,

stimulates passive learners to become active learners as they grapple with putting their thinking and knowledge into paper. Writing demands participation by every student, not just those who volunteer. Writing to learn helps students think about content of the reading text and find the words to explain what they comprehend, reflect on how they understand the content and consider what their own processes of learning involve (Knipper & Duggan, 2006).

Rezig (2011) mentions a statement for Toby Fulwiler which indicated that reading teaches you what you don't already know; writing teaches you what to make of what you read and experience; and learning to write is the most direct way of learning to reflect.

It is apparent that there is an important connection between reading and writing and their relation to thinking. Integrating writing with reading enhances comprehension because the two are reciprocal processes. This integration also engages students, extends thinking, deepens understanding and energizes the meaning-making process. The area of focus for this research is improving reading comprehension and reflective thinking through combining the reading strategy with the writing one. Students who actively engage in thinking about their own thinking during writing are more likely to monitor, evaluate and adapt the strategies they use to elaborate ideas, build conceptual frameworks and synthesize knowledge.

## **2.2 Related Studies**

Few studies have been performed at the international level related to the effect of using the “SQP2RS via WTL” strategy on students’ reading comprehension and reflective thinking. However, several studies have been conducted related to reading comprehension and reflective thinking. This will be presented in chronological order.

### **2.2.1 Previous Studies Related to the SQP2RS Strategy and the WTL Strategy:**

Khaghaninejad, Saadabadimotlagh and Kowsari (2015) conducted a study that particularly explored the effects of using SQ3R and TPS reading strategies on learners’ reading performance. 60 Iranian undergraduate EFL learners attending a reading comprehension course were recruited. Participants mostly aged from 21 to 25 and were from both genders. After homogenizing the learners, they were randomly divided into three groups; two experimental and a control group. Learners in the first experimental group (SQ3R) surveyed, questioned, read, reviewed and recited the reading passages while learners in the second experimental group (TPS) group thought about reading passages and shared their comprehensions with the classmates. However, learners in the control group followed the traditional method of translating reading passages to Persian for comprehension. The reading section of IELTS Test, as an internationally validated test, was applied as the pre- and the post-test of the study to further check learners’ reading comprehension. The paired-samples t-test and ANOVA analysis of learners’ performances indicated that SQ3R and TPS learners significantly outperformed on their post-tests compared with their peers in the control group. The results certified the efficacy of strategy-based approach of teaching reading passages,

namely SQ3R and TPS, in promoting learners' reading comprehension in academic Iranian EFL context.

Al-Ashakar (2014) investigated the influence of note-taking strategy on improving students' academic achievement in English and TEFL majors' perspectives at An-Najah National University in Nablus. The study examined the effect of the following variables: (gender, faculty, and academic level) on the students' perspective. To achieve the purposes of the study, the researcher developed a 42 item questionnaire which included four main domains: students' background of note taking concepts, students' perspectives towards the benefits of note taking, influence of note taking on listening comprehension, and influence of note taking on writing skills. The researcher distributed the questionnaire randomly on a sample of 301 English and TEFL majors at An-Najah National University. The results of the study showed that there is positive influence of note taking strategy on improving students' academic achievement English and TEFL Majors' perspectives. There were significant differences at the level ( $\alpha \leq 0.05$ ) in the students' perspectives due to the students' gender in the first, and fourth domains in favor of males in the first domain, but in favor of females in the fourth domain. There were also statistically significant differences in the students' perspectives' due to the students' faculty in favor of TEFL Majors in the first domain, but in favor of English Majors in the rest of domains. However, there were no significant differences in the students' perspectives due to students' academic level.

Hadi (2014) implemented a study aimed at investigating the impact of the strategy of (SQ3R) in the acquisition of the female students in fifth preparatory class/literary branch in Natural Geography. This study was conducted in a fifth preparatory class/literary branch of primary and secondary schools at Babylon in Iraq. Students were assigned to experimental and control groups, the experimental group was taught by the SQ3R. The students completed an achievement test to measure the effectiveness of the independent variable. The test consisted of 50 paragraphs; 40 paragraphs are multiple choice, and the others are an essay type. Content and validity are established for the test. The results of the study showed that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between average score of the experimental and the control group in the post achievement test in favor the experimental group.

Jordon (2014) conducted a study that described the use of "Writing to Learn" assignments in a course on the Theology of the Protestant and Catholic Reformations at the University of St. Thomas in the USA. These short, informal assignments promote active learning by focusing on writing as a process for critical thinking and as a way to learn the content of the course. They help students creatively engage with the texts, thoughtfully reflect on them, and critically assess their significance. This study describes the theory behind these assignments, provides examples of different types of assignments as well as excerpts from student papers, and concludes with an evaluation of their effectiveness. Survey questions were designed to measure students' perceptions of the value of these assignments for their own learning. Other questions were used to determine the change in students' attitudes toward academic writing.

The students in the course found the assignments helpful in learning the content of the course, and their attitude toward writing in this course significantly improved.

Atasoy (2013) conducted a study to explore the effect of Writing to Learn (WTL) strategy on undergraduates' conceptual understanding of electrostatics. The sample of the study were 54 (26 experimental, 28 control group) prospective elementary school mathematics teachers from two classes of physics II course instructed by the same teaching staff in a state university in eastern Turkey. While the experimental group was asked to conduct WTL activities like explanatory writing, the teachers in the control group carried on their classes with traditional methods like questioning. Conceptual discussions were made during the instruction in both groups. The data of the study were gathered by Electrostatics Conceptual Test. The data were analyzed both qualitatively and quantitatively. The results of the study showed that there was a significant difference between the levels of improvement of conceptual understanding in groups favoring the experimental group.

This quasi-experimental and pre/posttest study was designed by Chen, Hand and McDowell (2013) to examine whether fourth-grade students who engaged in collaboratively writing letters to 11th-grade students performed better on tests of conceptual understanding of a unit on force and motion than students who did not. The participants included 835 fourth-grade students and 416 11th-grade students from four elementary schools and one high school in the United States. Students in treatment groups were asked to write three letters for exchange at the beginning/during/completion of an 8-week teaching unit about force and motion. The structure of writing was based on three components of arguments: question, claim, and evidence. A comparison of the pre- and posttest results indicated that students who engaged in collaborative letter-writing tasks performed better than students who did not. The pre and posttest results also showed that female, special, low socioeconomic status, and gifted students benefited the most from the collaborative letter-writing tasks. Through the letter-writing exchange activities, the fourth-grade students were supported and encouraged to learn difficult concepts by the 11th-grade students. The more the 11th graders asked the fourth graders for explanation and clarification of the concepts in the letters, the more the fourth-grade students learned. Two factors related to argumentative writing were identified as predictors of success on students' achievement tests: overall cohesiveness, with an emphasis on embedding multiple modal representations in the text and the strength of the relationship between claims and evidence.

Pribadi (2013) conducted a research aimed at finding out how SQ3R reading strategy helps tenth graders of SMA Negeri 1 Srengat, Blitar, East Java in Indonesia to solve their problems in reading descriptive texts. The study is a Classroom Action Research (CAR) which consists of two cycles. In every meeting, the researcher lead the class to implement the SQ3R reading strategy which involves several steps, that is, surveying, suestioning, reading, reciting, and reviewing. The study involved 38 tenth graders from X-C in SMA Negeri 1 Srengat as the subjects, with 17 male and 21 female students. During the implementation, the researcher was the one who delivered the lesson and introduced the strategy to the students. Meanwhile the classroom English teacher acted as the observer. During the implementation of the research,

the researcher collected several kinds of data using a number of instruments. The first instrument was two sets of tests, the pre-test and the post-test. These tests were used to measure the student reading comprehension progress. Then second instrument was students' questionnaires. There were two kinds of student questionnaires used in this research; the first one was distributed during the preliminary study, while the other one was distributed at the end of the research. The questionnaires were used to find out students' attitudes toward reading problems. The third instrument was interview guides used for the interviews with the classroom English teacher during the preliminary study and at the end of the research. The guides contained several questions about the students' reading comprehension issues. The next instrument was observation checklists to record students' participation during the lessons. In addition, field notes were used to help the researcher to note the detailed condition of the class during the implementation stage of the research. The findings of the current research showed that the students who used SQ3R reading strategy performed reading activity better, especially in reading descriptive text. The strategy had apparently provided the students with a structured reading technique, which could lead them to comprehend the text better. Compared to the students' performance during the preliminary study, the students' performance in the two cycles showed that through the five steps of the strategy, the students were able to identify main ideas as well as obtain more detailed information from the text. Furthermore, the data acquired from the observation checklist and field notes showed that the students' participation in the second cycle improved compared to the first cycle. They were more active in answering the researcher's questions. The students were very cooperative during the implementation of the strategy and they were no longer reluctant to speak in their groups.

Sampson, Enderle, Grooms and Witte (2013) conducted also a study that examined how students' science-specific argumentative writing skills and understanding of core ideas changed over the course of a school year as they participated in a series of science laboratories designed using the Argument-Driven Inquiry (ADI) instructional model. The ADI model is a student-centered and writing-intensive approach to laboratory instruction. The study was conducted in two middle school and two high school courses offered at a university-affiliated laboratory school located in the southeast USA. The intervention took place over two semesters and consisted of at least eight laboratory activities in each course. Student learning gains were measured using a science content assessment and a science-specific argumentative writing assessment that were administered at the beginning, middle, and end of the school year. Changes in students' performance on the two assessments over time indicate that the students' science-specific argumentative writing skills and their understanding of core scientific ideas improved over the course of intervention. Furthermore, students who participated in a greater number of ADI activities demonstrated greater and more consistent improvement in their writing.

This research study was conducted by Baier (2011) with the purpose of determining whether integrating SQ3R into fifth grade students' science reading strategies would improve their overall comprehension. The study also investigated students' preexisting reading strategies and their thoughts on whether they would continue to implement SQ3R into their reading

habits. This study was conducted in a fifth grade classroom with 46 participants of a urban school in Ohio. The student's comprehension scores were determined using two 10-question multiple-choice assessments. Their attitudes toward expository texts and the SQ3R study strategy were assessed using two surveys. The students were given a survey that corresponded with an expository passage as well as an assessment of their comprehension of that passage. They were then taught using the direct instruction study strategy SQ3R, given a second assessment in correspondence with a second expository passage, and given a final survey. The results of the surveys and assessments were used to determine if a change in the students' comprehension and attitudes occurred. The results of the study indicated that SQ3R significantly improved fifth grade students' overall comprehension scores of expository texts. The study also indicated that 46.9% of the students used in the study had a preexisting reading strategy. The most common preexisting reading strategy was note taking. It was found that 68.7% of the students used in the study would use the reading strategy SQ3R in the future.

Af Ida (2010) carried out a study to investigate the effect of using SQP2RS technique on the grade XI students' reading comprehension achievement. The population of this research were the grade XI students of SMAN 1 Srono in the 2009/2010 academic year in Indonesia. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 84 students, consisted of 41 students of grade XI IPA 1 as the experimental group taught by using SQP2RS technique that was done in pairs, while the control group consisted of 43 students of grade XI IPA 3 taught by lecturing and question-answer method. The primary data of this research were collected from the students' scores of reading comprehension test, while the supporting data were gained through interview and documentation. The primary data were collected from the posttest to make comparison between the two groups after treatment, and analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ( $72.19 > 66.98$ ). The result of the t-test analysis with significant level of 5% was higher than that of the t-table ( $2.54 > 2.00$ ). It means that the null hypothesis was rejected, thus the alternative hypothesis stating that there is a significant effect of using SQP2RS technique on the grade XI students' reading comprehension achievement at SMAN 1 Srono in the 2009/2010 academic year was accepted. It indicated that there was a significant mean difference between the experimental group and the control group. The research results proved that there was a significant effect of using SQP2RS technique on the grade XI students' reading comprehension achievement at SMAN 1 Srono in the 2009/2010 academic year.

Mateos, Marti'n, Villalo'n and Luna (2008) employed a multiple-case study methodology to assess the online cognitive and metacognitive activities of 15-year-old secondary students as they read informational texts and wrote a new text in order to learn, and the relation of these activities to the written products they were asked to generate. Participants were nine 15-year-old secondary school students, comprising three girls and six boys, from a class at a state-run secondary school situated in a middle or lower-middle class area of Madrid. To investigate the influence of the task, students were required to perform two different tasks which differed in complexity and familiarity. The first task was reading a single text and making a written

summary of it, while the second consisted in reading two texts and making a written synthesis of them. To gather information about how students construct meaning from informational texts, we asked students to think aloud as they read and wrote in order to provide us with information about their comprehension and composition processes. The results show that to a large extent secondary school students' lack the cognitive and metacognitive processes that would enable them to make strategic use of reading and writing. They also show that, although there are no major differences in the way secondary school students tackle these different tasks, those who create the most elaborate products evidence a more recursive and flexible use of reading and writing.

### **2.2.2 Previous Studies Related to Reading Comprehension:**

Alharbi (2015) addressed the effects of the Reading, Thinking, Activity Model (RTAM) on English language reading comprehension among 105 Saudi students studying English as a foreign language in the Preparatory Year Program at Al Imam Mohammed Ibn Saud Islamic University (IMISU). Two levels of comprehension were considered, literal comprehension relating to explicit information intended to be presented by an author, and inferential comprehension relating to implicit and indirect information derived from analysis and interpretation of what was written. The findings indicated that the RTAM positively affected reading comprehension when compared with traditional language teaching methodology and there were significant differences for literal and inferential comprehension, and for students with deep or elaborative learning styles. For students with deep learning style there was no significant difference in literal comprehension but the RTAM method led to improvement in inferential comprehension. For students with elaborative learning style there was significant improvement in both literal and inferential comprehension. The greatest impact of the RTAM method was for inferential comprehension for students with elaborative learning style.

Carretti, Caldarola, Tencati and Cornoldi (2014) conducted a study that aimed to examine the feasibility of improving text comprehension in school children by comparing the efficacy of two training programs, both involving metacognition and WM, but one based on listening comprehension, the other on reading comprehension. The study involved a sample of 159 students attending eight classes in the fourth and fifth grades (age range 9–11 years) in Italy. The listening and reading programs focused on the same abilities/processes strictly related to text comprehension, and particularly metacognitive knowledge and control. The training programs were implemented by school teachers as part of the class's normal school activities, under the supervision of experts. Their efficacy was compared with the results obtained in an active control group that completed standard text comprehension activities. The results showed that both the training programs focusing on specific text comprehension skills were effective in improving the children's achievement, but training in reading comprehension generated greater gains than the listening comprehension program.

Miller, Davis, Gilbert, Cho, Toste, Street and Cutting (2014) conducted a study to examine passage, student, and question effects on reading comprehension. This study took place in USA, it were advertised in schools, clinics, and pediatricians' offices; 94 native English-

speaking students participated. The sample represented a normal distribution of reading ability, including children who experienced reading difficulties and typically developing children. Testing occurred in two sessions. Session 1 included a battery of cognitive and academic achievement tests; session 2 included a 1-hour reading comprehension. It found out that variables related to word recognition, language, and executive function were influential across various types of passages and comprehension questions and also predicted a reader's passage fluency. Further, an exploratory analysis of two-way interaction effects was conducted. Results suggested that understanding the relative influence of passage, question, and student variables has implications for identifying struggling readers and designing interventions to address their individual needs.

A study was conducted by Pey, Min and Wah (2014) with the aim of determining the relationship between three sub-skills of fluency (accuracy, reading rate and prosody) and reading comprehension among a sample of ESL students in a Malaysian school. It also aims to examine the concurrent validity of using the objective (reading accuracy and rate) and subjective (reading prosody) measures of fluency. The participants were 67 lower secondary school students who learn English as their second language. The students completed a reading comprehension test and then they were asked to read aloud the texts used in the test, individually. The individual reading sessions were audio recorded for the analysis of three sub-skills of reading fluency. Bivariate correlation analysis was then conducted to measure the strength of relationships with reading comprehension. The results revealed that all three sub-skills of fluency were strongly correlated with reading comprehension. Both objective (accuracy and reading rate) and subjective (prosody) rating scales were strongly related, and thus could be used in parallel or interchangeably in the assessment of oral reading fluency. The findings provided evidence that in line with the research findings in English as the first language contexts, reading fluency is closely associated with reading comprehension in an ESL context.

In addition, Rojas-Drummond, Mazon and Littleton (2014) extrapolated a study which aimed to explore the development and promotion of reading comprehension of primary students, in the context of the implementation of an educational programme called 'Learning Together' (LT). A sample of 120 sixth-grade children from two equivalent public primary schools located in Mexico City participated in the study. Sixty children came from School 1, termed 'experimental', and they participated in the LT programme throughout the year as described above, in parallel with their regular classes. The other 60 came from School 2, termed 'control', and they continued with their regular classes only. The schools were very geographically close, and both belonged to the same school district. The schools were regulated by the same educational authorities and implemented the same, official state curriculum, which in Mexico is very tightly prescribed and teachers follow it very closely, guided by the same students' textbooks. In order to evaluate the effectiveness of the programme, two parallel versions of a psycholinguistic task, called the 'Test of Textual Integration' (TTI), were administered to children who were working in either experimental and control conditions at the beginning and end of the academic year. The task was complex and involved children reading three authentic texts taken from different published sources (a

newspaper report, an encyclopedia entry and an interview from a magazine), all addressing a related theme. Children were required to write an integrated summary and to include an original title. Each version was administered at the beginning and end of the academic year as pre- and post-tests, respectively, to assess the effects of the LT programme. Analyses revealed that children who participated in the LT programme, in comparison with students in a control condition, produced higher-quality written summaries of texts they had read, both when working in teams and when working individually. This suggests that the LT participants appropriated and transferred the text comprehension strategies promoted, so that they could apply these strategies effectively not only in collaborative contexts but also independently, that is, in a self-regulated and autonomous fashion.

Aydemir, Ozturk and Horzum (2013) examined the effect of reading from screen on the 5th Grade Elementary Students' Level of reading comprehension on informative and narrative type of texts. In the study, the pretest-posttest control group design was used. The participants consisted of 60 students studying at an elementary school located in the central district of Sakarya. A total of six texts were chosen to utilize in the study and the participants in the control group were assigned to read the printed materials, while others were reading the version of the same material from screen. The reading comprehension test developed by the researchers was used as an assessment instrument. In the evaluation of informative texts, the five WS and one H method were used in accordance with the constructivist approach that is one of the alternative evaluation approaches, while the questions were being prepared for the narrative texts, the story elements which are generally required to be found in a text, were used and the story map method was prepared accordingly. As a result, the levels of reading comprehension of the students who read the informative text from screen were significantly higher than others. Moreover, there was no significant difference between the students reading the narrative texts from screen and printed material in terms of the levels of reading comprehension.

Bui and Fagan (2013) carried out a study that evaluated the effects of the Integrated Reading Comprehension Strategy on two levels. The Integrated Reading Comprehension Strategy integrated story grammar instruction and story maps, prior knowledge and prediction method, and word webs through a culturally responsive teaching framework; the Integrated Reading Comprehension Strategy Plus added multicultural literature and cooperative learning. The study was conducted with 49 fifth-grade students from culturally and linguistically diverse backgrounds in Northern California in the USA and used a quasi-experimental nonequivalent group, pretest-posttest design. Before and after the intervention, the lead author individually measured each student's reading level using an informal reading inventory. The results indicated that both groups' mean scores for word recognition, reading comprehension, and story retell increased significantly. There were no statistically significant differences between the groups. These findings support the integration of research-based practices with culturally responsive teaching, which promotes connecting the school's learning environment with the students' personal experiences.

Jom'a (2013) conducted a study to investigate Berzeit students' perceived use of metacognitive reading strategies while reading English texts. Another objective of this study was to examine the differences between high proficiency students and low proficiency students in their strategy use. Additionally, the correlation between subjects' reading strategy use and their reading comprehension achievement was explored to see if their reading strategy use can be used as a predicted variable to predict their reading achievement. The population of this study is 819 students from Berzeit University in Palestine. Whereas, the sample of this study consisted of 20% of the population, that is 180 students were chosen randomly to participate. Furthermore, both quantitative and qualitative methods were utilized to obtain information and to reach more accurate results about Berzeit students' perceived use of reading strategies as well as their comprehension level. The three instruments namely, Survey of Reading Strategies (SORS), the reading comprehension exam, and the retrospective interview were employed to collect the data from 180 participants. Results revealed that Berzeit students reported using three strategies with high and medium frequencies. Their use of metacognitive reading strategies arranged in a descending order; problem solving, supportive strategies, and global strategies. Moreover, the mean scores of the use of these strategies by high proficient students. Results also showed that there is a low correlation between students' use of problem solving strategies and their reading comprehension achievement. A trivial positive correlation was also observed between students' use of global strategies and their reading comprehension achievement. Finally, a weak, negligible and negative correlation was observed between students' use of supportive strategies and their reading comprehension achievement.

In addition, a quantitative study was conducted by Nichols (2013) to provide current data gained under quasi experimental conditions. This causal-comparative study was designed to examine the possible effects of "Accelerated Reader" on fifth-grade students' reading comprehension. This study took place in a school system in Virginia whose total student population is approximately 14,000 students, preschool through 12th grade. The population studied was that of a random sampling of fifth-grade students from two instructional treatments. The comparison group of fifth-grade students used the school system's literacy plan without the AR program. To determine if the addition of the AR program affects reading comprehension, 2011 SOL reading scores for fourth grade were used as the pretest and the 2012 SOL reading scores for fifth grade were used as the posttest. The instrument used to collect data was a data shell in an Excel spreadsheet. Each row in the file included individual student data for his or her fourth-grade SOL reading score and fifth-grade SOL reading score. Once data were gathered, a research assistant entered scores with anonymous identifiers. Data were identified by "AR" and "Non-AR." The measurement scores for this study were derived from the Virginia SOL reading test. The fourth-grade results were used as the pretest and the fifth-grade scores were used as the posttest. The results of this study indicated that there was no statistical verification that the use of AR had any influence on the reading comprehension scores of fifth-grade students when examined by group or by gender. Consequently, the findings indicate that there was sufficient evidence to fail to reject the null hypotheses for both research questions.

Tomize (2013) also examined the impact of integrating extensive reading activities within EFL context on learners' attitudes towards reading. This study aimed at improving beginners' reading comprehension level and attitudes towards reading by helping learners to see reading activities as a source of fun at Hafssa Elementary School in Hebron. The stories from which the learners will select what to read are familiar, interesting, simple and full of pictures. This study is also expected to provide better understanding if students in this study have such a negative attitude toward reading and how it could be changed into a positive one. This study was conducted on (94) sixth grade students who before the study had negative attitudes towards L2 reading and had low reading comprehension level. Two experimental groups read short stories and simple passages related to their intensive reading topics. They were asked then to do follow-up activities such as retelling a story, acting out, writing summaries, presenting a radio play, and answering worksheets. The control group had the same number of reading periods, but in these periods, only their textbook activities and reading passages were discussed. The researcher used a reading questionnaire that was conducted before and after the study to identify the influence of the intervention techniques- extensive reading activities- on the subjects' attitudes. A reading comprehension test was also used before and after the study to measure the impact of these extensive reading activities on learners' reading comprehension level. After one year of intervention (two academic semesters) both the survey and the test results showed that there were significant differences between the control and the two experimental groups in reading comprehension level and attitudes towards reading.

Yildirim (2013) conducted a study aimed to examine oral reading fluency, silent reading fluency, retell fluency, and isolated word reading fluency and their relations with reading comprehension. With this aim, the study used correlational design and the study sample consisted of total 100 fifth-grade Turkish elementary students studying in two elementary schools. For the assessment of different reading fluency skills and reading comprehension, an appropriate grade level text was chosen and the students' oral reading fluency, retell fluency and isolated word reading fluency skills were measured at first through one-on-one sessions in the suitable place at the elementary schools provided by the school principals. After this process, the reading comprehension test related to the grade level text read and the text arranged for silent reading fluency were administered to all the students. The data obtained from testing process were analyzed and the findings were presented in respond to research questions. The research findings showed that the correlations among fluency-based reading skills in the path diagram were significant. Fluency-based skills of reading explained together 24% of the variance in reading comprehension and while silent reading fluency only made a significant contribution to prediction of reading comprehension, the other fluency-based reading skills, including oral reading fluency, retell fluency, and isolated word reading fluency did not make any significant contribution to prediction of reading comprehension. That is, they were not significant predictors of reading comprehension.

The study of Nassar (2012) aimed at investigating the impact of using cooperative learning (STAD) on the reading achievement, motivation towards learning English and student-student interaction. The sample of the study consisted of 128 participants in seventh grade in Hebron. The students were assigned to control and experimental groups. The experimental group was

instructed according to the CL Student Team Achievement Division method; whereas, the control group was taught according to the traditional method. The treatment lasted for ten weeks. A pre and a Post- test s were administrated to assess low, mid and high achievers' reading comprehension. A motivational questionnaire was also administered before and after the influence of CL to investigate low, mid and high achievers' motivation towards learning English. Finally, Flanders' modified model was used to measure the percentage of student-talk in comparison to the percentage of teacher-talk in the two classes. It was also used to measure the percentage of student- student interaction in comparison to teacher-student interaction. Results indicated that CL had a significant effect on low, mid and high achievers reading comprehension and motivation towards learning English, even though high achievers performed better than mid and low achievers. Furthermore, results indicated that CL enhanced student- student interaction and student-centered classroom.

Abu Nejme (2011) conducted a study to investigate the effect of using higher order thinking strategies on the students' reading comprehension in Jenin District. The population of this study consisted of all male and female Tenth Graders in the public schools of Jenin District in the academic year 2009- 2010. The population of the study consisted of 2046 male and female students divided as follows: 1041 male students divided into 36 sections. 1005 female students divided into 31 sections. The sample of the study (stratified) consists of 294 students enrolled in three (one male and two female) secondary schools divided into 8 sections. To achieve the study objectives, the researcher selected an appropriate reading passage and constructed a reading comprehension achievement test after reviewing several studies and adopted positive points of them. The findings of the study indicated significant differences in favor of the experimental groups taught using the (HOTS) strategies. Each experimental group was taught according to one of the three higher order thinking skills (HOTS) (inferring, questioning and summarizing) while the control group was taught without using any of these skills. Afterwards, students in all groups were asked to answer the questions of the reading achievement test. The findings revealed significant differences in the reading achievement test scores attributed to sex and no significant differences attributed to the interaction of sex with strategy.

Al- Uaini (2011) implemented an experimental study which aimed at investigating the effect of a computerized program on developing ninth graders' reading comprehension skills and students' attitudes towards reading. The targeted reading comprehension skills were prediction, skimming, scanning, recognizing synonyms and antonyms, deducing meaning from context and relating the text to personal experience, opinion or evaluation. The researcher purposively chose a representative sample of (60) ninth graders from Deir Al Balah Preparatory "B" Boys' school which is run by UNRWA in the Gaza Strip. The participants were divided into two equivalent groups: each group had (30) students. The researcher used four tools: 1) a questionnaire for teachers to determine the most important reading comprehension skills for ninth graders, 2) an achievement test (Pre/Post, 3) a suggested computerized program for the reading texts included in the second-term of English for Palestine 9, and 4) an attitude scale (pre and post) to determine the students' attitudes towards reading. The results of the study revealed that the computerized program was effective to

develop the reading comprehension skills for ninth graders. In addition, the study findings confirmed that the technological environment develops and enhances the students' attitudes towards learning in general and towards reading via computers in particular.

Eideh (2010) carried out an experimental study that aimed at investigating whether the readers' culture related schema and the text cultural content influence EFL reading comprehension among Palestinian college students. One hundred and forty six university students participated in this study. Forty three of the participants were males, and one hundred and three of them were females. Also, eighty nine of them were from Hebron university while fifty seven of them were from Palestine Polytechnic University. To measure the influence of cultural content on their reading, the participants' comprehension of texts loaded with American culture on the same topic. Prior to the reading task, the participants answered a fifteen item questionnaire. Upon answering the questionnaire and the test questions, the resulting data were statistically analyzed and compared. Results of the statistical analysis showed that the possible influence of the readers' schema and text cultural content on the participants' reading comprehension performance. The results of the study showed that the participants' performance in reading comprehension is affected by a number of variables including gender, place of residence, specialization, and hobby, especially watching TV.

Zhang and Anual (2008) carried out a study to investigate the role of vocabulary in reading comprehension. Thirty-seven students from a neighborhood secondary school participated in this study. They had all completed six years of primary school education in English as the medium of instruction in the Singapore education system where English is publicly known as the 'common language' for all Singaporeans. Thirty-seven year-secondary students in a neighborhood school in Singapore participated in this study. The Vocabulary Levels Tests were used to measure students' vocabulary knowledge in relation to the different measures intended to test their reading comprehension and summary abilities. Results suggest that students' vocabulary knowledge at the 2,000-word and the 3,000-word levels was correlated to their reading comprehension. Significant correlation yielded only for the short-answer questions, but not for the summary.

The purpose of Saraireh's (2006) study was to explore the effect of the "Directed Reading-Thinking Activity" Model and the Learning Style on EFL Jordanian eleventh grade students' literal and inferential reading comprehension achievements. The population of this study encompassed all the literary branch of EFL Jordanian eleventh grade students in public schools of Irbid city for the academic year 2005/2006. The total number of the students, according to the statistical records of the first directorate of Irbid, is (1897) enrolled in (51) sections. The sample of the study (85) consisted of two groups: the experimental group (42) and the control group (43). To answer the research questions of the study, the students' scores on the Reading Comprehension Achievement Tests were analyzed using the (MANOVA) procedure. The results demonstrated the effectiveness of the Model in enhancing students' achievement, especially at the inferential level with the elaborative processing students. In light of the results obtained in this study, implications and recommendations were suggested for educators and researchers.

Abu-Sirhan (2003) conducted a study aimed at identifying the metacognitive strategies used by the English language teachers to enhance their students' reading comprehension skills. It also aimed at probing the effects of the variables of text genre, qualifications, years of experience and attitudes on the teachers' use of metacognitive strategies in reading comprehension instruction. The population of the study comprised all currently appointed English language teachers of the eleventh grade in public schools in the directorates of education in Qasabat Al-Zarka and Al-Russeifa in Jordan. A stratified random sample of 54 eleventh grade English language teachers (males and females) were chosen from 23 public schools out of the 82 public schools in these two directorates of education. For the collection of the data for the study, a checklist of model metacognitive strategies was prepared by the researcher. A special questionnaire on the teachers' attitudes was also prepared by the researcher. In addition, personal interviews of the subject were conducted after classroom instruction to determine they used or why they did not use the metacognitive strategies. The finding of the study revealed low, rather unsatisfactory use of the metacognitive strategies of Jordanian teachers. And there were no statistically differences in the teacher's use of the metacognitive strategies due to text genre, qualifications, years of experience and attitudes toward English language teaching.

Kilani (2001) also investigated the relationship between reading comprehension and critical thinking in foreign language for a sample of seniors in the Palestinian universities in the West Bank. The sample of this study consisted of (90) fourth year female and male students majoring in English language and literature during the academic year (1999-2000). The universities participated were: Al-Najah National university, Al-Quds University, Beirziet university, Bethlehem University, and Hebron University. Three tools were used to collect data; a special personal data form, Reading comprehension test items from the test of English as a foreign language, and acritical thinking test items from the California Critical thinking Skills Test. The researcher arrived at the following findings: there is a relationship between the students' reading comprehension and critical thinking test scores, there were no significance differences in the students' total reading comprehension test scores due to gender, there were also no significance differences in the students' total critical thinking test scores due to gender, there were significance differences in the students' total reading comprehension test scores due to university, there were no significance differences in the students' total critical thinking test scores due to university, no significance differences were found in the students total reading comprehension test scores due to question type, significance differences were found in the students total reading comprehension test scores due to passage type in favor of the scientific passage, there were also no significance differences in the students total critical thinking test score due to the three sub-scales, analysis evaluation and inferences, there were no significance differences in the students total critical thinking test score due to the type of reasoning being either deductive or inductive.

Lastly, Salim (2000) conducted a study that aimed at investigating the effects of pre-reading activities on Tenth graders' reading comprehension in Tulkarem district. The population of the study consisted of all the tenth graders in the public schools of Tulkarem directorate of Education in the academic year 1999/2000. The sample consisted of 294 students divided into

4 male and 4 female sections. To achieve the aim of the study, the researcher selected an appropriate reading passage, prepared the required pre-reading activities, and constructed a reading comprehension achievement test after reviewing several studies and adopted the positive points from them. The finding of the study indicated significant differences in favor of the experimental groups taught using the pre-reading activities, and also indicated that there is stability of achievement between the first and second application. The finding also revealed significant differences in reading achievement test that scores attributed to sex and no significant differences attributed to the interaction of sex with activity.

### **2.2.3 Previous Studies Related to Reflective Thinking:**

Al-Thqafi, Al-Hamori and Asfor (2013) carried out a study aimed at identifying the relationship between social values and reflective thinking of Special Education students among high achievers and normal achievers in the Department of Special Education at the University of Taif. The study sample consists of (233) students, (56) of whom are high achievers and (177) are normal achievers. To achieve the purposes of the study, the researcher developed a scale to measure the social values and “Ysenck & Weilson” Reflective Thinking Scale. The results showed that there were statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the high achievers and normal achievers students on the social values in each of the areas of constructive cooperation and altruism dimensions in favor of the High achievers students. And there is no statistically significant differences in the areas of good citizenship and affection and total. The results showed that there were statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the High achievers and Normal achievers students on the reflective thinking dimensions in favor of the high achievers students. Results showed also that there are a lack of correlation between social values and reflective thinking

Ayyoub (2013) conducted a study aimed at exploring the effect of applying a teaching strategy based on the comparison among tenth grade students to the acquisition of geographical concepts and the development of reflective thinking for them. A purposive sample included (130) tenth graders (50 males and 80 females) from among the students of four classes in two of the governmental schools in Bethlehem district. Two of the classes (the control group) learned in the traditional method; whereas, the other two (the experimental group) learned by the comparison strategy. Acquisition of geographical concepts test and a reflective thinking instrument were developed by the researcher for the purpose. A pre-test and posttest were performed using the acquisition of geographical concepts test and the reflective thinking instrument. The results showed that: there are significant differences in acquiring the geographical concepts due to the method of teaching in favor of the comparison strategy. There are significant differences in acquiring the geographical concepts due to gender in favor of girls, and there are no significant differences in the development of the reflective thinking due to gender and the interaction between the group and gender. So the result of the study refers to the effective uses of the strategy on the acquisition of geographical concepts and the development of reflective thinking students.

Humeed (2013) carried out a study aimed at investigating the effect of employing alternative evaluation methods on developing reflective thinking and mapping skills of tenth graders. The sample of the study consists of (64) female tenth graders in Fahmi Al-Jerjawi high school for girls in directorate of education-west Gaza (2012-2013). They were chosen randomly (experimental and control). To achieve the purpose of the study the researcher prepared alternative evaluating methods (self-evaluating, paired evaluating). It consist of unit six (Latin American continent/South) reflective thinking and mapping skills test for this unit. Reflective thinking and mapping skills test were implemented to make sure of group equivalence. The researcher used the following tools: reflective thinking test in unit six (Latin American continent/South) according to the new Palestinian curriculum 2012-2013, mapping skills test in unit six (Latin American continent/South) according to new Palestinian curriculum 2012-2013. The following results were shown: There were statistically significant differences at ( $\alpha \leq 0.05$ ) between average score of the experimental and the control group in the post reflective thinking test in favor the experimental group. There were statistically significant differences at ( $\alpha \leq 0.05$ ) between average score of the experimental and the control group in mapping skills test in favor the experimental group.

Mahasneh (2013) examined the relationship between reflective thinking and learning styles among the students of the Hashemite University in Jordan. The population of this study consisted of (20250) undergraduate students, who were enrolled in the faculties of Hashemite University in the academic year 2011/2012, who represent all levels of study at (HU). For the purpose of this study, a random sample was chosen from the population, it consisted of (476) their ages ranged between 18-22 years. Participants completed measures of reflective thinking, and learning styles. The reflective thinking questionnaire (RTQ) contains 16 items descriptive of the four types of reflective thinking advocated. The 52-item Approaches and Study Skills Inventory for students was used to measure the three approaches to learning adopted by students. Participants indicate their relative agreement with statements by using a 5-point Likert-type scale. Results indicate that there were significant positive correlation between deep learning styles and habitual action, critical reflection reflective thinking. Results also indicate that no significant correlation between Surface and strategic learning styles and other dimensions reflective thinking.

Sen (2013) conducted a study that has been done for the purpose of determining the reflective thinking skills (the aspects of questioning, assessment and reasoning) of primary school students based on the problem solving ability. Descriptive survey model was used for the study. 129 volunteer students at the 7th grade of secondary stage of primary schools in Turkey filled in the questionnaire. 'The scale of reflective thinking skills oriented to problem solving' was used as the data collection device. The study showed that female students have higher levels of reflective thinking skills than male students. Reasoning skills of the students who are two siblings are high. There is a positive relation between the educational status of the parents and the students' reflective thinking skills. Reflective thinking skills, based on problem solving ability differentiate according to the income levels of the families. The students would like to continue their education at the Anatolian High Schools. It can be said that reasoning skills of the students are higher when the overall students taking part in the research are taken

into consideration. Moreover, it is seen that there is a positive relation between the reflective thinking skills of the students and their successes at Maths and the higher students' reflective thinking skills, the higher their successes at Maths lesson.

Xie and Sharma (2013) implemented a study aimed at examining students' reflective thinking from keywords tagged to blogs: using map analysis as a content analysis method. The tool was implemented in an entry-level graduate course in instructional design in the USA. Apart from a 3-h face-to-face meeting every week, the class included hands-on projects, blog assignments, and a final reflection paper. The instructor required students to write posts at least once every week for 7 weeks to reflect on their learning in the course. Twelve students volunteered to participate in the study. However, three of them posted less than five times. Therefore, their data were excluded in this study. Results of keyword analyses revealed that two-thirds of the student-attached keywords matched mental map nodes. Results also indicate that the map analysis method can produce reliable indexes of a given text, which in turn could serve as anchor points for further content analysis. Other findings also uncovered some differences between participant-selected keywords and mental map nodes, indicating different levels of reflective activities.

Abu-Ayyad and Ayyash (2012) carried out a study aimed at investigating the impact of the strategy of reciprocal teaching in developing the achievement of ninth grade female students in biology (control and regulation chapter) and their reflective thinking. The study consisted of 69 female students from the ninth grade at UNRWA in Amman. They were distributed randomly into two groups studied science using the strategy of reciprocal teaching, and the control group studied in the traditional strategy. Two scales were used to measure achievement and reflective thinking of two groups as pretest and posttests. The results of the study showed that there were statistically significant differences between the means of the control and experimental groups on the science achievement test and reflective thinking scale due to using reciprocal teaching strategy in favor of the experimental group.

Abu Bashir (2012) conducted a study aimed to investigate the effect of using metacognition strategies in developing reflective thinking skills in technology curriculum for the ninth graders in the middle governorate in Gaza. To achieve the aim of the study, the researcher used an experimental approach which is based on an experimental group and a control group with a pre and posttest. The study sample consisted of (104) male and female students from Rodelf Falter Elementary "A" Boys School and Rodelf Falter Elementary "B" Girls School. To collect the data of the study, the researcher prepared a list of the suitable skills of reflective thinking, test of reflective thinking for the ninth graders and teacher's guide book. The study result confirmed the following: The existence of statistical differences at the level of ( $\alpha \leq 0.05$ ) between the average of the grades of the experimental group students who studied by using Metacognition strategies and that of the control group students studying by using the ordinary method in the post application of reflective thinking test for the favor of the experimental group. And the existence of statistical differences at the level of ( $\alpha \leq 0.05$ ) between the two averages of the experimental group students who did study by using met

cognition strategy in the pre and post application of reflective thinking test for the favor of the post application

Al-Asasleh and Bsharah (2012) conducted a study aimed at investigating the effect of a training program for critical thinking skills on developing reflective thinking of 10<sup>th</sup> female graders. The sample of the study consisted of (80) students assigned into two groups, an experimental (40) students, and a control group (40) students. Pre and posttest of reflective thinking was used, and a training program based on critical thinking skills that the researchers prepared were used. The results showed a significant effect ( $\alpha = 0.05$ ) of the training program on developing reflective thinking and its subtests in favor of the experimental group. But there wasn't a significant effect ( $\alpha = 0.05$ ) for the interaction between a training program and academic average on developing reflective thinking and its subtests.

The study of Tashman, Al-kharesh, Al-Masaeed and Al-Moqasqas (2012) conducted a study aimed at identifying the effect of using multiple intelligences and concept mapping strategies to develop reflective thinking in Arab World Geography for class. Teacher in ISRA University in Jordan. Sample study was formed of (121) students, (60) males, (61) females by the end of academic year 2010/2011 and purposive study sample was selected because the researchers are members of the university staff which facilitate the study. The study used a reflective thinking test which was evolved by the researchers after it was assured of its validity and reliability, and the study used (SPSS) to find out means, standard deviation, (one-way An ova), ( two-way An ova) and (Chafee test for pair wise comparison). The study followed the experimental method by dividing the study sample into two groups (experimental, control). The results revealed clearly that there are difference at ( $\alpha=0.05$ ) between multiple intelligences strategy and concept mapping and traditional method strategies. The results were for the benefits of the multiple intelligences strategy. Also the results revealed that there are differences at ( $\alpha=0.05$ ) between concept mapping and traditional method for the benefits of concept mapping strategy. The results revealed that there wasn't an interaction between gender and instructional strategies at ( $\alpha=0.05$ ).

Al-Harthe (2011) investigated the impact of the probing questions in the development of reflective thinking and academic achievement in the decision sciences at the average first grade students in the city of Makkah Al-Mukaramah. To ensure the correct of hypotheses of the study use the experimental method on a sample deliberate of students from first grade average number of women (59) student applied them to the experience of the study and prepared the researcher for the two tests, one to measure academic achievement, and the other for measuring reflective thinking, as used retail mid-term to ensure the validity of these tests and their reliability by the application of tribal for them at the two study groups, as was applied to the two groups after the completion of the experiment, while the test was used (t-test) as a way to statistically processing the results and see significant differences between the two groups, and Pearson's correlation coefficient to find a relationship between two variables belonging to the study. The study resulted in: the existence of significant differences between the average degrees of post-test for two groups in academic achievement as a whole and at levels (remembering, understanding, application, analysis) for the experimental group. There

are significant differences between the average degrees of post-test for two groups in the level of skills of reflective thinking in favor of the group experimental. A statistically significant relationship between the degrees of students in the academic achievement test and the degrees of the reflective thinking test.

Bell, Kelton, McDonagh, Mladenovic and Morrison (2011) conducted a study to evaluate the effectiveness of Kember and colleagues' coding scheme for identifying and assessing levels of reflection. They used the coding scheme of Kember to identify the categories of reflection in learning journals completed by seven undergraduate female students studying a range of majors in a business education context in Australia. The students were participants in a mentoring program called the Lucy Program. As part of the program students were required to prepare a learning journal to document and reflect upon their mentoring experiences and relationships with senior professionals in the corporate and public sectors. Findings revealed that the scheme was useful in identifying categories of reflective thinking. Initial inter-coder agreement ranged from 50-79%. On average, 65% of the journal content was coded as non-reflection and 35% as reflection. A further outcome of the research was to refine the coding scheme and to provide suggestions for its application in teaching practice.

In addition, Hong and Choi (2011) conducted a study that discussed the critical role of reflection in solving design problems and has provided a three-dimensional model which guides an understanding of designers' reflective thinking when solving design problems. It was conducted at the University of Georgia in the USA. To understand designer's reflective practice and to find better ways to promote novices' reflective thinking in solving real-world design problems, a comprehensive model was developed. This model identified three dimensions to guide the understanding of designers' reflective thinking during a design process: the timing of reflection, indicating the points in the process where reflective thinking occurs, the objects of reflection, showing the different types of objects that designers may reflect upon, and the levels of reflection, referring to the different levels of designers' reflection. This model provides for meaningful aspects of reflective thinking to be situated in a design process, which can guide educators and instructional designers in developing appropriate learning environments for facilitating novice and practicing designers' reflective thinking. Moreover, the model can serve as a stepping stone for further research.

The study of Al-Mashharwi (2010) aimed at knowing the relationship between cognitive drive and classroom environment and their relationship between reflective thinking among the general secondary students in Gaza in scholastic year (2009-2010). The sample of this study consists of 485 students of general secondary schools (225 male and 260 female). To fulfill the aims of this study, the researcher used different tools to collect the needed information. He used the following tools: "Need for Knowledge Measure" of Kasebo & Petit translated by Prof. S. Abu Nahia. "Classroom Environment Measure" of Frez & Wetscher translated by AlKelany. "Reflective Thinking Measure" prepared by the researcher. The study showed the following results: All levels of cognitive drive, classroom environment and reflective thinking among the members of the sample study are good; there is a positive statistically significant relationship at ( $\alpha \leq 0.05$ ) level between cognitive drive and reflective thinking and it's all

dimensions and total degree among the members of the sample study; and there is a positive statistically significant relationship at ( $\alpha \leq 0.01$ ) level between classroom environment dimensions (Satisfaction-Homogeneity-Difficulty) and between reflective thinking and its all dimensions and total degree, while there is while there is no statistically significant effect for the dimensions of competition and friction.

Al- Shaka'a (2007) carried out a study with a purpose of determining the level of reflective thinking of bachelor and higher education students at An-Najah National University, furthermore, determine the differences in reflective thinking according to type of college, gender and academic level variables. The population of this study consisted of (136000) undergraduate students and (900) postgraduate students, who were enrolled in the faculties of An-Najah National University in the academic year 2005/2006. The sample of the study consisted of (700) students who represent all levels of study at An-Najah National University. To achieve the purposes of the study Eysenck & Welson Reflectiveness scale had been applied. The results revealed a good level of reflective thinking of students at An-Najah National University, where the mean of response was (23.21) degree out of (30), with percentage (77.66%). In addition, the results revealed that there were significant differences in reflective thinking due to type of college and academic level variables, while there were no significant differences in reflective thinking due to gender.

Phan (2006) carried out also two separate studies conducted over a 12 month period in mathematics and curriculum studies examining the relationship between students' epistemological beliefs, learning approaches, reflective thinking, and academic performance. Both of them conducted at the University of the South Pacific in Suva, Fiji Island. Study one examined first year mathematics (N= 352: 152 females, 200 males) students' learning approaches-deep and surface-, the four stages of reflective thinking, and academic performance. They were all Science major with the exception of some students were Arts and Education major. Study two involved third year curriculum studies (N=332: 146 females, 185 males) studied and used path analysis to show that deep learning approaches, epistemological beliefs, and reflective thinking predicted academic performance. The ages of the students ranged from 20-35, they were all Education major with exceptions of a few students were Arts major. For study one the researcher conducted three instruments. Firstly, A study Process Questionnaire (R- SPQ-2F) which consisted of 20 items grouped into two approaches-deep and surface. Secondly, the reflective thinking questionnaire (RTQ) which contains 16 items descriptive of the four types of reflective thinking. Finally, Academic Performance in mathematics was measured in the terms of collecting the students' overall performance mark at the end of the second semester. This overall performance mark consisted of 50% course work and 50% final examination. For study two the researcher conducted two instruments, the first one was an epistemological beliefs questionnaire which consists of 63 items. The second one is the academic performance in curriculum studies which was measured by the students' overall performance mark at the end of the second semester. This overall performance mark consisted of 50% course work and 50% final examination. The finding of the study suggested for study one, linear structural analysis indicated that a surface learning approach predicted habitual action, and deep learning approach predicting understanding and critical reflection

also predicted academic performance. Whereas, results for study two also predicted habitual action and reflection. Furthermore, epistemology beliefs influenced learning approaches as well as the four stages of reflective thinking.

The purpose of Kim (2005) study was to explore the effects of using a reflective thinking tool designed to prompt students to think reflectively about their learning goals, motivation, understanding, learning strategies, and interaction with peers and instructors on students' learning performance and metacognitive awareness in an on-line learning context. Specially, this study investigated if the use of a reflective thinking tool was effective in enhancing students' learning performance and metacognitive awareness, if there was any difference in learning performance and metacognitive awareness by level of students' reflective thinking, and how the students perceived the reflective thinking tool in its use for their learning. Two research studies were conducted. Study one used a cohort research design in an agricultural business management course in a land-grant university in the northeastern United States. Thirty seven college students who received the treatment, an on-line reflective thinking tool, for two weeks in a course of the 2003 Fall semester were compared with a cohort group of 50 students who did not receive the treatment in the previous semester. Also, the learning performance and pre and post metacognitive awareness of the 37 participants in the treatment group was analyzed by level of reflective thinking. Study two was carried out with college students in a statistics course that provided both a classroom-based and an on-line learning environment. Students in the treatment group (84) used a reflective thinking tool during the two-week study, whereas students in the control group (73) only wrote an essay about what they learned without the help of the reflection tool. The two groups were compared in terms of their learning performance. Also, students' performance and metacognitive awareness in the treatment group were compared with respect to the level of their reflective thinking. The results of study one and two showed a significant difference in problem solving performance between those who used an online reflective tool and those in the control group who did not. However, there was no significant difference between the treatment and the control group on comprehension. These findings indicate that the reflective thinking activity may be effective for problem solving, but not for comprehension. From the analysis of learning performance by level of students' reflective thinking, the results from study one and two do not support the hypothesis that students who have a higher level of reflective thinking will perform better than those who have a lower level of reflective thinking on their learning performance because of the inconsistent results between the two studies. Both, study one and two, showed that students' metacognitive awareness was significantly enhanced by the activity of reflective thinking. Finally, the results of this study indicate that students who have a higher level of reflective thinking show a higher regulation of cognition. However, the relationship between reflective thinking and the component of knowledge about cognition was not significant.

Barakat (2003) conducted a study aimed at identifying the reflective thinking level related with some demographic variables among two groups of students: General secondary students, and university students in Tulkarem. The sample of this study consisted of (200) male and female of general secondary students and (200) male and female of Al-Quds open university students. To achieve the study purpose the Eysenck and Weilson Reflectiveness Scale

(EWRS) had been applied. The results indicated that there were no statistically significant differences between students' reflective thinking level and gender variable. While, there were statistically significant differences with variables: specialization, educational stage, and parents profession in favor of literary study, university stage, sons whom mothers work, and farmer's sons. On the other hand, the results showed that there were no statistically significant differences on students general academic achievement due to reflective thinking level. Also, the results obtained no statistically significant differences between the interaction of reflective thinking level and general academic achievement due to the variables: gender, educational stage, specialization, and fathers' profession.

#### **2.2.4 Conclusion**

All the researchers, who have conducted their research on improving reading comprehension and reflective thinking within students, agreed upon the significance of applying strategies in teaching for their great benefits, which may serve a variety of learning purposes.

After shedding light on the related studies, it is clear that all of these studies have focused on examining the impact of different strategies on the reading comprehension and reflective thinking to students; as well as, the relation of these variables to thinking or metacognition awareness and so forth, also it shows that the interest is limited, especially at the Arab level, studying the reflective thinking dimensions. And the Arab Studies conducted on this subject, lacked the experimental method, and all of them were descriptive studies.

Furthermore, it is noticed from the previous studies that the SQP2RS strategy has rarely been investigated even at the international level. Af Ida (2010) carried out a study to investigate the effect of using SQP2RS techniques on students' reading comprehension achievement, but this study has the privilege of combining it with a writing strategy and investigating its effect on reflective thinking.

Some studies investigated the effect of using the Writing to Learn strategy on different skills and discipline such as Al-Ashakar (2014), Jordon (2014), Atasoy (2013), Chen, Hand and McDowell (2013), Sampson, Enderle, Grooms and Witte (2013) and Mateos, Martin and Luna (2008). Likewise, SQ3R which is a strategy the SQP2RS relied on has been investigated by some researcher on the students reading comprehension like the study of Khaghaninejad et al. (2015), Hadi (2014), Pribadi (2013) and Baier (2011).

Many studies agreed on the benefits of using strategies in improving students reading comprehensions. Among these are Aharabi (2015), Carretti et al. (2014), Miller et al. (2014), Rojas Drummond et al. (2014), Aydemir et al. (2013), Bui and Fagan (2013), Nichols (2013), Tomize (2013), Yildirim (2013), Nassar (2012), Abu Nejme (2011), Al-Uaini (2011), Eideh (2010), Zhang and Anual (2008), Saraireh (2006), Abu-Sirhan (2003), and Salim (2000). Some studies identify the relationship between the reading comprehension and other variables such as Pey et al. (2014), Joma'a (2013) and Kilani (2001).

This study adds to previous studies the impact of using “SQP2RS via WTL” on reflective thinking and learning by training students to the thinking skills within the training program prepared by the researcher to give students the chance to develop their reflective thinking skills. There are several studies that tackle the reflective thinking skills. Among these are Al-thqafi et al. (2013), Ayyoup (2013), Humeed (2013), Mahasneh (2013), Sen (2012), Xie and Sharma (2013), Abu-Ayyad and Ayyash (2012), Abu Bashir (2012), Al-Asasleh and Bsharah (2012), Tashman et al. (2012), Al-Harthe (2011), Bell et al. (2011), Hong and choi (2011), Al-Mashharwi (2010), Al-Shka’a (2007), Phan (2006), Kim (2005) and Barakat (2003). The majority of these studies examined the relationship between reflective thinking and other variables. This study adopted the experimental method, unlike all studies that relied on the descriptive approach, especially when reflective thinking is concerned.

The small number of foreign studies that addressed this strategy give importance to conduct a study that combine the SQP2RS strategy with the Writing to Learn one, and investigate their effect on students’ reading comprehension and reflective thinking.

## **Chapter Three:**

### **Methods and Procedures**

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#### **Introduction**

This chapter is devoted to the procedures and methods used by the researcher to determine the population and the sample of the study, as well as research instruments, reliability and validity of the instruments, data collection procedures and program description and implementation. It also illustrates the types of statistical tests used in this study.

#### **3.1 Research Method**

An experimental method with a quasi-experimental design were used to carry out the study. The researcher conducted this method due to its relevance and suitability for the purposes of this study.

#### **3.2 Population of the Study**

The population of the study consisted of (3651) tenth grade students, distributed into (1909) female students and (1742) male students at the government schools which belong to the directorate of education in Bethlehem in the first semester of the academic year 2015/2016.

#### **3.3 Sample of the Study**

The sample of the study consisted of the tenth grade (139) in two different schools (*AL-Awda Basic School for Girls, Bethlehem Secondary Boys' School*). These two schools were selected in this study as a purposive sample due to the following reasons:

- The easiness of reaching the schools.
- The schools administration's acceptance to apply the research.

The researcher assigned the sample of the study for the experimental and control group in both schools randomly.

**Table 3.1: distribution of the sample of the study:**

| Group  | High achievement |        | Low achievement |        | Total |
|--|------------------|--------|-----------------|--------|-------|
|  | Male             | Female | Male            | Female |       |
| Experimental group (using “SQP2RS via WTL” strategy) | 13               | 23     | 16              | 16     | 68    |
| Controlled group (using the traditional method)      | 14               | 23     | 18              | 16     | 71    |
| <b>Total</b>   | 73               |        | 66              |        | 139   |

### 3.4 Instruments of the Study

To achieve the objectives of the study, the researcher conducted two instruments:

- A reading comprehension achievement test.
- A reflective thinking questionnaire.

These instruments were applied before the intervention of the study and after it for, both the experimental and control groups. And in the following, the procedures for preparing the instruments and their content validity and reliability:

#### 3.4.1 Reading Comprehension Achievement Test:

The researcher constructed a reading comprehension achievement test (Appendix 13) using the following procedures:

- Analysis of the content of the material units from the book of *English for Palestine* for tenth grade and its basic objectives. (Appendix 9)
- Preparing a specification table for the exam. (Appendix 10); (Appendix 11)
- Preparing the exam in its first draft using bloom’s Taxonomy. (Appendix 13)

##### 3.4.1.1 Validation of the Test:

The test was given to a jury of English language specialists at school and university level. (Appendix 16). The paragraphs of the test were reviewed according to the following criteria:

- The paragraph's depending on the levels of Bloom's Taxonomy.
- The paragraph's link to the content of the material.
- The clarity of the wording of paragraph linguistically.
- Compatibility between the paragraph level and the level of the student's ability in the 10<sup>th</sup> grade.

A pilot study in the 10<sup>th</sup> grade at Farahat Secondary School was used to assure understanding of words, instruction, and time appropriateness.

#### **3.4.1.2 Reliability of the Test:**

A pilot study was applied in order to examine the reliability of the test. The pilot study was conducted on thirty students at Farahat Secondary School. The researcher used a test/re-test with two weeks period between them. Test reliability was (0.88) using Pearson correlation test. The researcher found the coefficient of difficulty and discrimination. (Appendix 12)

#### **3.4.2 Reflective Thinking Questionnaire (RTQ)**

The researcher referred and reviewed many resources such as the Reflective Thinking Questionnaire (RTQ) developed by Kember et al. (2000), and a study conducted by Kim (2005) and developed her own instrument which is suitable for the current study's purposes. And translated into Arabic to be compromised with the student's ability in the 10<sup>th</sup> grade. (Appendix 6 and Appendix 7)

##### **3.4.2.1 Validation of the Questionnaire:**

The questionnaire was given to a jury of English language specialists at school and university levels. (Appendix 16) A pilot study in the 10<sup>th</sup> grade at Jouret AL-Shamaa' Secondary School was used to assure their understanding of words and instructions.

##### **3.4.2.2 Reliability of the Questionnaire:**

A pilot study was applied in order to examine the reliability of the questionnaire. The pilot study was conducted on thirty students at Jouret AL-Shamaa' Secondary School. The results were analyzed by Cronbach Alpha. The reliability coefficient was calculated to be (0.84) which is considered a suitable percentage of reliability.

#### **3.5 Preparation of the Teacher's Guide Activities Using "SQP2RS via WTL" Strategy**

The researcher prepared a teachers' guide (Appendix 2) in the form of activities that illustrate how to teach reading lessons prescribed in the book of the tenth grade, and the application of activities including the use of "SQP2RS via WTL" strategy. And the researcher followed the following steps:

- Had a deep look on the 10<sup>th</sup> grade's English language curriculum which is applied in Palestine in the first semester 2015/2016.
- Had a deep reading on the specified related literature to the procedure that teachers can use in applying "SQP2RS via WTL" strategy.
- The material consisted of five units, each one consisted of three reading periods; one period is a reading text related specific topic and two periods for a literature text.
- The teacher's guide consisted of units objectives, the reading texts, and the suitable methods to implement them according to "SQP2RS via WTL" strategy as well as certain pictures, a worksheet, a poster, and activities which might simplify teacher's job and learner's learning.
- The researcher showed the teacher's guide to a group of specified and experienced persons to give their opinions according to the purpose of preparing this material. (Appendix 16)
- The researcher held several meeting with practicing teachers to exchange opinions.

### **3.6 Procedures of the Study**

The researcher followed the following procedures:

- Got a permission letter from the Dean of Research and Graduate Studies at Al Quds University to facilitate the work at school.
- Got a permission from the Directorate of Education in Bethlehem for applying the research at school.
- Assigned the population of the study which consisted of all tenth grade students at the governmental schools in Bethlehem district in the academic year 2015/ 2016.
- Assigned the purposive sample of the study.
- Analyzed the content of the reading periods of the units (1, 2, 3, 4, 5).
- Designed the material which include units objectives, the reading texts, certain pictures, a worksheet, a poster, and activities using "SQP2RS via WTL" strategy.
- Constructed a reading comprehension achievement test and reflective thinking questionnaire. Content validity and reliability were established for both tools.
- Accompanied the teachers of the intended sections to explain the aim of the study and to explain the task clearly.
- The pre-tests were given in the two chosen schools.
- The teachers began teaching the experimental groups by using "SQP2RS via WTL" strategy at the beginning of the first semester for the academic year 2015/2016.
- The post-tests were given for the two groups.
- Collected the data for statistical analysis and for identifying the findings.

### 3.7 Variables of the Study

#### 3.7.1 Independent variables:

- Teaching method (traditional-using “SQP2RS via WTL” strategy).
- Gender (male-female).
- Level of pre-achievement (high-low).

#### 3.7.2 Dependent variables:

- Reading comprehension.
- Reflective thinking.

### 3.8 Design of the Study

The researcher used a quasi-experimental design:

O 1 O 2 X O1 O2

O 1 O 2 --- O1 O2

O 1 - the reading comprehension achievement test (pre-test / post-test)

O 2 - the reflective thinking questionnaire (pre-test / post-test)

X - treatment (using “SQP2RS via WTL” strategy)

---- (using the traditional method)

### 3.9 Statistical Treatment

When the data were gathered, they were processed through the SPSS in order to find reliability using Person correlation and Cronbach Alpha, and means and standard deviation for the reading comprehension achievement test and reflective thinking questionnaire (pre-test and post-test) for both, the experimental and control groups were also examined. Furthermore, the analysis of covariance (3-way ANCOVA) and adjusted means and standard errors were used to compare the means of the students’ performance in the reading comprehension achievement test and reflective thinking questionnaire to answer the questions.

## Chapter Four:

### Research Findings

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This study was designed to investigate the effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension and reflective thinking in the English language. And also to identify if the effect differs according to the interaction between the “SQP2RS via WTL” strategy, gender, and level of pre-achievement.

This chapter provides a comprehensible presentation of the present study results and data analyses. The data include information derived from the students’ scores of the reading comprehension achievement test and their responses to the reflective thinking questionnaire.

The findings of the study are presented in this chapter according to the research questions.

#### 4.1 Results Related to the First Question

Is there an effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension in the English language? And does this effect differ due to the method of teaching, gender, level of per-achievement and the interaction between them?

To answer the question mean scores and standard deviations were calculated for the learners’ scores in the four groups-the control and the experimental ones-on the reading comprehension achievement test according to the method of teaching, gender and level of pre-achievement. Tables (4.1, 4.2, 4.3) will show the mean scores and standard deviations:

**Table 4.1: Means and standard deviation for learners’ scores in the reading comprehension achievement pre and post-tests according to group:**

| Group              |                | Pre-test | Post-test |
|--------------------|----------------|----------|-----------|
| Experimental group | Means          | 26.3088  | 38.9853   |
|                    | Std. deviation | 15.64366 | 15.04371  |
|                    | N              | 68       | 68        |
| Control group      | Means          | 29.6620  | 32.8873   |

|              |                |          |          |
|--------------|----------------|----------|----------|
|              | Std. deviation | 16.89120 | 17.54305 |
|              | N              | 71       | 71       |
| <b>Total</b> | Means          | 28.0216  | 35.8705  |
|              | Std. deviation | 16.32082 | 16.59354 |
|              | N              | 139      | 139      |

Data shown from the table (4.1) reveal that there are apparent differences between the learners' mean scores on the reading comprehension achievement test between the two groups (control and experimental).

**Table 4.2: Means and standard deviation for learners' scores in the reading comprehension achievement pre and post-tests according to gender:**

| <b>Group</b>  |                | <b>Pre-test</b> | <b>Post-test</b> |
|---------------|----------------|-----------------|------------------|
| <b>Male</b>   | Means          | 23.2295         | 30.9180          |
|               | Std. deviation | 14.78895        | 17.34675         |
|               | N              | 61              | 61               |
| <b>Female</b> | Means          | 31.7692         | 39.7436          |
|               | Std. deviation | 16.56935        | 14.97915         |
|               | N              | 78              | 78               |
| <b>Total</b>  | Means          | 28.0216         | 35.8705          |
|               | Std. deviation | 16.32082        | 16.59354         |
|               | N              | 139             | 139              |

Also the table (4.2) shows that there are apparent differences between the learners' mean scores on the reading comprehension achievement pre and post-test according to gender.

**Table 4.3: Means and standard deviation for learners' scores in the reading comprehension achievement pre and post-tests according to level of pre-achievement:**

| <b>Group</b>            |                | <b>Pre-test</b> | <b>Post-test</b> |
|-------------------------|----------------|-----------------|------------------|
| <b>High achievement</b> | Means          | 40.0685         | 48.4110          |
|                         | Std. deviation | 10.48720        | 8.57457          |
|                         | N              | 73              | 73               |
| <b>Low achievement</b>  | Means          | 14.6970         | 22.0000          |
|                         | Std. deviation | 10.02147        | 11.45291         |
|                         | N              | 66              | 66               |
| <b>Total</b>            | Means          | 28.0216         | 35.8705          |
|                         | Std. deviation | 16.32082        | 16.59354         |
|                         | N              | 139             | 139              |

The table (4.3) shows that there are apparent differences between the learners' mean scores according to the level of pre-achievement.

To identify if there are statistically significant differences at ( $\alpha \leq 0.05$ ), (3-way ANCOVA) was used. The results are shown in table (4.4):

**Table 4.4: (3-way ANCOVA) results for the learners' scores in the reading comprehension achievement test according to the teaching method, gender, level of pre-achievement and the interaction between them:**

| Source                                    | Sum of squares | df  | Mean squares | F       | Sig.   |
|---|----------------|-----|--------------|---------|--------|
| Pre (covariate)                           | 7521.509       | 1   | 7521.509     | 266.508 | 0.000* |
| Group                                     | 2484.266       | 1   | 2484.266     | 88.025  | 0.000* |
| Gender                                    | 46.779         | 1   | 46.779       | 1.658   | 0.200  |
| Level of pre-achievement                  | 708.466        | 1   | 708.466      | 25.103  | 0.000* |
| Group * Gender                            | 173.766        | 1   | 173.766      | 6.157   | 0.014* |
| Group * Level of pre-achievement          | 143.704        | 1   | 143.704      | 5.092   | 0.026* |
| Gender * Level of pre-achievement         | 565.878        | 1   | 565.878      | 20.051  | 0.000* |
| Group * Gender * Level of pre-achievement | 216.185        | 1   | 216.185      | 7.660   | 0.006* |
| Error                                     | 3668.916       | 130 | 28.222       |         |        |
| Total                                     | 216848.000     | 139 |              |         |        |
| Corrected total                           | 37997.669      | 138 |              |         |        |

\* statistically significant at ( $\alpha \leq 0.05$ )

#### Results related to group:

Table (4.4) shows that F value was (88.025) for the differences between mean scores of learners' level in the two groups in the reading comprehension achievement test (experimental and control), and the significant level was (0.000), so there are significant differences between learner in the two groups (experimental and control). To identify the source of these differences, table (4.5) shows the adjusted mean scores for the post-test according to group:

**Table 4.5: Adjusted means and standard errors of the post-test scores by group:**

| Group        | Adjusted means | Std. errors |
|--------------|----------------|-------------|
| Experimental | 40.369         | 0.671       |
| Control      | 31.615         | 0.642       |

Data shown in table (4.5) reveal that the adjusted means for the experimental group was (40.369) and that is more than the control groups which was (31.615). Accordingly, the differences between the two groups are in favor of the experimental group.

**Results related to gender:**

From table (4.4), it is clear that there are no statistically differences at ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders' reading comprehension in the English language due to gender since the significant level is (0.200) are more than 0.05.

**Results related to level of pre-achievement:**

One may clearly notice that table (4.4) shows that F value was (25.103) for the differences between mean scores of learners' level in the reading comprehension achievement test according to the level of pre-achievement, and the significant level was (0.000), so there are significant differences between learners, in due to level of pre-achievement. To identify the source of these differences, table (4.6) between the adjusted mean scores for the posttest according to level of pre-achievement:

**Table 4.6: Adjusted means and standard errors of the post-test scores by level of pre-achievement:**

| Group            | Adjusted means | Std. errors |
|------------------|----------------|-------------|
| High achievement | 39.661         | 0.827       |
| Low achievement  | 32.322         | 0.903       |

Data shown in table (4.6) reveal that the adjusted means for high achievement group was (39.661) and that is more than the low achievement group, which was (32.322). Accordingly, the differences between the two groups are in favor of the high achievement group.

**Results related to the interaction between group and gender:**

The results of the (3-way ANCOVA) in table (4.4) show that F value for the interaction between the group and gender was (6.157), and the significant level was (0.014), and this is less than the ( $\alpha \leq 0.05$ ), so there are significant differences for the interaction between groups and gender, as shown in table (4.7)

**Table 4.7: The differences for the interaction between group and gender**

| Group        | Gender | Adjusted means | Std. errors |
|--------------|--------|----------------|-------------|
| Experimental | Male   | 38.617         | 1.016       |
|              | Female | 42.120         | 0.866       |
| Control      | Male   | 32.147         | 0.953       |

|  |        |        |       |
|--|--------|--------|-------|
|  | Female | 31.082 | 0.882 |
|--|--------|--------|-------|

From the table above, it can be noticed that the differences for the interaction between group and gender are in favor of the female in the experimental group.

**Results related to the interaction between group and level of pre-achievement:**

The results of the (3-way ANCOVA) in table (4.4) show that F value for the interaction between the group and gender was (5.092), the significant level was (0.026), and this is less than the ( $\alpha \leq 0.05$ ), so there are significant differences for the interaction between group and level of pre-achievement as shown in table (4.8)

**Table 4.8: The differences for the interaction between group and level of pre-achievement**

| Group        | Level of pre-achievement | Adjusted means | Std. errors |
|--------------|--------------------------|----------------|-------------|
| Experimental | High achievement         | 43.001         | 1.026       |
|              | Low achievement          | 37.736         | 1.182       |
| Control      | High achievement         | 36.321         | 1.075       |
|              | Low achievement          | 26.908         | 1.054       |

From the table above, it can be noticed that the differences for the interaction between group and level of pre-achievement are in favor of the high achievement in the experimental group. Furthermore, the researcher noticed from the above table that there is an apparent development in the mean scores of the low achievement students in the experimental group (37.736) and if we compare them with the mean scores of the high achievement in the control group (36.321) we can notice that the mean scores are closed to each other. This indicates that the use of the strategy reduced the gap between high and low achievement students.

**Results related to the interaction between gender and level of pre-achievement:**

The results of the (3-way ANCOVA) in table (4.4) show that F value for the interaction between the gender and level of pre-achievement was (20.051), and the significant level was (0.000) and this is less than the ( $\alpha \leq 0.05$ ), so there are significant differences for the interaction between gender and level of pre-achievement as shown in table (4.9):

**Table 4.9: The differences for the interaction between gender and level of pre-achievement:**

| Gender | Level of pre-achievement | Adjusted means | Std. errors |
|--------|--------------------------|----------------|-------------|
| Male   | High achievement         | 41.120         | 1.083       |
|        | Low achievement          | 29.645         | 1.143       |

|        |                  |        |       |
|--------|------------------|--------|-------|
| Female | High achievement | 38.203 | 1.039 |
|        | Low achievement  | 35.000 | 1.091 |

From the table above, it can be noted that the differences for the interaction between group and level of pre-achievement, are in favor of the male, in the high achievement group.

### **Results related to the interaction between group, gender and level of pre-achievement**

The results of the (3-way ANCOVA) in table (4.4) show that F value for the interaction between the group, gender and level of pre-achievement was (7.660), the significant level was (0.006), and this is less than the ( $\alpha \leq 0.05$ ), so there are significant differences for the interaction between group, gender and level of pre-achievement as shown in table (4.10)

**Table 4.10: The differences for the interaction between group, gender and level of pre-achievement:**

| <b>Group</b> | <b>Gender</b> | <b>Level of pre-achievement</b> | <b>Adjusted means</b> | <b>Std. errors</b> |
|--------------|---------------|---------------------------------|-----------------------|--------------------|
| Experimental | Male          | High achievement                | 44.589                | 1.508              |
|              |               | Low achievement                 | 32.645                | 1.530              |
|              | Female        | High achievement                | 41.414                | 1.250              |
|              |               | Low achievement                 | 42.827                | 1.490              |
| Control      | Male          | High achievement                | 37.650                | 1.472              |
|              |               | Low achievement                 | 26.644                | 1.396              |
|              | Female        | High achievement                | 34.992                | 1.358              |
|              |               | Low achievement                 | 27.173                | 1.398              |

From the table above, it can be noticed that the differences, for the interaction between group, gender and level of pre-achievement, are in favor of the high achievement male students in the experimental group. Besides, the researcher noticed from the above table that there is an apparent development in the mean scores of the low achievement male students in the experimental group (32.645) and if we compare them with the mean scores of the high achievement male students in the control group (37.650) we can notice that the mean scores are closed to each other. This shows that the use of the strategy reduced the gap between high and low achievement male students. Likewise, there is an apparent development in the mean scores of the low achievement female students in the experimental group (42.827) and if we compare them with the mean scores of the high achievement female students in the control group (34.992) we can notice that the scores of the low achievement female students in the experimental group are more than the scores of the high achievement female students in the control group. This illustrates that the use of the strategy reduced the gap between high and low achievement female students.

## 4.2 Results Related to the Second Question

Is there an effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reflective thinking in the English language? And does this effect differ due to the method of teaching, gender, level of per-achievement and the interaction between them?

To answer the question mean scores and standard deviations were calculated for the learners’ scores in the four groups-the control and the experimental ones-on the reflective thinking questionnaire according to the method of teaching, gender, and level of pre-achievement. Tables (4.11, 4.12, 4.13) will show the mean scores and standard deviations.

**Table 4.11: Means and standard deviation for learners’ scores in the reflective thinking questionnaire according to group:**

| <b>Group</b>              |                | <b>Pre-test</b> | <b>Post-test</b> |
|---------------------------|----------------|-----------------|------------------|
| <b>Experimental group</b> | Means          | 98.5735         | 138.4118         |
|                           | Std. deviation | 33.84086        | 10.56216         |
|                           | N              | 68              | 68               |
| <b>Control group</b>      | Means          | 123.6056        | 118.3239         |
|                           | Std. deviation | 14.05548        | 15.12592         |
|                           | N              | 71              | 71               |
| <b>Total</b>              | Means          | 111.3597        | 128.1511         |
|                           | Std. deviation | 28.52942        | 16.48579         |
|                           | N              | 139             | 139              |

Data shown from the table (4.11) reveal that there are apparent differences between the learners’ mean scores on the reflective thinking questionnaire between the two groups (control and experimental).

**Table 4.12: Means and standard deviation for learners’ scores in the reflective thinking questionnaire according to gender:**

| <b>Group</b>  |                | <b>Pre-test</b> | <b>Post-test</b> |
|---------------|----------------|-----------------|------------------|
| <b>Male</b>   | Means          | 112.6066        | 133.4098         |
|               | Std. deviation | 27.22271        | 14.18612         |
|               | N              | 61              | 61               |
| <b>Female</b> | Means          | 110.3846        | 124.0385         |
|               | Std. deviation | 29.64913        | 17.06553         |
|               | N              | 78              | 78               |
| <b>Total</b>  | Means          | 111.3597        | 128.1511         |
|               | Std. deviation | 28.52942        | 16.48579         |
|               | N              | 139             | 139              |

Also the table (4.12) shows that there are apparent differences between the learners' mean scores on the reflective thinking questionnaire according to gender.

**Table 4.13: Means and standard deviation for learners' scores in the reflective thinking questionnaire according to level of pre-achievement:**

| Group            |                | Pre-test | Post-test |
|------------------|----------------|----------|-----------|
| High achievement | Means          | 115.9315 | 128.6438  |
|                  | Std. deviation | 28.04576 | 16.54990  |
|                  | N              | 73       | 73        |
| Low achievement  | Means          | 106.3030 | 127.6061  |
|                  | Std. deviation | 28.41341 | 16.52400  |
|                  | N              | 66       | 66        |
| Total            | Means          | 111.3597 | 128.1511  |
|                  | Std. deviation | 28.52942 | 16.48579  |
|                  | N              | 139      | 139       |

The table (4.13) shows that there are apparent differences between the learners' mean scores, according to the level of pre-achievement.

To identify if there are statistically significant differences at ( $\alpha \leq 0.05$ ), (3-way ANCOVA) was used. The results are shown in table (4.14)

**Table 4.14: (3-way ANCOVA) results for the learners' scores in the reflective thinking questionnaire according to the teaching method, gender, level of pre-achievement and the interaction between them:**

| Source                                   | Sum of squares | df | Mean squares | F      | Sig.   |
|--|----------------|----|--------------|--------|--------|
| <b>Pre (covariate)</b>                   | 364.301        | 1  | 364.301      | 2.546  | 0.113  |
| <b>Group</b>                             | 12021.143      | 1  | 12021.143    | 84.021 | 0.000* |
| <b>Gender</b>                            | 3250.077       | 1  | 3250.077     | 22.716 | 0.000* |
| <b>Level of pre-achievement</b>          | 88.577         | 1  | 88.577       | 0.619  | 0.433  |
| <b>Group * Gender</b>                    | 951.078        | 1  | 951.078      | 6.647  | 0.011* |
| <b>Group * Level of pre-achievement</b>  | 1.089          | 1  | 1.089        | 0.008  | 0.931  |
| <b>Gender * Level of pre-achievement</b> | 7.411          | 1  | 7.411        | 0.052  | 0.820  |
| <b>Group * Gender * Level of pre-</b>    | 1.881          | 1  | 1.881        | 0.013  | 0.909  |

|                        |             |     |         |  |  |
|------------------------|-------------|-----|---------|--|--|
| <b>achievement</b>     |             |     |         |  |  |
| <b>Error</b>           | 18599.531   | 130 | 143.073 |  |  |
| <b>Total</b>           | 2320261.000 | 139 |         |  |  |
| <b>Corrected total</b> | 37505.827   | 138 |         |  |  |

\* statistically significant at ( $\alpha \leq 0.05$ )

### Results related to group:

Table (4.14) shows that F value was (84.021) for the differences between mean scores of learners' level in the two groups in the reflective thinking questionnaire (experimental, control), and the significant level was (0.000), so there are significant differences between learner in the two groups (experimental, control). To identify the source of these differences table (4.15) between the adjusted mean scores for the post-test, according to group:

**Table 4.15: Adjusted means and standard errors of the post-test scores by groups:**

| <b>Group</b> | <b>Adjusted means</b> | <b>Std. errors</b> |
|--------------|-----------------------|--------------------|
| Experimental | 139.474               | 1.580              |
| Control      | 118.225               | 1.527              |

Data shown in table (4.15) reveals that the adjusted means for the experimental group was (139.474) and that is more than the control group which was (118.225). Accordingly, the differences between the two groups are in favor of the experimental group.

### Results related to gender:

From table (4.14), it is clear that there are significant differences between the males and females in terms of their scores in the reflective thinking questionnaire, since F value was (22.716) for the differences between mean scores of learners' level in the reflective thinking questionnaire according to gender, and the significant level was (0.000).

To identify the source of these differences table (4.16) between the adjusted mean scores for the post-test, according to gender:

**Table 4.16: Adjusted means and standard errors of the post-test scores by gender:**

| <b>Group</b> | <b>Adjusted means</b> | <b>Std. errors</b> |
|--------------|-----------------------|--------------------|
| Male         | 133.788               | 1.544              |
| Female       | 123.911               | 1.380              |

Data shown in table (4.16) reveal that the adjusted means for the male was (133.788) and that is more than the female which was (123.911). Accordingly, the differences between the two groups are in favor of male.

**Results related to level of pre-achievement:**

From table (4.14), it is clear that there are no statistically differences at ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language due to level of pre-achievement since the significant level is (0.433) are more than 0.05.

**Results related to the interaction between group and gender:**

The results of the (3-way ANCOVA) in table (4.14) show that F value for the interaction between the group and gender was (6.647) and the significant level was (0.011) and this is less than the ( $\alpha \leq 0.05$ ), so there are significant differences for the interaction between groups and gender as shown in table (4.17)

**Table 4.17: The differences for the interaction between group and gender:**

| Group        | Gender | Adjusted means | Std. errors |
|--------------|--------|----------------|-------------|
| Experimental | Male   | 141.746        | 2.283       |
|              | Female | 137.201        | 2.044       |
| Control      | Male   | 125.830        | 2.203       |
|              | Female | 110.621        | 1.996       |

From the table above, it can be noticed that the differences for the interaction between group and gender are in favor of the male in the experimental group. Also the female students scores on the reflective thinking questionnaire increased in the experimental group and there are apparent differences between the female mean scores between the two groups (Experimental and control)

**Results related to the interaction between group and level of pre-achievement:**

The results of the (3-way ANCOVA) in table (4.14) show that F value for the interaction between the group and level of pre-achievement was (0.008) and the significant level was (0.931) and this is more than the ( $\alpha \leq 0.05$ ), so there are no significant differences for the interaction between groups and level of pre-achievement.

**Results related to the interaction between gender and level of pre-achievement:**

The results of the (3-way ANCOVA) in table (4.14) show that F value for the interaction between the gender and level of pre-achievement was (0.052) and the significant level was

(0.820) and this is more than the ( $\alpha \leq 0.05$ ), so there are no significant differences for the interaction between gender and level of pre-achievement.

### **Results related to the interaction between group, gender and level of pre-achievement:**

The results of the (3-way ANCOVA) in table (4.14) show that F value for the interaction between the group, gender and level of pre-achievement was (0.013) and the significant level was (0.909) and this is more than the ( $\alpha \leq 0.05$ ), so there are no significant differences for the interaction between group, gender and level of pre-achievement.

### **4.3 Summary of Results**

1. There were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reading comprehension in the English language refer to the teaching method in favor of the experimental group, the level of pre-achievement in favor of the high achievement group, the interaction between group and gender in favor of the female in the experimental group, the interaction between group and level of pre-achievement in favor of the high achievement in the experimental group, the interaction between gender and level of pre-achievement in favor of the male in the high achievement group and the interaction between group, gender and level of pre-achievement in favor of the high achievement male students in the experimental group.
2. There were no statistically significant differences in the mean scores of 10<sup>th</sup> graders' reading comprehension in the English language due to gender.
3. There were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language refer to the teaching method in favor of the experimental group, the gender in favor of male, and the interaction between group and gender in favor of the male in the experimental group.
4. There were no statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language due to the level of pre-achievement, the interaction between group and level of pre-achievement, the interaction between gender and level of pre-achievement and the interaction between group, gender and level of pre-achievement.

## **Chapter Five:**

### **Discussion, Conclusions and Recommendations**

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#### **Introduction**

This study aimed at investigating the effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension and reflective thinking in the English language. And specifically to identify if this effect differs according to the interaction between the “SQP2RS via WTL” strategy, gender and level of pre-achievement. For this purpose, the researcher conducted the current study on a sample of four groups: two experimental groups (male and female) taught by using the “SQP2RS via WTL” strategy and two controlled groups (male and female) taught traditionally. The researcher conducted two instruments: a reading comprehension achievement test and a reflective thinking questionnaire. These instruments were applied before the implementation of the study and after it for both the experimental and control groups. After the implementation and analysis of the data, the results of the study were as the following:

#### **5.1 Discussion of the Findings Related to the First Research Question**

Is there an effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reading comprehension in the English language? And does this effect differ due to the method of teaching, gender, level of pre- achievement and the interaction between them?

The study showed that there were statistically differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders’ reading comprehension in the English language, due to the teaching method in favor of the experimental group.

The researcher believes that the reason behind that is the use of the “SQP2RS via WTL” strategy which actively engaged students as they study, more so than when they simply read the text. Students got an overview of the text, thought about the title and pictures before they read, and generated questions to arouse their curiosity and, as a whole class, they came up with some key concepts they will learn while reading. Then they read to confirm their prediction and wrote their responses. As a final step, they communicated the text’s main point

to their own words. And by writing their notes on the work-sheets (Appendix 19) in each step, their comprehension widened. This study proved that following steps in reading and writing notes during these steps gave the students a superb way to develop reading since it improved their ability to identify the main ideas, connect the main ideas, eliminate redundant and unnecessary information, use their own words in writing their notes, and remember what they read with the summarization step. Although the “SQP2RS via WTL” strategy is more time consuming than reading, it provided a more systematic approach to read the texts. Many students believed at the beginning of the implementation that simply reading and rote memorizing are effective procedures that have served them well in previous attempts to comprehend reading texts. But after showing them how to use the strategy, allowing them to practice it, modelling question generations by presenting quality questions that guide appropriate encoding, providing corrective feedback for improving the quality of questions by identifying effective questions that facilitate the comprehension and retention of text content, and providing avenues for students to discuss perceptions on the use of the “SQP2RS via WTL” strategy discussion they were convinced that the use of this strategy is worthwhile in terms of time and effort. Using the strategy revealed an improvement in the students’ comprehension. It can be also because of cooperative communication between students in combining details from different parts during the steps of the strategy. And it motivated learners to continue to struggle reading and comprehending the text.

According to the findings for the first question, this reading strategy proved to have positive effects on learners’ comprehension and participation. It activated students reading comprehension, nurtured communicative skills through using jigsaw strategy during the reading step, made learners focus, intensified collaboration, learning from each other, construct meaning and prompted interpersonal interactions. The study's results suggested that the “SQP2RS via WTL” strategy facilitated learners’ comprehension of the content of learning and broadened their insights. Moreover, when students made their own records or note taking to use as directed for content learning, they used them later to study for tests.

Teachers provided opportunities for students to adapt the strategy on their own in the advanced stages. This gave the learners an opportunity to play the major role in the reading lessons and the emphasis was on how to learn rather than what to learn, and this provided them with strategies that they can use in real life situations with authentic materials and helped in creating readers who are able to comprehend different sorts of texts which is vitally important because, as students develop through each grade, the demand to read at a deeper level and understand complex text increases. This provided a significant shift toward a constructivism view in comprehension which supports the idea that the reader, not the text, is the meaning maker, and calls for readers to take control of their learning with the teacher’s support and direction as needed.

This study agrees with the results of Af Ida (2010) in that there is a significant mean difference between the experimental and the control group due to the use of the SQP2RS strategy. Likewise, these results agree with the study of Khaghaninejad et al. (2015), Hadi (2014), Pribadi (2013) and Baier (2011). These studies investigated the SQ3R which is a

strategy that the SQP2RS relied on, all of them indicated that the SQ3R significantly improves students reading comprehension and students' achievement, and they provided students with a structured reading techniques which could lead them to comprehend the texts better.

Concerning the effect of combining the SQP2RS strategy with the Writing to Learn strategy (WTL), the study results harmonize with Al-Ashakar (2014) in that the writing strategies helps in improving the students' achievement in general. Also the results prove the importance of the writing strategies in all discipline. It was identified in Jordon (2014), Atasoy (2013), Chen, Hand and McDowell (2013), Sampson, Enderle, Grooms and Witte (2013) and Mateos, Martin and Luna (2008) that the writing to learn strategies are significant in many areas of leaning and many disciplines. This study proved that it is helpful for students to use this strategy in their reading lesson, since it enhances students' understanding of the text when they make their own records or note taking to use as directed for content learning, and they can later use them to study for a test.

Findings in chapter four showed that there were significant differences between high and low achievers in terms of their reading comprehension. Even though all levels of participants (high, low) increased in their reading achievements, the high achievers scored the best since they spent a lot of time studying and have more responsibility toward learning. These results line up with Nassar (2012) who said that the high achievers performed better than mid and low achievers.

#### **The interaction between group and gender:**

The results revealed that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reading comprehension in the English language refer to the interaction between group and gender, in favor of the female in the experimental group.

Although both genders performed better in the reading test, the female in the experimental group scored the best. These results attributed to the fact that female students spend more time in studying, and they are more responsible toward their studying. They have more positive attitudes toward learning more than male students and they accept the idea of using the strategy in their reading lessons. Although the level of the female students differ in the experimental group but all of them studied hard and made their effort to score the best. The method of teaching using the "SQP2RS via WTL" strategy attracted their attention, excited their interest and facilitated their comprehension of the content of learning. These results didn't line up with Abu Nejmeh (2011) and Salim (2000) whose findings in the reading comprehension test revealed no significant differences attributed to the interaction between gender and group.

### **The interaction between group and level of pre-achievement:**

The results also revealed that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reading comprehension in the English language refer to the interaction between group and level of pre-achievement in favor of the high achievement in the experimental group.

To clarify, "SQP2RS via WTL" strategy benefited the high achievers in the experimental group the most since they explored the reading text beyond the limitations of their text books. They were encouraged to generate their own questions and made their own prediction as a way to create their own motivation to read. They were also given the opportunities to explain their ideas to their group which gave them more comprehension of the reading text, they were able to progress at their own pace and contribute to others' learning. As well as, writing the notes gave them a tool to study for the exams in an easier way. Moreover, high achievers in the experimental group used to follow the strategy in all its steps and they wrote their notes in the work-sheets clearly. (Appendix 19) On the other hand, some of the low achievers didn't take notes and left some steps of the strategy without responding. To simplify, we would venture to put forward, is that the high achievers in the experimental group performed better precisely because they were the students with the highest level, which places them in a kind of zone of proximal development that enables them to tackle the tasks with a greater awareness.

None of the previous studies that the researcher surveyed are consistent with this finding.

### **The interaction between gender and level of pre-achievement:**

The results also illustrated that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reading comprehension refer to the interaction between gender and level of pre-achievement in favor of the male in the high achievement group.

Even though all of the participants increased in their reading achievements, high achievers in the male group seem to have earned the most. Although the female students received an excellent effect on the reading test, but the high achievers in the male group did better, since all the females were more active in their learning in spite of their level, but in the case with male students we couldn't find the majority of students active. Accordingly, the higher achievers in the male group had the motivation to learn that gave them the opportunity to increase their understanding of the text and had the privilege upon the lower achievers in their group.

None of the previous studies that the researcher surveyed are consistent with this finding.

### **The interaction between group, gender and level of pre-achievement:**

The findings revealed that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reading comprehension in the English language refer to the interaction between group, gender and level of pre-achievement in favor of the high achievement male students in the experimental group.

High achievement male students in the experimental group seem to have profited the most. This may be attributed to designing several activities that suit the high achievers and enable them to work effectively. The researcher believes that these results could be due to the fact that this strategy opened new insight of thinking for the male high achievers. Moreover, the reason behind that was students followed the strategy and could read the text more than once and they could search for the answers of the questions they had generalized, therefore, they felt more confident and relaxed. The researcher witnessed from that the higher achievers male students were interested in the strategy and their responses in the work-sheets (Appendix 19) proved this. Since males were more interested in the strategy use as they found in it what they lack, this can contribute in developing the way they respond to the reading comprehension test. They were also motivated to follow the steps of the strategy and writing their notes. This can be an evidence that relied on their good scores on the reading comprehension achievement test. Furthermore, the male high achievers in the experimental group spent a lot of time working with low achievers in their groups during the reading steps; they explained the material and advocated themselves to the learning of their group mates in all levels to guarantee high scores for their groups.

Besides, the researcher noticed that there is an apparent development in the mean scores of the low achievement male students in the experimental group and if we compare them with the mean scores of the high achievement male students in the control group we can notice that the mean scores are closed to each other. Likewise, there is an apparent development in the mean scores of the low achievement female students in the experimental group and if we compare them with the mean scores of the high achievement female students in the control group we can notice that the scores of the low achievement female students in the experimental group are more than the scores of the high achievement female students in the control group. This indicates that the use of the strategy reduced the gap between high and low achievement students.

None of the previous studies that the researcher surveyed are consistent with this finding.

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

## 5.2 Discussion of the Findings Related to the Second Research Question

Is there an effect of using the “SQP2RS via WTL” strategy to 10<sup>th</sup> graders’ reflective thinking in the English language? And does this effect differ due to the method of teaching, gender, level of per-achievement and the interaction between them?

The results of the study showed that there were statistically differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language, due to the teaching method in favor of the experimental group.

This means that the “SQP2RS via WTL” strategy offered a suitable environment for reflective thinking practices. Students learned to survey the reading material, overviewed the text and understood the main points and how this information is structured, generated questions, reflected on what they have read, including reviewing answers to questions they asked during the survey portion, wrote their responses, and summarized statements which will help to check their comprehension better. All these skills helped in building reflective thinking into their reading process, they learned how to be more thoughtful. The results of reflection are tangible; changes in the learning process can be seen and felt. Students’ responses on the work-sheets (Appendix 19) were more thoughtful and resulted in deeper and fuller understanding, also students brought more meaningful connections to the learning in the advanced lessons more than at the beginning of the intervention.

Reflection put the students in charge of their own learning, it was their process and their outcome to do with what they want. The strategy enabled the students to have their own space in reading in that they could generate their own questions and make their own predictions in the reading process. In the traditional method, the teacher may guide the process with crucial questions or motivating structure, yet ultimately, in the “SQP2RS via WTL” strategy, it is the learner who practices the learning process and who reaps whatever rewards follow. One result the researcher consistently has noticed is that students seem more engaged, more responsible, and more present in their learning.

Moreover, questioning, predicting, summarizing as well as informal writing are components of reflective thinking skills. Students following this strategy gained important perspectives, saw possibilities, and made connections. In short, meaningful learning have occurred and learners had their own space.

Unlike the traditional strategy, using the “SQP2RS via WTL” strategy gave the students the opportunity to reflect on their reading by writing; they summarized information, elicited predictions, ordered and represented experience to their own understanding. In this sense, they were provided with a unique way of knowing, shaping meaning, and for reaching understanding that all gathered to increase their reflective thinking.

Concerning the effect of implementing strategies that enhance the reflective thinking. The results of this study matches the results of Ayyoup (2013) in that applying a teaching strategy based on comparison enhances tenth graders' reflective thinking skills. As well as it harmonizes with Humeed (2013) study relating the development of reflective thinking among tenth graders by employing alternative evaluation methods. Abu-Ayyad and Ayyash (2012) stressed that there were statistically significant differences between the means scores of the control and experiment group on the reflective thinking scales due to the use of reciprocal teaching strategy. Al-Asasleh and Bsharah (2012) ensured the previous results, they identified the effect of a training program for critical thinking on developing reflective thinking of 10<sup>th</sup> graders.

This also goes in the line with Tashman et al. (2012) study in that there are differences between multiple intelligences strategy, concept mapping and traditional strategy in favor of the multiple intelligences strategy and concept mapping strategy. The findings of the study are also consistent with Abu Bashir (2012) study in that there was an effect of using metacognition strategies in developing reflective thinking skills. As well as, the results agree with Al-Harthe (2011) in that there was an effect of the probing question in the development of the reflective thinking.

The results revealed that there were no statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language refer to the level of pre-achievement. This can be explained in that all the levels of the students put their responses in the reflective thinking questionnaire and their responses do not depend on their previous knowledge and their abilities on the English language and in learning in general. The results disagree with Al-Thaqafi et al. (2013) who found evidence that support that there were statistically differences between the high achievers and low achievers in the reflective thinking dimensions in favor of the high achievers students.

### **The interaction between the group and gender:**

The results revealed that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language refer to the interaction between group and gender in favor of the male in the experimental group.

This can be explained that the "SQP2RS via WTL" strategy had an impact on males and females, but the impact on males is greater than its effect on females. The researcher believes that the reason behind this is that the use of the "SQP2RS via WTL" strategy in teaching may fit the intellectual status to males since it gave them the time and the opportunity to step back and think about their learning which contributes to increase their ability to express their thoughts. Moreover, the researcher found that males were more interested in the strategy since they found in it what they lack, this can contribute in developing the way they think. They use appropriate learning strategies which gave them the chance to monitor, analyze, and evaluate their own learning in terms of achieving learning goals, sustaining motivation, making deep

understanding, and interacting with peers and teachers in order to construct new perspectives of learning that directly lead to improve learning processes and performance.

This finding contradicted the results of Ayyoub (2013), Tashman et al. (2012) and Kim (2005) that reveal no significant differences in the development of reflective thinking due to the interaction between group and gender.

#### **The interaction between group and level of pre-achievement:**

There were no statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language, due to the interaction between group and level of pre-achievement.

This can be explained that the use of "SQP2RS via WTL" strategy works on the development of reflective thinking among the experimental group students regardless of their level of achievement in the English language in that it provided an opportunity to activate their mental processes. Also, the strategy suits all the level of the students in that it increases their ability to reflect on their learning of the English language and to make meaning from their learning experience and to construct new perspectives. None of the previous studies that the researcher surveyed are consistent with this finding.

#### **The interaction between gender and level of pre-achievement:**

The findings suggested that there were no statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language due to the interaction between gender and level of pre-achievement. This means that "SQP2RS via WTL" strategy is suitable for both genders from all levels and lead to the development of their reflective thinking. None of the previous studies that the researcher surveyed are consistent with this finding.

#### **The interaction between group, gender and level of pre-achievement:**

The findings suggested that there were no statistically significant differences in the mean scores of 10<sup>th</sup> graders' reflective thinking in the English language due to the interaction between group, gender and level of pre-achievement.

In the researcher's opinion, the reason behind that was the effect of using the strategy on all levels of the experimental group and of both genders was alike. None of the previous studies that the researcher surveyed are consistent with this finding.

The results presented in this study indicated that the use of the "SQP2RS via WTL" strategy as a regular classroom strategy in teaching tenth grade students' reading texts intensively did prove to have significantly positive effects on the students' reflective thinking.

### 5.3 Conclusions

The results presented in this study indicated that use of the “SQP2RS via WTL” strategy brings positive results towards reading comprehension. The results showed that the experimental group outperformed the control group on the reading comprehension test. Generally speaking, the findings of the study indicated that there were statistically differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders’ reading comprehension in English language, due to the teaching method in favor of the experimental group. The mean score of the experimental group was high probably due to the effect of using the strategy since it arouses students' interest and motivation. The findings revealed that there were statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reading comprehension in the English language refer to the interaction between group, gender and level of pre-achievement in favor of the high achievement male students in the experimental group. This result contributed to the fact that high achievement male students in the experimental group explored the reading text beyond the limitations of their text books. They were encouraged to generate their own questions and made their own predictions as a way to create their own motivation to read. Furthermore, they were interested in the strategy use as they found in it what they lack, this can contribute in developing the way they respond to the reading comprehension test. Hence, the researcher relies on that teachers must employ this strategy in their reading lessons.

Concerning the effect of using the “SQP2RS via WTL” strategy on 10<sup>th</sup> graders’ reflective thinking in English. The results of the study showed that there were statistically differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language, due to the teaching method in favor of the experimental group since the strategy offered a suitable environment for reflective thinking practices. There were statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language refer to the interaction between group and gender in favor of the male in the experimental group since they were more interested in the strategy and they found in it what they lack. The use of this learning strategy gave them the chance to monitor, analyze, and evaluate their own learning in terms of achieving learning goals, sustaining motivation, making deep understanding, and interacting with peers and teachers. Furthermore, there were no statistically significant differences in the mean scores of 10<sup>th</sup> graders’ reflective thinking in the English language due to the level of pre-achievement, the interaction between group and level of pre-achievement, the interaction between gender and level of pre-achievement and the interaction between group, gender and level of pre-achievement. Accordingly, conclusions presented in this study showed that the use of the “SQP2RS via WTL” strategy as a regular classroom strategy in teaching tenth grade students' reading texts proved to have significantly positive effects on the students' reflective thinking.

## **5.4 Recommendations**

Based on the results of this study, the following recommendations are suggested:

### **For curriculum designers:**

- To develop a well-organized materials that involve the use of the “SQP2RS via WTL” strategy as a way for varying the teaching methods used in school.
- To provide teachers of English regularly with printed training materials which display techniques and teaching strategies used in teaching English.
- To increase the number of English lessons per week in order to give the teachers the time to engage students in using meaningful strategies in their learning.

### **For supervisors:**

- To hold training sessions for teachers about the use of the “SQP2RS via WTL” strategy in order to prepare them to be used as a way of teaching in schools.
- To provide teachers with a teacher guide and training materials useful for the application of this strategy.

### **For teachers:**

- To provide opportunities for students to practice the strategy.
- To direct students to practice the strategy and use it in their reading lessons.
- To create a classroom climate in which learners can experiment with their language learning and reflect on how specific strategy that was taught and practiced in class facilitates their learning process, and how effective they are in using the strategy.
- To choose authentic materials that students might encounter in real-life.
- To maximize strategy learning, use a variety of cooperative learning structures.
- To make the reflection practices as a part of every classroom experience and every assignment.

### **For researchers:**

- To conduct similar studies on other classes at other levels and in other areas and environments.
- To conduct similar studies using this strategy on different variables.

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## **Appendix No 1**

### **The Referee of the Activities of the “SQP2RS via WTL” Strategy**

Dear Dr./ Mr./ Mrs. -----

The researcher is conducting an experimental research to identify *the Effect of Using the “SQP2RS via WTL” Strategy to 10<sup>th</sup> Graders’ Reading Comprehension and Reflective Thinking.*

This is part of the requirements toward achieving a Master’s degree in English Teaching Methods. The study will be applied in the first semester of the academic year 2015/2016.

The researcher prepared a teachers' guide in the form of activities to illustrate how to teach reading comprehension prescribed in the Book of the Tenth grade, and the application of activities including the use of “SQP2RS via WTL” strategy. The material consist of five units, each one consists of three reading periods; one period is a reading text related to a specific topic and two periods for a literature text.

*I would appreciate if you could give your opinion on this material.*

*Thank you very much for your help in this important endeavor ...*

**Maisa’ Issa Khalil Abu-Nimah**

## Appendix No 2

### Teacher's Guide

#### Content

| <b>Unit</b> | <b>Unit title</b>           | <b>Period</b>  |
|-------------|-----------------------------|--|
| <b>1</b>    | <b>Making contacts</b>      | Period 4 ( <i>How will we feed the world in 2050?</i> )                          |
|             |                             | Period 11-12 ( <i>Around the World in Eighty Days- The adventure begins</i> )    |
| <b>2</b>    | <b>From here to there</b>   | Period 4 ( <i>Finding the way</i> )  |
|             |                             | Period 11-12 ( <i>Around the World in Eighty Days-East to India</i> )            |
| <b>3</b>    | <b>Free-time activities</b> | Period 4 ( <i>Turning a hobby into a business</i> )                              |
|             |                             | Period 11-12 ( <i>Around the World in Eighty Days-Saving Aouda</i> )             |
| <b>4</b>    | <b>Emergency</b>            | Period 4 ( <i>Young nurse is saved from 10<sup>th</sup> floor fire</i> )         |
|             |                             | Period 11-12 ( <i>Around the World in Eighty Days-The route to Singapore</i> )   |
| <b>5</b>    | <b>Dangerous weather</b>    | Period 4 ( <i>Hurricane watching: saving lives</i> )                             |
|             |                             | Period 11-12 ( <i>Around the World in Eighty Days-Mr. Fogg misses the boat</i> ) |

## **Defining the strategy (for the teacher)**

Ruddel (2008); Echevarria, Vogt and Short (2004) and Vogt (2002) illustrate that the SQP2RS strategy is a multi-step instructional framework for teaching reading which develops students' cognitive strategies and comprehension.

In the present context, the SQP2RS is integrated with the writing to learn (WTL) strategy which is developed to help students use writing as a way to learn and promote active learning Klein (1999).

The researcher clarifies the procedures, by which the implementation of "SQP2RS via WTL" strategy is carried out in a reading class, as follows:

1. **Survey via WTL:** The teacher leads students through whatever text is to be read by modeling their own thinking process. For example, the teacher should guide the students to survey the text by skimming it to get the key words and the main ideas. Moreover, surveying the text gives students an overview of what the reading selection is about and how it is organized and presented. Surveying also helps readers create a context for making predictions and generating questions to guide their ongoing reading. After that, students write down in a work-sheet or a notebook their notes about the title, pictures and new vocabulary and so forth.
2. **Question via WTL:** Students with the teachers' guidance generate questions that can be expected to be answered by the text. To illuminate, asking students to work in pairs or groups, to formulate questions about the passage and the key vocabulary in the text and sharing them with the other groups will allow all groups to have an opportunity to contribute their ideas. The question formed by the student aids the reading process by causing the reader to search for the answer to the question. Students then write down unfamiliar vocabulary and questions in a work-sheet or a notebook.
3. **Predict via WTL:** Students build on the questions previously generated. It is vital to help students in making their own predictions since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the text they have surveyed. Students then as a whole class determine four or five key concepts likely to be learned while reading. They will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage.
4. **Read via WTL:** In this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming predictions. In addition to revisiting their predictions, students can use other strategies to increase their understanding of the text during the first reading, depending on the level of scaffolding students' need. Students use the work-sheet to write down their notes while they are reading.
5. **Respond via WTL:** Students answer the questions, this can be done by directing students to the questions and predictions generated earlier and look to see which have been answered or met. Also, they can find the meaning of the new vocabulary from the

text and clarify and enrich meanings for known words, and then write their responses to the questions in the work-sheet or in their note book.

6. **Summarize via WTL:** In pairs or groups, students summarize the text's key concepts, using key vocabulary. Students are provided with wait time during which they interact among themselves and come up with the main concepts, using the key vocabulary given on the board. Accordingly, students can work collaboratively to write and create a summary to elaborate their learning and serve as a record for information.

## **Lesson plan using the “SQP2RS via WTL” strategy**

### ***English for Palestine***

#### **Grade 10**

#### **Unit 1 (*Making contact*)**

#### **Period 4 “*How will we feed the world in 2050*”**

#### **Period duration:40 minutes**

#### **Materials**

Pupil’s Book, CD, work-sheet, posters

#### **Objectives**

1. Students will repeat the word they listen to chorally and individually.
2. Students will identify the main vocabulary.
3. Students will skim to obtain gist or general impression of text or graphics.
4. Students will identify the main idea of the reading text which is about the importance of producing more food with less good farmland.
5. Students will answer questions about the reading text.
6. Students will point out the essential notes from the text.
7. Students will generate questions about the text.

#### **Key Vocabulary**

Appointment, canteen, condition, director, Dr. (doctor), experiment (v), feed, field, interview (v), office, predict, region, warehouse.

#### **Word formation**

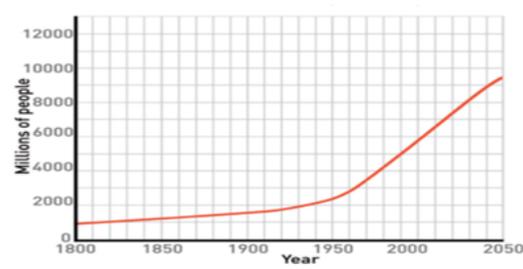
Farm + land farmland, produce (v)-product (n), successful (adj)-succeed (v)-success (n), weight (n) -weigh (v)

## Text

### *How will we feed the world in 2050? By Jenan Rashidi*

Today, I have an appointment with Dr Adnan Maqdisi, Director of the Jericho Farm Research Centre. I'm going to interview him about their work.

I drive past fields of fruit and vegetables to reach the Centre. There, Dr Maqdisi welcomes me and immediately says, 'First, I'm going to show you round. Let's go.' I can see this is going to be a busy day.



World population 1800–2050

Soon, we're in a large science lab and I see scientists in white coats hard at work. Then, we pass through a warehouse and I notice various farm products – onions, tomatoes, bananas, figs, lemons, oranges, beans and carrots. Next, we visit the fields. 'Let's stop and show you something,' he suddenly says. 'We're experimenting with different kinds of tomato here. We're developing new kinds that will grow well in hot, dry conditions. When we pick them, we're going to test them in different ways. We're going to weigh them and check for quality and also for diseases.'

Later, in his office, I ask Dr Maqdisi why they are doing all this. He points to a human

population chart on the wall. 'Look,' he says, 'in 1900, there were 1.5 billion people, but then the world went mad. Now there are over seven billion and by 2050 we predict that there'll be over nine – nine billion mouths to feed every day.'

'And,' he goes on, 'Earth's climate is changing. We're certain now that many regions will become too dry for traditional crops. We'll have to produce more food with less good farmland.'

Now I understand. 'So you're developing new crops to help farmers produce in harder conditions – and produce more. Are you succeeding?' 'Yes,' Dr Maqdisi says, 'we're having some important successes. If you like, I'll take you for lunch in our canteen and you can taste a few!'

## Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3) and explain that modeling the strategy ensures comprehensible input and a clear explanation of the strategy they are to implement.
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS (refer to each step on the poster).
4. Give them a work-sheet. Using the “SQP2RS via WTL” work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

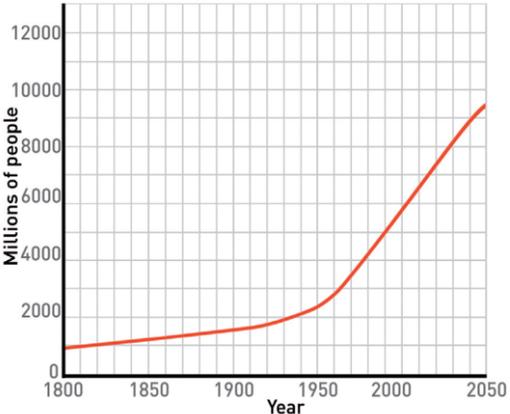
### *SQP2RS via WTL steps*

#### Survey via WTL

The teacher introduces the topic and asks students to explore the text before reading for 5 minutes, without reading any paragraph to set scene and activate their prior knowledge by:

- Looking at the pictures and captions.
- Reading the key vocabulary.
- Reading the heading.
- Writing down on the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.
  - The title illustrates .....
  - The picture shows .....
  - The chart clarifies .....
  - The new vocabularies that seem to me new.
- Listening to the CD and repeat the vocabulary.
- Reading activity 2 (Macfarlane, 2014) and trying to answer the question.

|                                     |  |
|-------------------------------------|--|
| How will we feed the world in 2050? |  An illustration showing a man in a light blue shirt and dark tie shaking hands with a woman in a blue dress and pink headscarf. They are standing in a modern building with large glass windows. Outside the window, a blue car is parked on a road, and there are green hills in the background. A potted plant is visible in the foreground on the right. |
|-------------------------------------|--|

|                                   |  |
|-----------------------------------|--|
| World population 1800–2050        |   |
| Key Vocabulary and Word formation | <ul style="list-style-type: none"> <li>- Appointment, canteen, condition, director, experiment(v), feed, field, interview (v), office, predict, region, warehouse.</li> <li>- Farm + land = farmland , produce(v), Successful (adj) – succeed (v) – success (n), weight (n) – weigh (v)</li> </ul> |

### Question via WTL

Each group will generate questions related to the text and write them on the work-sheet (5 minutes):

- Turn the title into a question.
- Generate questions related to the pictures.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number and each group will give her/him the questions and vocabulary.

Teachers post students' questions on the board, and mark with multiple symbols those that are frequently suggested by the groups.

### Predict via WTL

As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

## Read via WTL

The students do Activity 3 (Macfarlane, 2014) in the book by reading the text silently as a group, searching answers to the questions in the activity and also to their generated questions, and in group, confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Then students read the questions raised on Activity 4 (Macfarlane, 2014) in the book and searching answers to them by reading the text individually again. (10 minutes)

## Respond via WTL

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class.
- Write their responses to the questions in the work-sheet.
- They answer questions raised in the student book (activity 3 and 4) (Macfarlane, 2014) and answer them on their note book.
- Listening to the vocabulary again and point to each of the words and say them. Check the meaning with the students.
- Read the sets of words; help the students to work out the adjectives, nouns and verbs. Show the students how we change one form into another, for each of the sets.
- Use 3 of the new vocabulary in meaningful sentences. (10 minutes)

## Summarize via WTL

Each group in writing, summarize the text's key concepts, using key vocabulary. Depending upon the length of the reading, the teacher chooses ten content words and write them on the board. Students are provided with wait time during which they interact among themselves and come up with the main concepts, using the key vocabulary given on the board in order to complete Jenan Rashidi's notes activity 5 (Macfarlane, 2014), then they work in pair to ask and answer questions about their notes. And writing them on the work-sheet. (5 minutes)

Place: \_\_\_\_\_ Near: \_\_\_\_\_

Appointment with: \_\_\_\_\_

Job: \_\_\_\_\_

Places visited: 1 \_\_\_\_\_ 2 \_\_\_\_\_

3 \_\_\_\_\_

Crops grown: 1 Fruit: \_\_\_\_\_

2 Vegetables: \_\_\_\_\_

The exact research aim: \_\_\_\_\_

## **Period 11-12**

*Around the World in Eighty Days* by Jules Verne / *The adventure begins*

**Period duration:40 minutes**

### **Materials**

Pupil's Book, work-sheet, posters

### **Objectives**

1. Students will skim to obtain gist or general impression of the text or graphics.
2. Students will scan for specific information from the texts.
3. Students will analyze components of the text such as setting, theme, characters, etc.
4. Students will make notes about the story.
5. Students will answer questions related to the text.
6. Students will use a variety of language skills to discuss alternatives and make decisions about the text.

### **Key Vocabulary**

Exactly, circus acrobat, cards, detective, railway, packed, station, journey.

### **Text**

#### ***The adventure begins***

Mr Phileas Fogg was tall, good-looking, about forty years old, and he had a large, expensive house in London. He lived simply and quietly, and he did the same things, at the same times, each day. He always got up at exactly 8:00, had breakfast at 8:25 and washed at 9:35 every morning.

Mr Fogg lived alone and needed a servant to look after him. On the morning of Wednesday, 2nd October, 1872, he was waiting to interview a new one. There was a knock at the door, and a strong young man came in.

‘I understand that your name is Passepartout. Where are you from?’ Mr Fogg asked. ‘Yes, I’m Jean Passepartout, I’m from France, I’m thirty, and I’ve had several jobs,’ the Frenchman said. ‘I used to be a circus acrobat, and later I was a firefighter in Paris. Now I hope for a quieter life in England.’ ‘I hear that you work hard, Mr Passepartout. I’m happy for you to be my servant, and you can start today.’

Phileas Fogg picked up his coat and hat, left the house at exactly 11:30, and he walked to the Reform Club. As he did not work, he went to the Club almost every day. There, he always read newspapers and played cards with other rich men.

That day, he played cards with five friends. One of them, Stuart, said, ‘Have you heard the news? Someone has taken £55,000 from the Bank of England. They think it was a well-dressed man who was seen there. The police have sent detectives round the world, but they’ll never find him. The world is just too big.’ ‘The world has grown smaller than you think,’ Fogg answered. ‘With fast ships and new railways, you could now travel round the world in only eighty days.’

‘No,’ said Stuart. ‘No one could do that.’

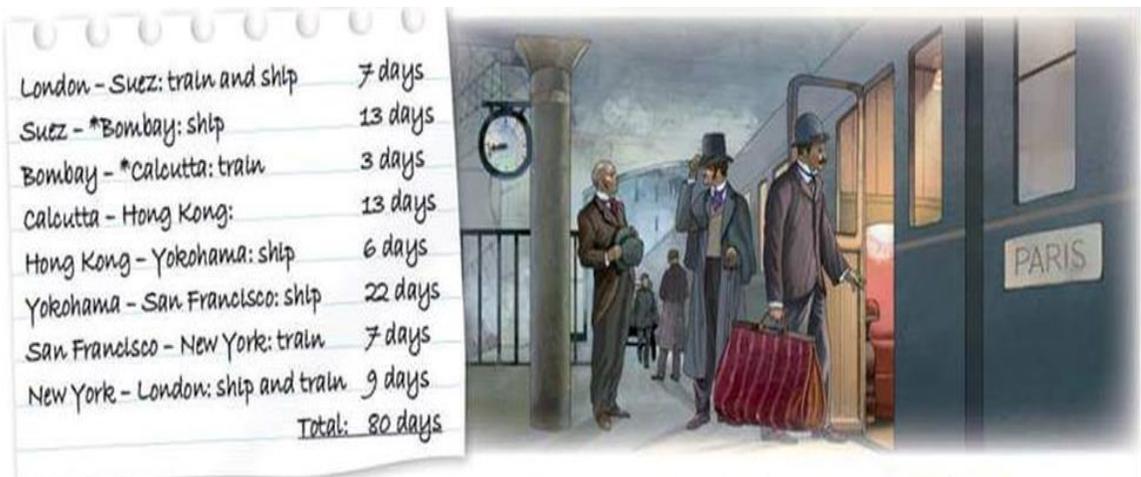
‘I believe that I can. If I can’t, I’ll give you £20,000,’ said Fogg quietly. ‘But if I succeed, you will give me £20,000.’

The others discussed Fogg’s idea. Finally, they said, ‘We agree.’

‘Good. I’ll take a train that leaves London at 8:45 this evening. And I’ll return to this same room before 8:45 on Saturday, 21st December – or the £20,000 will be yours.’

Fogg finished the game of cards and walked home. He put £20,000 into a large bag and gave it to his new servant. ‘Passepartout, put some clothes in this bag, too. I’m travelling round the world, and you’re coming with me.’ ‘Round the world!’ said Passepartout, surprised.

‘Yes, in eighty days, and we leave at 8:45.’ Passepartout packed, they took a taxi to the station, and Fogg bought two tickets to Paris. His five friends were waiting there, and they all said goodbye. Then Passepartout and he got on the train: five minutes later, their long journey began as the train moved slowly out of the station.



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## Notes

The author: Jules Verne /dʒu:lz vɜ:rn/ (1828–1905) French writer. Other best-known novels: *Journey to the Centre of the Earth*, *Twenty Thousand Leagues Under the Sea*.

The characters: Phileas Fogg /fili:əs fɒg/ Jean Passepartout /ʒɑn paspa:tu:/  
The places: the Reform Club – London club where rich men met, talked and ate together; the Bank of England – central bank that works closely with the government

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## Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3) and explain that modeling the strategy ensures comprehensible input and a clear explanation of the strategy they are to implement.
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS strategy (refer to each step on the poster).
4. Give them a work-sheet. Using the “SQP2RS via WTL” work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

## *SQP2RS via WTL steps*

### Period 1

#### Survey via WTL

The teacher guide the students to survey the text for 10 minutes by briefly looking at headings, illustrations, captions, key words, and other text features. Then show the picture to the students and elicit ideas about the story. Alternatively, ask questions such as “Is it happening now? When is it happening? What are these people going to do? etc.” (Beare, 2014). After the scan, a teacher facilitates a conversation between students about the content to be learned. The teacher opens the discussion by having the students make inferences about what they are going to learn based on their prior knowledge and experiences and limited information about the new concepts, then students discuss what they believe they will learn from the episode. During these questions and answers, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

After that, students write down in the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.

- The title illustrates .....
- The picture shows .....
- The notes clarify.....



### Notes

The author: Jules Verne /dʒu:lz vɜ:rn/ (1828–1905) French writer. Other best-known novels: *Journey to the Centre of the Earth*, *Twenty Thousand Leagues Under the Sea*.

The characters: Phileas Fogg /fili:əs fɒg/ Jean Passepartout /ʒɒn paspa:tu:/  
 The places: the Reform Club – London club where rich men met, talked and ate together; the Bank of England – central bank that works closely with the government

### Question via WTL

Students with the teacher’s guidance generate questions that can be expected to answer by the text. This can be done by asking students to work in groups, to formulate questions about the passage and the key vocabulary in the text and share them with the other groups. Accordingly, each group will generate questions related to the text and write them on the work-sheet (10 minutes):

- Turn the title into a question.
- Generate questions related to the pictures, characters, the schedule, and places.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group’s number and each group will give her/him the questions and vocabulary.

Teachers post students’ questions on the board, and mark with multiple symbols, which are frequently suggested by the groups. And suggest extra question if he finds that the generated ones redundant and not enough such as Find the names of the two main characters. Find two amounts of money. Look at the schedule. Where is the first place they are going to?

## **Predict via WTL**

Students build on the questions previously generated. It is vital to help students in making their own predictions since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the episode they have surveyed. As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

## **Read via WTL**

In this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming predictions.

Students do Activity 1 (Macfarlane, 2014) in the book by reading the text silently, searching answers to the questions in the activity and also to their generated questions and, in group, confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Students use the work-sheet to write down their notes while they are reading. (15 minutes)

## **Period 2**

At the beginning of this period, the teacher prompts students to read the text aloud for 5 minutes. When reading aloud with partners or in groups, focus on comprehension skills. Stop reading and ask each other questions that will promote comprehension. Who, what, when, where and why are good question prompts.

For example, Who is the author? What are the names of the main characters? Where did the story take place? What is the main idea of the text? And so forth. This will activate the information they took in the previous period.

## **Respond via WTL**

(This step will take 20 minutes)

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class, and write their responses to the questions in the work-sheet.
- After going through all the words, allow the students to check the definitions on page 96.

- They answer questions raised in the student book (activity 1) (Macfarlane, 2014), choose students to read the questions and other students to answer them. And write them on their note book.
- Students make notes about Fogg and Passepartout (activity 2) (Macfarlane, 2014) by copying the table in their books, the students find the information they need in the story and add it to the table. Call students to the front to complete the table on the board.
- The students do activities 3, 4 and 5 (Macfarlane, 2014) individually. Check the answers orally.
- The students note Fogg's plans for the journey. They copy the notes in their books and find the information they need in the story and add it to the notes. Then call students to the front to complete the notes on the board.
- Do activity 7 (Macfarlane, 2014) by reading through the questions with the students, then put them in pairs to discuss their answers. Ask some pairs to share their discussions with the rest of the class.

### **Summarize via WTL**

(This step will take 15 minutes)

- Students write individually the main point of the story. Then choose two students to tell the main point of the story to the class.
  - Produce a dialogue about Passepartout's interview, read lines in the pupil's book from 7–9 (Macfarlane, 2014) to them. Explain that they are going to write the complete conversation at. Elicit ideas from the students and write their suggested dialogue on the board. Then in pair ask them to write down the dialogue on the work-sheet. All the students practice the dialogue. Call a pair of students up to the front to act out the dialogue to the class.
- 

## **Unit 2** (*From here to there*)

### **Period 4** "*Finding the way*"

**Period duration: 40 minutes**

#### **Materials**

Pupil's Book, CD, work-sheet, posters

#### **Objectives**

1. Students will repeat the word they listen to chorally and individually.

2. Students will identify the main vocabulary.
3. Students will skim for general impression of the text and the pictures.
4. Students will identify the main idea of the reading text which is about GPS technology.
5. Students will answer questions about the reading text.
6. Students will point out the essential notes from a text.
7. Students will generate questions about the text.

### **Key Vocabulary**

Exact(ly), GPS (Global Positioning System), kph (kilometres per hour), life raft, measure, orbit, point, position, row (v), satnav (satellite navigation system), storm, wave.

### **Word formation**

Near (adj / prep), nearly (adv), satellite + phone=satellite phone.

### **Text**

#### *Finding the way*



Mark Stubbs and his team wanted to be the fastest to row across the Atlantic from Canada to Britain. By 6:00 pm on 8th August 2004, after 40 days and 3,000 kilometres, they had nearly done it: their GPS showed they were just 450 kilometres from land.

But that night, there was a terrible storm and at 2:30 am, a huge wave destroyed their boat and threw them into the sea.

Luckily, they managed to save a small life raft, a satellite phone and their GPS.

They climbed into the raft and they used the GPS to find their position. Then they called for help.

With the GPS information, a ship found them at 6:30 am. Soon, the men were climbing the side to safety. GPS technology had saved their lives.

GPS uses a network of satellites. These orbit Earth at 19,300 kph and the GPS equipment on the ground can always 'see' three or more. It measures its distance from each and from this works out its exact position.



The system is quite simple. Imagine you are lost. You ask someone your position and this person says, ‘You’re 250 kilometres from Damascus.’



This alone is not very useful. But then imagine that someone else says, ‘You’re 375 kilometres from Cairo.’ You now know that you are at one of two points.

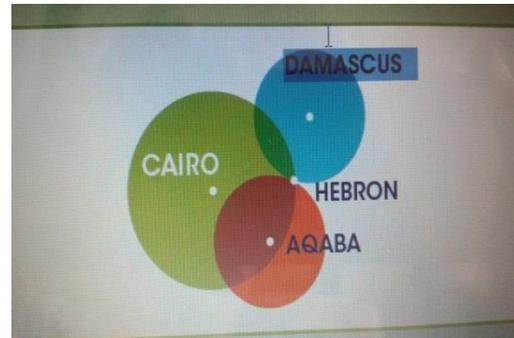
Finally, someone else says, ‘You’re 220 kilometres from Aqaba.’ Well, now you know exactly: you are in Hebron.

### Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3) in order to remind them with the steps.
2. Students will work in groups (4 groups) to read and discuss the text.
3. Model the SQP2RS (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL" work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

Car satnavs have become a very popular use of GPS in recent years. A satnav shows the car’s position on a map and it answers questions like these:

- When and where did I start?
- How far have I travelled so far?
- How long have I been on the road?
- How fast am I going?



GPS saves time, has saved many lives and, at around \$200, is also not so expensive for many. This is modern technology at its best!

## *SQP2RS via WTL steps*

### **Survey via WTL**

The teacher introduces the topic and asks students to explore the text before reading for 5 minutes, without reading any paragraph to set scene and activate their prior knowledge by:

- Looking at the pictures and captions.
- Reading the key vocabulary.
- Reading the heading.
- Writing down on the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.
  - The title illustrates .....
  - The picture shows .....
  - The new vocabularies that seem to me new.
- Listening to the CD and repeat the vocabulary.
- Reading activity 2 (Macfarlane, 2014) and trying to answer the question.

|                              |  |
|------------------------------|--|
| Finding the way              |   |
| GPS uses a network satellite |  |
| Finding the position         |  |

|  |  |
|--|--|
|  |   |
| <p>Key Vocabulary and Word formation</p> | <ul style="list-style-type: none"> <li>- exact(ly), GPS (Global Positioning System), kph (kilometres per hour), life raft, measure, orbit, point, position, row (v), satnav (satellite navigation system), storm, wave.</li> <li>- near (adj / prep), nearly (adv), satellite + phone- satellite phone.</li> <li>weight (n) – weigh (v)</li> </ul> |

### Question via WTL

Each group will generate questions related to the text and write them on the work-sheet (5 minutes):

- Turn the title into a question.
- Generate questions related to the pictures.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number and each group will give her/him the questions and vocabulary.

Teachers post students' questions on the board, and mark with multiple symbols those that are frequently suggested by the groups.

### Predict via WTL

As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

## Read via WTL

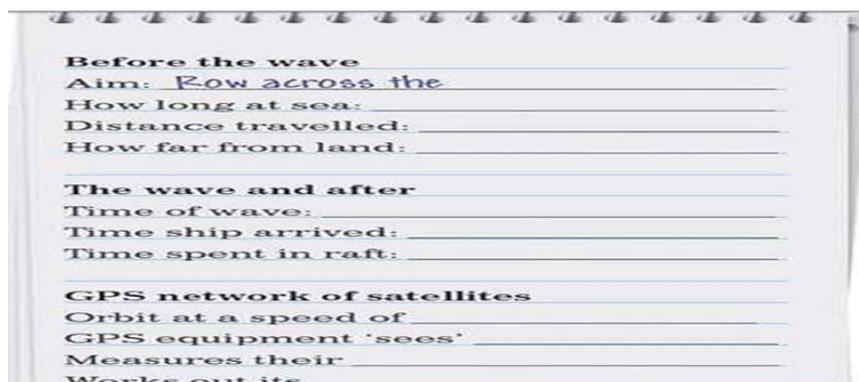
The teacher uses Jigsaw activity to help students to read the text. He/She divides the text into 4 segments. Divide students into groups. Assign each group to learn one segment of the text. Give students time to read over their segments at least twice and become familiar with it, taking notes as they read and discuss. Have one student from each jigsaw group join one student from each of the other groups so that each group now has one person representing each segment of the lesson. Each student presents his/her segment to the group, encouraging questions for clarification. Observe, process and intervene as necessary. As a whole class, students searching answers to their generated questions and in group confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Then students read the questions raised on Activity 3 and 4 (Macfarlane, 2014) in the book and searching answers to them by reading the text individually again. (10 minutes)

## Respond via WTL

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class.
- Write their responses to the questions in the work-sheet.
- They answer questions raised in the student book (activity 3 and 4) (Macfarlane, 2014) and answer them on their note book.
- Listening to the vocabulary again and point to each of the words and say it. Check the meaning with the students.
- Read the sets of words; help the students to work out the adjectives, nouns and verbs. Show the students how we change one form into another, for each of the sets.
- Use 3 of the new vocabulary in useful sentences. (10 minutes)

## Summarize via WTL

The students go through the text individually again, looking for the missing information and complete the notes in activity 5 (Macfarlane, 2014). Check the answers orally. Then work in pairs. Ask and answer questions about their notes. And write them in the work-sheet.



**Before the wave**  
Aim: Row across the \_\_\_\_\_  
How long at sea: \_\_\_\_\_  
Distance travelled: \_\_\_\_\_  
How far from land: \_\_\_\_\_

**The wave and after**  
Time of wave: \_\_\_\_\_  
Time ship arrived: \_\_\_\_\_  
Time spent in raft: \_\_\_\_\_

**GPS network of satellites**  
Orbit at a speed of \_\_\_\_\_  
GPS equipment 'sees' \_\_\_\_\_  
Measures their \_\_\_\_\_  
Works out its \_\_\_\_\_

## Period 11-12

*Around the World in Eighty Days by Jules Verne / East to India*

**Period duration: 40 minutes**

### Materials

Pupil's Book, work-sheet, posters

### Objectives

1. Students will skim to obtain gist or general impression of the text or graphics.
2. Students will scan for specific information from the texts.
3. Students will analyze components of the text such as setting, theme, characters, etc.
4. Students will answer questions related to the text.
5. Students will generate statements about the text.

### Key Vocabulary

Consulate, description, arrest, colony, canal, office, temple, take off, priests, pulling off.

### Text

#### *East to India*

Fogg and Passepartout travelled by train to Italy, and there they caught a ship, the Mongolia, to take them to Bombay, in India.

Exactly seven days after they had left London, their ship stopped in Suez, Egypt. There, Fogg and Passepartout left the ship and went to show their passports at the British Consulate. On the way there, they were seen by another Englishman, Mr Fix. He was a London police detective, and he was in Suez to catch the London bank robber. He was excited now because Fogg closely matched the description of the robber. He secretly followed them. Then, when Fogg returned to the ship alone, he started talking to Passepartout. He discovered that the men were travelling round the world, and that Fogg was carrying £20,000.



Fix was sure that Fogg was the robber. He decided to join the Mongolia and travel to Bombay. There he could arrest Fogg because India was a British colony. He sent a message to London. He asked the police to send the correct arrest papers straight to Bombay.

Passepartout was surprised to see Fix again – now on the ship. They spent time together and became quite friendly as they sailed along the Suez Canal, through the Red Sea and across the Indian Ocean. This journey normally took ten days, but Fogg had promised the ship's engineer a lot of money if he could get them to Bombay ahead of schedule. And he did. They reached Bombay at 4:30 pm on 20th October – two days early.

There, Fogg sent Passepartout to buy more clothes for them both. While Passepartout was shopping, Fogg went straight to the passport office, and then to the railway station. There, he waited quietly for the 8 pm train to Calcutta. He was not interested in seeing Bombay. However, Passepartout was very excited to be there. He finished shopping and then looked round the city. He decided to go inside a beautiful temple. But he did not know that everyone must first take off their shoes – and he did not. Immediately, three angry priests attacked him and started pulling them off. Passepartout then made his second mistake: he hit back at his attackers and then ran out of the temple.

He finally arrived at the station, with no hat or shoes, five minutes before the train left. He immediately told Fogg his story. Fix was hiding near them, and he heard the story, too. He still did not have the arrest papers, and he was planning to follow Fogg to Calcutta. But then, while the others were getting on the train, he suddenly decided not to go.

While the train was slowly starting its three-day journey to Calcutta, Fix was thinking about the new idea that Passepartout's adventures had given him.



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#### Notes

New names: the Mongolia /mɒŋgəʊliə/ Mr Fix /mɪstə fɪks/

The Suez Canal /su:ez cənal/: Built between the Mediterranean and Red Seas and opened in 1869. Before this, ships from Europe had to sail round Africa (or South America) to reach the Far East. The Canal saved many weeks, many thousands of kilometres and much money.

The railways /reɪlweɪz/: First developed in Britain in 1825 and quickly spread to the rest of Europe and North America (1830). The first railway in India opened in 1851. By 1869, it was possible to cross the USA by railway. These new railways plus faster steamships were the things that made Fogg's 80-day journey possible.

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## Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3)
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS strategy (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL" work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

## *SQP2RS via WTL steps*

### Period 1

#### Survey via WTL

The teacher guides the students to survey the text for 10 minutes by briefly looking at headings, illustrations, captions, key words, and other text features. Show the picture to the students and elicit ideas about the story. Ask questions such as “Who are the people in the picture? Where are they? What does the map show? etc.”. (Beare, 2014) After the scan, a teacher facilitates a conversation between students about the content to be learned. The teacher opens the discussion by having the students make inferences about what they are going to learn, based on their prior knowledge and experiences and limited information about the new concepts, then students discuss what they believe they will learn from the episode. During these questions and answers, make use of the notes about the episode (and the phonetic pronunciation) as appropriate.

After that, students write down in the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.

- The title illustrates .....
- The picture shows .....
- The notes clarify .....
- The new vocabulary seems to me new.



---

## Notes

New names: the Mongolia /mɒŋgəʊliə/ Mr Fix /mɪstə fɪks/

The Suez Canal /su:ez cənəl/: Built between the Mediterranean and Red Seas and opened in 1869. Before this, ships from Europe had to sail round Africa (or South America) to reach the Far East. The Canal saved many weeks, many thousands of kilometres and much money.

The railways /reɪlweɪz/: First developed in Britain in 1825 and quickly spread to the rest of Europe and North America (1830). The first railway in India opened in 1851. By 1869, it was possible to cross the USA by railway. These new railways plus faster steamships were the things that made Fogg's 80-day journey possible.

### Question via WTL

Students with the teacher's guidance generate questions that can be expected to answer by the text. This can be done by asking students to work in groups, to formulate questions about the passage and the key vocabulary in the text, and sharing them with the other groups. Accordingly, each group will generate questions related to the text and write them on the work-sheet (10 minutes):

- Turn the title into a question.
- Generate questions related to the pictures, characters, time, and places.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number, and each group will give her/him the questions and vocabulary.

The teacher posts students questions on the board, and mark with multiple symbols those that are frequently suggested by the groups. And suggest extra questions if he finds that the generated one are redundant and not enough such as: Where did the first train take them? How did they travel after that? Who is the third man in the picture? When did they get to Bombay? How are Phileas Fogg and Passepartout travelling at the end of the episode?

### Predict via WTL

Students build on the questions previously generated. It is vital to help students in making their own prediction since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the episode they have surveyed. As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

## **Read via WTL**

In this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming predictions.

The students do Activity 1 (Macfarlane, 2014) in the book by reading the text silently, searching answers to the questions in the activity and also to their generated question and in group confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Students use the work-sheet to write down their notes while they are reading. (15 minutes)

## **Period 2**

At the beginning of this period, the teacher prompts students to read the text aloud for 5 minutes. When reading aloud with partners or in groups, focus on comprehension skills. Stop reading and ask each other questions that will promote comprehension. Who, what, when, where and why are good question prompts.

For example; where did they hope to travel? When did they reach Bombay? What are Passepartout mistakes? This will activate the information they took in the previous period.

## **Respond via WTL**

(This step will take 20 minutes)

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class and write their responds to the questions in the work-sheet.
- After going through all the words, allow the students to check the definitions on page 96.
- They answer questions raised in the student book (activity 1) (Macfarlane, 2014) Choose students to read the questions and other students to answer them. And write them on their note book.
- The students do activity 2 (Macfarlane, 2014). The teacher reads number 1 to them and helps them find the information in the episode and complete the answer. They will work in pair to complete the sentences. Check the answers orally.
- The students make statements about 1–8 in the correct. They arrange the rest of the statements and thoughts from activity 2 (Macfarlane, 2014) in the correct order. And write them down in their notebook.

## **Summarize via WTL**

(This step will take 15 minutes)

- Students write individually the main points of the story. Then choose two students to tell the main points of the story to the class.
  - Produce a dialogue between Fix and Passepartout, read lines in the pupil's book from 14–16 (Macfarlane, 2014) to them. Explain that they are going to write the complete dialogue. Elicit ideas from the students and write their suggested dialogue on the board. Then in pair ask them to write down the dialogue on the work-sheet. All the students practice the dialogue. Call a pair of students up to the front to act out the dialogue to the class.
- 

### **Unit 3** (*Free- time activities*)

#### **Period 4** “*Turning a hobby into a business*”

**Period duration:40 minutes**

#### **Materials**

Pupil's Book, CD, work-sheet, posters

#### **Objectives**

1. Students will repeat the word they listen to chorally and individually.
2. Students will identify the main vocabulary.
3. Students will skim for general impression of the text and the pictures.
4. Students will identify the main idea of the reading text which is about turning hobbies into business.
5. Students will point out the essential notes from the text.
6. Students will answer questions about the reading text.
7. Students will summarize the text.
8. Students will generate questions about the text and answer them.

#### **Key Vocabulary**

Afford, business, castle, decorate, frame, (for) free (=no money), on (my/his/her/their/our) own, recycle, similar, supply, think of, turn into.

#### **Word formation**

Acceptable (adj)-accept (v), colour (n) -colourful (adj), miss (v) missing (adj).

## Text

### *Turning a hobby into a business*

#### Joe's story



Joe loves bikes – especially looking after them. At 14, he badly needed to get a bigger bike, but his dad had lost his job, so the family could not afford to buy him one. He had to think of something else.

One day, a neighbour was throwing away an old bike. The frame was damaged and it needed a new wheel, but everything else was fine. When Joe asked, Mr Wilson said, ‘Take it. If you can repair or recycle it, I’ll be happy.’

Joe then found a similar old bike on the internet – for free. Several parts were missing, but the frame and wheels were good. So that weekend, he was able to build his new bike – and he did not have to pay anything for it!

Since then, he has constructed similar cheap bikes for several friends. He is now thinking this could become a real business when he leaves school.

#### Ann's story



Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at that age, but she soon became especially good at decorating biscuits. She could make colourful designs that everyone loved.

Then her mum helped her to start making cakes – like her brother’s birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it!

So did the other children – and their mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess’s castle! More orders followed. Then a cake shop asked her to supply them. Ann was worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage.

This week’s project is a wedding cake for 100 people!

## Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3)
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL" work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

## *SQP2RS via WTL steps*

### Survey via WTL

The teacher introduces the topic and asks students to explore the text before reading for 5 minutes, without reading any paragraph to set scene and activate their prior knowledge by:

- Looking at the pictures and captions.
- Reading the key vocabulary.
- Reading the heading.
- Writing down on the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.
  - The title illustrates .....
  - The picture shows .....
  - The new vocabularies that seem to me new.
- Listening to the CD and repeat the vocabulary.
- Reading activity 2 (Macfarlane, 2014) and trying to answer the question.

|             |  |
|-------------|--|
| Joe's hobby |  |
| Ann's hobby |  |

|                                   |   |
|-----------------------------------|---|
| Key Vocabulary and Word formation | - Afford, business, castle, decorate, frame, (for) free (= no money), on (my/his/her/their/our) own, recycle, similar, supply, think of, turn into<br>- Acceptable (adj)- accept (v), colour (n) colourful (adj), miss (v) missing (adj). |
|-----------------------------------|---|

### Question via WTL

Each group will generate questions related to the text and write them on the work-sheet (5 minutes):

- Turn the title into a question.
- Generate questions related to the pictures.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number, and each group will give her/him the questions and vocabulary.

Teachers post students' questions on the board, and mark with multiple symbols that are frequently suggested by the groups.

### Predict via WTL

As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

### Read via WTL

The students do Activity 3 (Macfarlane, 2014) in the book by reading the text silently as group, searching answers to the questions in the activity and also to their generated questions, and in group confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Then students read the questions raised on Activity 4 (Macfarlane, 2014) in the book and searching answers to them by reading the text individually again. (10 minutes)

## Respond via WTL

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class.
- Write their responses to the questions in the work-sheet.
- They answer questions raised in the student book (activity 3 and 4) (Macfarlane, 2014) and answer them on their note book.
- Listening to the vocabulary again and point to each of the words and say them. Check the meaning with the students.
- Read the sets of words; help the students to work out the adjectives, nouns and verbs. Show the students how we change one form into another, for each of the sets.
- Use 3 of the new vocabulary in useful sentences. (8 minutes)

## Summarize via WTL

The students go through the text individually again, looking for the missing information to complete the table in activity 5 (Macfarlane, 2014). After checking their answers orally they write two summaries for the two stories in the work-sheet. Then they work in pair to ask and answer questions about their notes. (7 minutes)

|                             | Joe                  | Ann             |
|-----------------------------|----------------------|-----------------|
| Hobby                       |                      |                 |
| Especially interested in    |                      |                 |
| The first thing that happen | Was given two.....   | Made .....      |
| The next thing              | Put together.....    | Received .....  |
| The thing after that        | Built .....          | Was asked ..... |
| The situation now           | Is think about ..... | Is making ..... |

## Period 11-12

*Around the World in Eighty Days by Jules Verne / Saving Aouda*

**Period duration: 40 minutes**

## Materials

Pupil's Book, work-sheet, posters

## Objectives

1. Students will skim to obtain gist or general impression of the text or graphics.
2. Students will scan for specific information from the texts.

3. Students will analyze the components of the text such as setting, theme, characters, etc.
4. Students will answer questions related to the text.
5. Students will generate statements about the text.
6. Students will analyze characters and relate them to their traits.

### **Key Vocabulary**

Army, get off, conductor, burn, mile, pile, rushed, lifted.

### **Text**

#### *Saving Aouda*

Fogg and Passepartout were now on their way across India by train. They travelled through forests full of wild animals and groups of dangerous people who often attacked others.

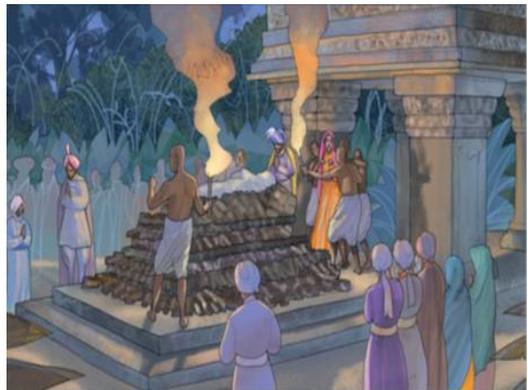
A British army officer, Sir Francis Cromarty, sat with them. He knew India well, and he said to Fogg, ‘Your friend made a big mistake at the temple. If the British police catch him, he will have big problems.’ Perhaps’, Fogg replied calmly. ‘But that won’t stop me. I’ve done nothing wrong, so I will continue my journey.’

A little later, the train suddenly stopped. A man walked through the train and asked everyone to get off. ‘Why have we stopped?’ Fogg asked.

‘The railway stops here,’ the train conductor said. ‘It isn’t finished. It starts again at Allahabad, fifty miles from here.’

The three men left the train and started looking for other transport. Fogg found and bought an elephant for £2,000. He also found a guide. The three travellers climbed on the elephant, and their guide led them through the dangerous forest.

Hours later, they heard something strange. They hid and watched. It was a group of people who were singing, dancing and playing sad music. They were carrying the dead body of someone rich, and they were making a beautiful young woman walk next to the body.



Sir Francis knew what was happening. ‘This is a suttee.’ he said. ‘They will burn the woman alive with her dead husband tomorrow morning.’

Fogg said, 'I think we should save this woman.'

'I do, too,' said Sir Francis, 'but it will be very dangerous.'

They followed the crowd to a temple, but they could not rescue her there: there were too many people. Morning came, and Fogg and Sir Francis watched while the woman was put on a pile of wood with her dead husband. They did not know what to do. The fire was started, and there seemed nothing they could do to help the poor young victim. The fire grew stronger.

Then, suddenly, the dead body on top of the fire stood up. It picked up the woman and jumped down. Everyone around was very afraid.

The 'dead man' rushed to Fogg with the woman and said, 'Let's go!' It was Passepartout! Quickly, they lifted the young woman up on the elephant and raced away before the crowd understood what was happening.

After the successful rescue, they finally reached Allahabad. There, Fogg paid their guide – and also gave him the elephant. The guide was very pleased.

The beautiful young woman thanked everyone in excellent English. Her name was Aouda, and she had an uncle in Hong Kong. Fogg offered to take her there, and they caught the next train together. This reached Calcutta at 7 am on 25th October. Fogg was no longer two days early, but he was not late, either. He was happy.

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#### Notes

Sir: A British title before the name, given to a man who is, or who has done, something important. The title for a woman is Lady.

British army and police in India: These had officers from Britain, but most of the people in these services were Indians.

Railways in India: By 1872, Britain had built many railway lines in Britain (starting in the 1830s). By the 1860s, railways were also being built in India. In such a large country, they were a very useful form of transport.

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#### Procedures

1. Show students the "SQP2RS via WTL" poster (Appendix 3)
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS strategy (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL" work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

## *SQP2RS via WTL steps*

### **Period 1**

#### **Survey via WTL**

The teacher guide the students to survey the text for 10 minutes by briefly looking at headings, illustrations, captions, key words, and other text features. Show the picture to the students and elicit ideas about the story. Ask questions such as “Where is this? What is about to happen? What is happening to the woman? Etc”( Beare, 2014). After the scan, a teacher facilitates a conversation between students about the content to be learned. The teacher opens the discussion by having the students make inferences about what they are going to learn based on their prior knowledge and experiences and limited information about the new concepts, then students discuss what they believe they will learn from the episode. During these questions and answers, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

After that, students write down in the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.

- The title illustrates .....
- The picture shows .....
- The new vocabularies that seem to me new.



---

#### Notes

Sir: A British title before the name, given to a man who is, or who has done, something important. The title for a woman is Lady.

British army and police in India: These had officers from Britain, but most of the people in these services were Indians.

Railways in India: By 1872, Britain had built many railway lines in Britain (starting in the 1830s). By the 1860s, railways were also being built in India. In such a large country, they were a very useful form of transport.

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## **Question via WTL**

Students with the teachers guidance generate questions that can be expected to answer by the text. This can be done by asking students to work in groups, to formulate questions about the passage and the key vocabulary in the text and sharing them with the other groups. Accordingly, each group will generate question related to the text and write them on the work-sheet (10 minutes):

- Turn the title into a question.
- Generate questions related to the pictures, characters, and places.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number and each group will give her/him the questions and vocabulary.

The teacher posts students questions on the board, and mark with multiple symbols those that are frequently suggested by the groups. And suggest extra question if he finds that the generated one are redundant and not enough such as What was the problem with the train? What did Fogg buy for £2,000? What was the connection between the dead man and the woman? What is the name of the woman? When did they arrive in Calcutta?

## **Predict via WTL**

Students build on the questions previously generated. It is vital to help students in making their own prediction since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the episode they have surveyed. As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

## **Read via WTL**

In this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming predictions.

The students do Activity 1 (Macfarlane, 2014) in the book by reading the text silently, searching answers to the questions in the activity and also to their generated question and in group confirm or not confirm their predictions, sticky notes or strips are used to mark answers

to questions and spots where predictions have been confirmed. Students use the work-sheet to write down their notes while they are reading. (15 minutes)

## **Period 2**

At the beginning of this period, the teacher prompts students to read the text aloud for 5 minutes. When reading aloud with partners or in groups, focus on comprehension skills. Stop reading and ask each other questions that will promote comprehension. Who, what, when, where and why are good question prompts.

For example; what are the names of the new characters in this episode? When did they reach Calcutta? What kind of transport they used to continue their travel? Decide who said or thought what and say where, and so forth. This will activate their information they took in the previous period.

## **Respond via WTL**

(This step will take 20 minutes)

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class and write their responses to the questions in the work-sheet.
- After going through all the words, allow the students to check the definitions on page 96.
- They answer questions raised in the student book (activity 1) (Macfarlane, 2014) Choose students to read the questions and other students to answer them. And write them on their note book.
- The students do activity 2 (Macfarlane, 2014). The teacher read number 1 to them and help them find the information in the episode and complete the answer. They will work in pair to complete the sentences. Check the answers orally.

## **Summarize via WTL**

(This step will take 15 minutes)

- Students write individually the main points of the story. Then choose two students to tell the main points of the story to the class.
- Complete conversation between Fogg and the elephant's owner, read lines in the pupil's book from 11–13 (Macfarlane, 2014) to them. Explain that they are going to write the complete dialogue. Elicit ideas from the students and write their suggested dialogue on the board. Then in pair ask them to write down the dialogue on the work-sheet. All the students practice the dialogue. Call a pair of students up to the front to act out the dialogue to the class.

## Unit 4 (*Emergency*)

### Period 4 “*Young nurse is saved from 10th floor fire*”

**Period duration: 40 minutes**

#### **Materials**

Pupil’s Book, CD, work-sheet, posters

#### **Objectives**

1. Students will repeat the word they listen to chorally and individually.
2. Students will identify the main vocabulary.
3. Students will skim for general impression of the text and the pictures.
4. Students will identify the main idea of the reading text which is the role of firefighter on saving people’s life.
5. Students will answer questions about the reading text.
6. Students will take notes about the text.
7. Students will generate questions about the text and answer them.

#### **Key Vocabulary**

Alive, ambulance, cheer, desperate(ly), examine, floor, ladder, lean, ledge, nowhere, rush, shoot out, smash.

#### **Word formation**

Explode (v)-explosion (n), fire (n)-on fire (phrase), hurt (v)-unhurt (adj), low (adj)-lower (v), thank (v)-thanks to (phrase).

#### **Text**

|                              |                              |          |
|------------------------------|------------------------------|----------|
| <b>SHEFFIELDEVENING NEWS</b> | <b>Wednesday 27 Feb 2014</b> | <b>5</b> |
|------------------------------|------------------------------|----------|

### *Young nurse is saved from 10<sup>th</sup> floor fire*

Young nurse Helen West, 19, had a lucky escape last night when her tenth-floor apartment caught fire and two brave fire officers saved her life.

At 11 pm, she suddenly smelt fire from the direction of the kitchen. When she opened the door, everything was on fire.

She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimetres wide – and 30 metres up. ‘I was really scared, but there was nowhere else to go,’ Helen said later. Smoke was coming into the bedroom fast.

She climbed out and lowered her feet to the ledge. ‘And then I shouted for help!’ Luckily, some neighbours heard her and immediately called the fire service. A fire engine arrived ten minutes later and then, too, the police and an ambulance.

However, the ladder was ten metres short! There was only one thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor, smashed the door of the empty flat next to Helen’s and raced to the window. Dave leaned out and Ken held him. Dave reached for Helen and shouted, ‘Jump!’

## Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3)
2. Students will work in groups (4 groups) to read and discuss the text.
3. Model the SQP2RS (refer to each step on the poster).
4. Give them a work-sheet. Using the “SQP2RS via WTL” work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.



‘I tried,’ she said later, ‘but I couldn’t. I was so scared!’ Far below, firefighters, police, paramedics and neighbours watched and waited. An explosion suddenly smashed Helen’s window and flames shot out. Finally, she jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

When Dave and Ken brought her down, everyone cheered wildly. The paramedics examined her, but she was unhurt. Later, she said, ‘I’m lucky to be alive and it’s all thanks to Dave and Ken!’

*SQP2RS via WTL steps*

**Survey via WTL**

The teacher introduce the topic and ask students to explore the text before reading for 5 minutes, without reading any paragraph to set scene and activate their prior knowledge by:

- Looking at the pictures and captions.
- Reading the key vocabulary.
- Reading the heading.
- Writing down on the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.
  - The title illustrates .....
  - The picture shows .....
  - The new vocabulary that seems to me new.
- Listening to the CD and repeat the vocabulary.
- Reading activity 2 (Macfarlane, 2014) and trying to answer the questions.

|                                   |  |
|-----------------------------------|--|
| Saving the nurse                  |   |
| Key Vocabulary and Word formation | <ul style="list-style-type: none"> <li>- Alive, ambulance, cheer, desperate(ly), examine, floor, ladder, lean, ledge, nowhere, rush, shoot out, smash.</li> <li>- Explode (v) - explosion (n), fire (n) - on fire (phrase), hurt (v) - unhurt (adj), low (adj) – lower (v), thank -(v)thanks to (phrase).</li> </ul> |

**Question via WTL**

Each group will generate question related to the text and write them on the work-sheet (5 minutes):

- Turn the title into a question.
- Generate questions related to the pictures.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number and each group will give her/him the questions and vocabulary.

The teacher posts students' questions on the board, and mark with multiple symbols those that are frequently suggested by the groups.

### **Predict via WTL**

As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

### **Read via WTL**

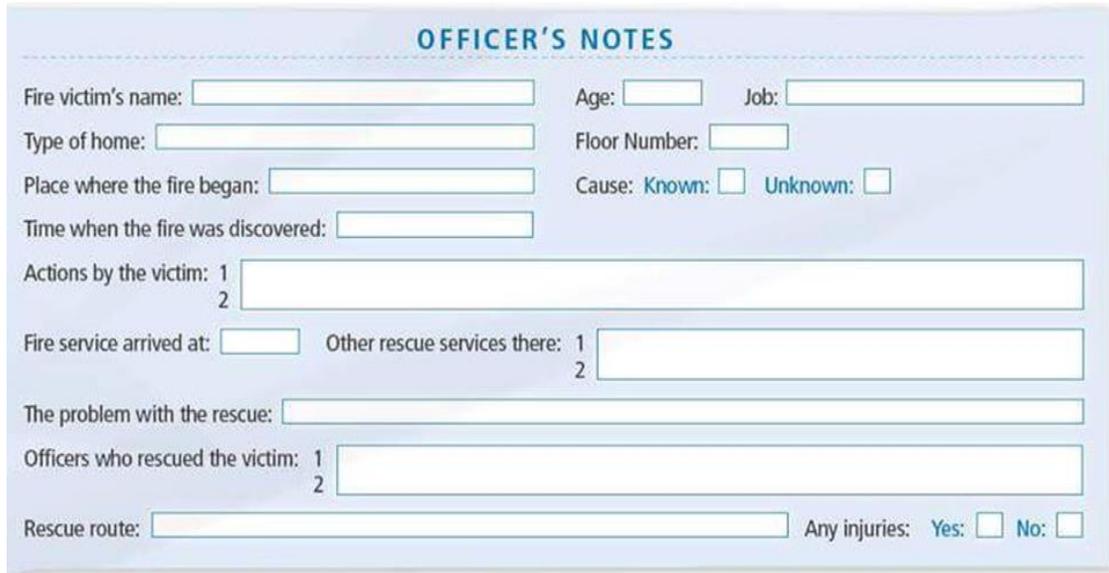
The teacher uses Jigsaw activity to help students to read the text. He/She divides the text into 4 segments. Divide students even into groups. Assign each group to learn one segment of the text. Give students time to read over their segments at least twice and become familiar with it, taking notes as they read and discuss. Have one student from each jigsaw group join one student from each of the other groups so that each group now has one person representing each segment of the lesson. Each student presents his/her segment to group, encouraging questions for clarification. Observe, process and intervene as necessary. As a whole class, students searching answers to their generated questions and, in group, confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Then students read the questions raised on Activity 3 and 4 (Macfarlane, 2014) in the book and searching answers to them by reading the text individually again. (10 minutes)

### **Respond via WTL**

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class.
- Write their responses to the questions in the work-sheet.
- They answer questions raised in the student book (activity 3 and 4) (Macfarlane, 2014) and answer them on their note book.
- Listening to the vocabulary again and point to each of the words and say them. Check the meaning with the students.
- Read the sets of words; help the students to work out the adjectives, nouns and verbs. Show the students how we change one form into another, for each of the sets.
- Use 3 of the new vocabulary in useful sentences. (10 minutes)

## Summarize via WTL

Each group in writing, summarize the text's key concepts, using key vocabulary. Depending upon the length of the reading, the teacher chooses ten content words and writes them on the board. Students are provided with wait time during which they interact among themselves and come up with the main concepts, using the key vocabulary given on the board in order to complete fire officer's notes activity 5 (Macfarlane, 2014), then they work in pair to ask and answer questions about their notes. And writing them on the work-sheet (5 minutes)



The image shows a form titled "OFFICER'S NOTES" with various fields for recording fire incident details. The fields include: Fire victim's name, Age, Job, Type of home, Floor Number, Place where the fire began, Cause (Known/Unknown), Time when the fire was discovered, Actions by the victim (1 and 2), Fire service arrived at, Other rescue services there (1 and 2), The problem with the rescue, Officers who rescued the victim (1 and 2), Rescue route, and Any injuries (Yes/No).

## Period 11-12

*Around the World in Eighty Days* by Jules Verne / *The route to Singapore*

**Period duration: 40 minutes**

## Materials

Pupil's Book, work-sheet, posters

## Objectives

1. Students will skim to obtain gist or general impression of the text or graphics.
2. Students will scan for specific information from the text.
3. Students will analyze components of text such as setting, theme, characters, etc.
4. Students will answer questions related to the text.
5. Students will assess statement and make corrections.

## Key Vocabulary

Prison, court-room, judge, crowd, guilty, master, bail, port, island, passengers, carriage.

## Text

### *The route to Singapore*

In Bombay, Detective Fix still did not have the correct papers to arrest Fogg, but he knew that Passepartout could go to prison for his mistake at the temple. He paid the priests there some money to go with him to Calcutta and tell the police about Passepartout.

So, when Fogg, Passepartout and Aouda got off the train in Calcutta, a police officer stopped them and asked them to follow him. Twenty minutes later, they arrived at a strange building. While they were going in, Fogg realized that it was a court-room. Inside, they saw a judge and a crowd of people. A door opened and the three priests entered. The judge explained why they were there, and he held up a pair of shoes. ‘My shoes!’ Passepartout shouted in surprise. Clearly, he was guilty!



The judge spoke. ‘The religions of India are protected by law. Because of what this man did, he must go to prison for fifteen days.’

‘Fifteen days!’ shouted Passepartout.

‘Silence!’ answered the judge. ‘And Mr Fogg will go to prison for seven days because he is this man’s master.’ Fix was happy. Now there was enough time for the papers to arrive.

Fogg stood up and calmly said, ‘How much is the bail? I will pay it now.’

‘One thousand pounds for each man,’ the judge decided. ‘You will get it back when you leave prison.’

Fogg paid the money, Passepartout took his shoes, and they left the court with Aouda. They went straight to the port and prepared to join the Rangoon, this was a ship that was soon leaving Calcutta for Hong Kong. Fix followed them and saw that Fogg was planning to leave and to lose the bail money. He was not pleased! He now decided to join the Rangoon secretly. He also asked the police to send the arrest papers to Hong Kong when they received them. He now hoped to catch Fogg there, as it was another British colony.

During the journey, the weather was good, and as they passed various beautiful islands, the passengers relaxed. But not Fix. He wanted to ask Passepartout about the young woman who was travelling with him and his master, so he found the Frenchman and asked. Passepartout was very surprised to see Fix again, but he explained the journey from Bombay and Aouda's story. However, Passepartout now finally started wondering if Fix was following them. 'Is he watching my master for the Reform Club people?' he thought. He decided not to tell Fogg about this.

On Wednesday afternoon, 30th October, the Rangoon sailed through the narrow Strait of Malacca. At 4 am next morning, it arrived at Singapore Island, half a day early, and stopped for a few hours. Passepartout went shopping for some fruit while Fogg and Aouda took a two-hour trip through the beautiful country in a horse and carriage. Fix followed close behind, hidden in the trees. He was watching every move that they made.

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#### Notes

Arrest in Hong Kong: Fix has to make sure that the arrest papers reach him when Fogg is still in a British colony, like India or Hong Kong. These papers can only be used in places which are under the law of Britain.

The Straits of Malacca and Singapore: Most ships travelling between the East and Europe had to (and still have to) pass through this narrow area of sea. Singapore, another British colony, was in the perfect place to control the movement of these ships.

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### Procedures

1. Show students the "SQP2RS via WTL" poster (Appendix 3)
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS strategy (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL" work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

### *SQP2RS via WTL steps*

#### Period 1

#### Survey via WTL

The teacher guide the students to survey the text for 10 minutes by briefly looking at heading, illustrations, captions, keywords, and other text features. Show the picture to the students and elicit ideas about the story. Ask questions such as “Where is this? Who is the man at the top of the picture? Who is the man on the right? Why do you think he is there? etc.” (Beare, 2014). After the scan, a teacher facilitates a conversation between students about the content to be learned. The teacher opens the discussion by having the students make inferences about what they are going to learn based on their prior knowledge and experiences and limited information about the new concepts, then students discuss what they believe they will learn from the episode. During these questions and answers, make use of the Notes about the episode (and the phonetic pronunciation) as appropriate.

After that, students write down in the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.

- The title illustrates .....
- The picture shows .....
- The new vocabularies that seem to me new.



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#### Notes

**Arrest in Hong Kong:** Fix has to make sure that the arrest papers reach him when Fogg is still in a British colony, like India or Hong Kong. These papers can only be used in places which are under the law of Britain.

**The Straits of Malacca and Singapore:** Most ships travelling between the East and Europe had to (and still have to) pass through this narrow area of sea. Singapore, another British colony, was in the perfect place to control the movement of these ships.

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### **Question via WTL**

Students with the teacher's guidance generate questions that can be expected to answer by the text. This can be done by asking students to work in groups, to formulate questions about the passage and the key vocabulary in the text and sharing them with the other groups. Accordingly, each group will generate questions related to the text and write them on the work-sheet (10 minutes):

- Turn the title into a question.
- Generate questions related to the pictures, characters, and places.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the group's number and each group will give her/him the questions and vocabulary.

Teachers post students questions on the board, and mark with multiple symbols those that are frequently suggested by the groups. And suggest extra question if he finds that the generated one are redundant and not enough such as Was Fix able to arrest Fogg in Calcutta? What was the judge's punishment for Passepartout? What was the name of the boat that Fogg and Passepartout went on? When did the boat sail through the Straits of Malacca? Where did the boat go to after the Straits of Malacca?

### **Predict via WTL**

Students build on the questions previously generated. It is vital to help students in making their own predictions since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the episode they have surveyed. As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

### **Read via WTL**

In this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming predictions.

The students do Activity 1 (Macfarlane, 2014) in the book by reading the text silently, searching answers to the questions in the activity and also to their generated questions and in

group confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Students use the work-sheet to write down their notes while they are reading. (15 minutes)

## **Period 2**

At the beginning of this period, the teacher prompts students to read the text aloud for 5 minutes. When reading aloud with partners or in groups, focus on comprehension skills. Stop reading and ask each other questions that will promote comprehension. Who, what, when, where and why are good question prompts.

For example; Who did stop Fogg and the other when they got off to Calcutta? When did the Rangoon arrive at Singapore Island? This will activate their information they took in the previous period.

## **Respond via WTL**

(This step will take 20 minutes)

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class and write their responds to the questions in the work-sheet.
- After going through all the words, allow the students to check the definitions on page 96.
- They answer questions raised in the student book (activity 1) (Macfarlane, 2014) Choose students to read the questions and other students to answer them. And write them on their note book.
- Students do activity 2 (Macfarlane, 2014). The teacher read number 1 to them and help them find the information in the episode and complete the answer. They will work in pair to complete the sentences. Check the answers orally.

## **Summarize via WTL**

(This step will take 15 minutes)

- Students write individually the main points of the story. Then choose two students to tell the main points of the story to the class.
- Complete conversation between Passepartout and Fix, read lines in the pupil's book from 22–27 (Macfarlane, 2014) to them. Explain that they are going to write the complete dialogue. Elicit ideas from the students and write their suggested dialogue on the board. Then in pair ask them to write down the dialogue on the work-sheet. All the students practice the dialogue. Call a pair of students up to the front to act out the dialogue to the class.

## Unit 5 (*Dangerous weather*)

### Period 4 “*Hurricane watching: saving lives*”

**Period duration: 40 minutes**

#### **Materials**

Pupil’s Book, CD, work-sheet, posters

#### **Objectives**

1. Students will repeat the word they listen to chorally and individually.
2. Students will identify the main vocabulary.
3. Students will skim for general impression of the text and the pictures.
4. Students will identify the main idea of the reading text which is about the importance of watching hurricanes in saving lives.
5. Students will answer questions about the reading text.
6. Students will summarize the text.
7. Students will generate statements about the text.

#### **Key Vocabulary**

Accurate(ly), approach, breathe, combine, escape, force, heat, hit, moreover, poor, proper(ly), (as a) result, storm, surge.

#### **Word formation**

Destroy (v)-destruction (n)-destructive (adj), help (v)-helpless(adj)-helplessly (adv).

#### **Text**

### *Hurricane watching: saving lives*



We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit

Florida in 1992, it did such enormous damage that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrive ?

## **Procedures**

1. Show students the "SQP2RS via WTL" poster (Appendix 3)
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL" work-sheet (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

## ***SQP2RS via WTL steps***

## **Survey via WTL**

The teacher introduce the topic and ask students to explore the text before reading for 5 minutes, without reading any paragraph to set scene and activate their prior knowledge by:

- Looking at the pictures and captions.
- Reading the key vocabulary.
- Reading the heading.
- Writing down on the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentences starter.
  - The title illustrates .....
  - The picture shows .....
  - The new vocabularies that seem to me new.
- Listening to the CD and repeating the vocabulary.
- Reading activity 2 (Macfarlane, 2014) and trying to answer the question.

|                                   |   |
|-----------------------------------|---|
| Hurricane watching                |   |
| Key Vocabulary and Word formation | <ul style="list-style-type: none"> <li>- accurate(ly), approach, breathe, combine, escape, force, heat, hit, moreover, poor, proper(ly), (as a) result, storm, surge.</li> <li>- destroy (v) - destruction (n) - destructive (adj), help (v) - helpless(adj) - helplessly (adv).</li> </ul> |

### Question via WTL

Each group will generate questions related to the text and write them on the work-sheet (5 minutes):

- Turn the title into a question.
- Generate questions related to the pictures.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the groups number and each group will give her/him the questions and vocabulary.

The teacher posts students' questions on the board, and mark with multiple symbols those that are frequently suggested by the groups.

### **Predict via WTL**

As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

### **Read via WTL**

The teacher uses Jigsaw activity to help students to read the text. He/She divides the text into 4 segments. Divide students into even groups. Assign each group to learn one segment of the text. Give students time to read over their segments at least twice and become familiar with it, taking notes as they read and discuss. Have one student from each jigsaw group join one student from each of the other groups, so that each group now has one person representing each segment of the lesson. Each student presents his/her segment to the group, encouraging questions for clarification. Observe, process and intervene as necessary. As a whole class, students searching answers to their generated questions and in group confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Then students read the questions raised on Activity 3 and 4 (Macfarlane, 2014) in the book and searching answers to them by reading the text individually again. (10 minutes)

### **Respond via WTL**

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class.
- Write their responses to the questions in the work-sheet.
- They answer questions raised in the student book (activity 3 and 4) (Macfarlane, 2014) and answer them on their note book .
- Listening to the vocabulary again and point to each of the words and say them. Check the meaning with the students.
- Read the sets of words; help the students to work out the adjectives, nouns and verbs. Show the students how we change one form into another, for each of the sets.
- Use 3 of the new vocabulary in useful sentences. (10 minutes)

### **Summarize via WTL**

The students go through the text individually again, looking for the missing information and complete the table in activity 5 (Macfarlane, 2014). Check the answers orally. Then work in pairs. Make statements about the notes. And write them in the work-sheet.

|  | Hurricane 1 | Hurricane 2 |
|--|-------------|-------------|
| Where ?                                |             |             |
| Year                                   |             |             |
| Destruction (very great / very little) |             |             |
| Death (very many / very few)           |             |             |
| Warning (many / almost none)           |             |             |
| What did people do to save themselves? |             |             |

## Period 11-12

*Around the World in Eighty Days* by Jules Verne / *Mr Fogg misses the boat*

**Period duration: 40 minutes**

### Materials

Pupil's Book, work-sheet, posters

### Objectives

1. Students will skim to obtain gist or general impression of text or graphics.
2. Students will scan for specific information from the texts.
3. Students will analyze components of text such as setting, theme, characters, etc.
4. Students will take notes about the text.
5. Students will answer questions related to the text.

### Key Vocabulary

Appeared, watch, just in time, cabin, open sea, next-best.

### Text

#### *Mr Fogg misses the boat*

The Rangoon was now ready to start its thirteen-hundred-mile voyage to Hong Kong, a British island near the coast of China.

At first, the weather was fine, and Fogg hoped to arrive in six days, in time to catch the ship to Yokohama, Japan, on 5th November. But then a storm hit the Rangoon and slowed her badly. Mr Fix was pleased: he wanted Fogg to miss the Yokohama boat.

After the storm, the captain told Fogg, ‘We’re going to arrive 24 hours late.’ ‘Has our next ship, the Carnatic, already left Hong Kong?’ Fogg asked. ‘No, she hasn’t sailed yet because of a problem with the ship. But the engineers have nearly repaired her, and she’s going to leave at 5:00 tomorrow morning.’

They arrived in Hong Kong at 1:00 on 6th November, and everyone got off. Fogg now had 16 hours to find Aouda’s uncle, while she waited at a hotel.

He soon returned with bad news. ‘I’m sorry, but your uncle has moved to Europe.’ Aouda was upset and wondered what to do. ‘Come with us to Europe,’ Fogg said. ‘Passepartout, go to the Carnatic and tell them that three of us will join the ship.’

But at the port, Passepartout was surprised to learn that the Carnatic was ready to sail that evening. He was leaving to make sure Fogg knew this when Fix suddenly appeared and invited him into a café. The detective still did not have the arrest papers, so he wanted to stop Fogg from leaving. He planned to keep Passepartout talking. That way, perhaps he could make Passepartout and the others miss the boat.

Fix now told Passepartout that he was a detective. He explained that Fogg was the London robber, and that he had to keep Fogg in Hong Kong until the papers arrived. He offered £500 for Passepartout’s help, but Passepartout did not believe Fix and did not want to help. After more talk, he suddenly looked at his watch and saw that the ship was about to leave. Hoping that Fogg knew about this from someone else, he rushed to the ship and got on just in time. He imagined that Fogg and Aouda were already safely in their cabins.



Early next morning Fogg arrived at the port to find no Carnatic, no Passepartout – just Mr Fix. Fix happily told him that there was not another ship for a week. Fogg immediately started looking for another way. Soon, he found a man with a small sailing ship, the Tankadere, and offered £100 a day for the Yokohama trip.

‘The open sea’s too dangerous for this little boat,’ the captain said, ‘but I can take you to Shanghai, up the Chinese coast. You can go from there to Yokohama.’ Fogg agreed. He now

planned to ask the police to find Passepartout and then to leave. ‘Would you like to come, too?’ he asked Fix.

Fix did not want Fogg to leave, but this was the next-best thing. He agreed.

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#### Notes

Hong Kong: An island close to the coast of China; became a colony in 1842 and by an agreement made in 1898, it was returned to China in 1997. It keeps its own government and is partly independent. It remains a very important trade and business centre.

The Carnatic – ‘she’: Traditionally, sailors talk about their ships as if they were women.

The South China Sea: It is too dangerous for the small ship Tankadere to cross the open South China Sea because of the very bad weather that often hits the region.

Shanghai: One of China’s most important ports then and still today. It was 1,000 miles from Hong Kong and about half the distance to Yokohama in Japan.

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#### Procedures

1. Show students the “SQP2RS via WTL” poster (Appendix 3).
2. Students will work in groups to read and discuss the text.
3. Model the SQP2RS strategy (refer to each step on the poster).
4. Give them a work-sheet. Using the "SQP2RS via WTL". (Appendix 4) and providing sentence starters will help them know how to start expressing their ideas in writing.

#### *SQP2RS via WTL steps*

##### **Period 1**

##### **Survey via WTL**

The teacher guides the students to survey the text for 10 minutes by briefly looking at the headings, illustrations, captions, key words, and other text features. Then show the picture to the students and elicit ideas about the story. Ask questions such as “Who can you see in the picture? Where are they? Why do you think Passepartout is running? Where do you think Phileas Fogg is? etc.” (Beare, 2014). After the scan, the teacher facilitates a conversation between students about the content to be learned. The teacher opens the discussion by having the students make inferences about what they are going to learn, based on their prior knowledge and experiences and limited information about the new concepts, then students discuss what they believe they will learn from the episode. During these questions and answers, make use of the notes about the episode (and the phonetic pronunciation) as appropriate.

After that, students write down in the work-sheet their notes about the title, pictures and new vocabulary, the teacher will scaffold them by giving sentence starters.

- The title illustrates .....
- The picture shows .....



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#### Notes

Hong Kong: An island close to the coast of China; became a colony in 1842 and by an agreement made in 1898, it was returned to China in 1997. It keeps its own government and is partly independent. It remains a very important trade and business centre.

The Carnatic – ‘she’: Traditionally, sailors talk about their ships as if they were women.

The South China Sea: It is too dangerous for the small ship Tankadere to cross the open

South China Sea because of the very bad weather that often hits the region.

Shanghai: One of China’s most important ports then and still today. It was 1,000 miles from Hong Kong and about half the distance to Yokohama in Japan.

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#### Question via WTL

Students with the teacher’s guidance generate questions that can be expected to answer by the text. This can be done by asking students to work in groups, to formulate questions about the passage and the key vocabulary in the text and sharing them with the other groups. Accordingly, each group will generate questions related to the text and write them on the work-sheet (10 minutes):

- Turn the title into a question.
- Generate questions related to the pictures, characters, the schedule, and places.
- Write down unfamiliar vocabulary word and determine their meaning.
- Write down the questions and vocabulary on the work-sheet.

The teacher will divide the board according to the groups number and each group will give her/him the questions and vocabulary.

The teacher posts students questions on the board, and mark with multiple symbols those that are frequently suggested by the groups. And suggest extra question if he find that the generated one are redundant and not enough such as Where did Fogg want to go after Hong Kong? What was the name of the boat that Fogg wanted to take in Hong Kong? When did they arrive in Hong Kong? Was Aouda's uncle in Hong Kong? What was the name of the boat that Fogg left Hong Kong in?

### **Predict via WTL**

Students build on the questions previously generated. It is vital to help students in making their own predictions since this can draw their attention to the topic of the text and become more aware of how they form predictions by providing evidence from the episode they have surveyed. As a whole class, students come up with three or four key concepts they think will learn while reading; the predictions are based on the previously generated questions, especially those marked with a symbol.

Each group will write these predictions in the work-sheet. Narrowing focus is absolutely essential in this stage. (5 minutes)

### **Read via WTL**

In this step students may read independently, in pairs, or in small groups. The reading should be geared toward answering the questions and confirming or disconfirming predictions.

The students do Activity 1 (Macfarlane, 2014) in the book by reading the text silently, searching answers to the questions in the activity and also to their generated questions and in group confirm or not confirm their predictions, sticky notes or strips are used to mark answers to questions and spots where predictions have been confirmed. Students use the work-sheet to write down their notes while they are reading. (15 minutes)

### **Period 2**

At the beginning of this period, the teacher prompts students to read the text aloud for 5 minutes. When reading aloud with partners or in groups, focus on comprehension skills. Stop reading and ask each other questions that will promote comprehension. Who, what, when, where and why are good question prompts.

For example; When did the Rangoon arrive in Hong Kong? What are the changes in the Carnatic's schedule? And so forth. This will activate their information they took in the previous period.

### **Respond via WTL**

(This step will take 20 minutes)

- Students answer the generated questions and discuss their predictions with the teacher and the rest of the class and write their responds to the questions in the work-sheet.
- After going through all the words, allow the students to check the definitions on page 96.
- They note the changes to the plans and schedules (activity 1) (Macfarlane, 2014). Make sure the students understand that they are going to be looking for all the changes to Phileas Fogg's plans in this episode. Help them to add the first change to the table and note all the changes. And write them on their note book.
- They answer questions raised in the student book (activity 2) (Macfarlane, 2014) Choose students to read the questions and other students to answer them. And write them on their note book.

### **Summarize via WTL**

(This step will take 15 minutes)

- Students write individually the main points of the story. Then choose two students to tell the main points of the story to the class.
- Complete conversation between Passepartout and Fix read lines in the pupil's book from 24–26 (Macfarlane, 2014) to them. Explain that they are going to write the complete conversation at. Elicit ideas from the students and write their suggested dialogue on the board. Then in pair ask them to write down the dialogue on the work-sheet. All the students practice the dialogue. Call a pair of students up to the front to act out the dialogue to the class.

***SQP2RS via WTL***

**Survey via WTL: Preview text.**

**Question via WTL: List 1-3 questions you think we'll find answers to.**

**Predict via WTL: State 1-3 things we'll learn.**

**Read via WTL: Read text.**

**Respond via WTL: Try to answer questions. Modify, drop, add.**

**Summarize via WTL: At the end of the text.**

## Appendix No 4

### The SQP2RS via WTL Students' Work-sheet

| STEPS  |  | WRTIE  |
|--------|--|--|
| Step 1 | <p><b>Survey</b><br/> <b>Think</b> about the title:<br/>           What do you already know about the topic?<br/>           What do you want to know?<br/> <b>Look at</b> the pictures and charts.</p> | <br><hr/><br><hr/><br><hr/><br><hr/>                           |
| Step 2 | <p><b>Question</b><br/> <b>Turn</b> the title into question<br/> <b>Write down</b> any questions (3) come to mind during the survey.<br/> <b>Write down</b> unfamiliar vocabulary words.</p>           | <br>1 _____<br>2 _____<br>3 _____<br>( _____ , _____ , _____ ) |
| Step 3 | <p><b>Predict</b><br/> <b>Before Reading:</b> Can you predict the answers to your questions?<br/><br/> <b>Predict</b> the meaning of the new vocabulary</p>  | <br><hr/><br><hr/><br><hr/><br><hr/><br><hr/>                |
| Step 4 | <p><b>Read</b><br/> <b>Read</b> to find the answers to the questions.<br/> <b>Discuss</b> what you read with the group</p>   | <br><hr/><br><hr/><br><hr/>                                  |
| Step 5 | <p><b>Respond</b></p>  | <br><hr/>  |



## **Appendix No 5**

### **The Referee of the Reflective Thinking Questionnaire**

Dear Dr. /Mr. /Mrs. -----

The researcher is conducting an experimental research to identify *the Effect of Using the “SQP2RS via WTL” Strategy to 10<sup>th</sup> Graders’ Reading Comprehension and Reflective Thinking.*

This is part of the requirements towards achieving a Master’s degree in English Teaching Methods. The study will be applied in the first semester of the academic year 2015/2016.

The researcher reviewed many resources such as the Reflective Thinking Questionnaire (RTQ) developed by Kember et al. (2000) and a study conducted by Kim (2005) then developed her own instrument which is suitable for the purposes of the current study. The instrument was translated into Arabic to be understood by 10<sup>th</sup> graders.

*I would appreciate if you could referee this questionnaire and give your opinion on it.*

*Thank you very much for your help in this important endeavor ...*

**Maisa’ Issa Khalil Abu-Nimah**

## Appendix No 6

### The Reflective Thinking Questionnaire

Dear students,

Name: -----

The researcher is carrying out a study to investigate *the Effect of Using the “SQP2RS via WTL” Strategy to 10<sup>th</sup> Graders’ Reading Comprehension and Reflective Thinking.*

This questionnaire aims at collecting your opinions. There are no 'right' or 'wrong' responses to the statements that follow. A response is only 'right' if it reflects your *personal* reaction, and the *strength* of your reaction, as accurately as possible.

**Please put (√) in the box that indicates the level of your agreement with the statements about the reading lessons in the English language.**

| Items  | Strongly agree<br>5 | Agree<br>4 | Neutral<br>3 | Disagree<br>2 | Strongly disagree<br>1 |
|--|---------------------|------------|--------------|---------------|------------------------|
| 1. I set specific goals before I begin a task.   |                     |            |              |               |                        |
| 2. I motivate myself to learn when I need to.  |                     |            |              |               |                        |
| 3. I learn best when I know something about the topic.   |                     |            |              |               |                        |
| 4. I ask myself questions about the material before I begin.   |                     |            |              |               |                        |
| 5. I need to make sure that I understand the material taught by the teacher in order to perform practical tasks.           |                     |            |              |               |                        |
| 6. I ask about the meaning of what I learn, in the sense of what difference it makes to the rest of my beliefs and actions |                     |            |              |               |                        |
| 7. I know what kind of information is most important when I learn.   |                     |            |              |               |                        |
| 8. I organize the information I learn.   |                     |            |              |               |                        |
| 9. I ask questions.  |                     |            |              |               |                        |
| 10. I make predictions about my performance.   |                     |            |              |               |                        |
| 11. I question the positive or negative aspects of the text.   |                     |            |              |               |                        |
| 12. I question the positive or negative aspects of my learning strategies of the reading texts.                            |                     |            |              |               |                        |
| 13. I relate what I'm learning to what I   |                     |            |              |               |                        |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| already know.   |  |  |  |  |  |
| 14. I ask myself questions about how well I am doing while I am learning something new.         |  |  |  |  |  |
| 15. I find myself using helpful learning strategies automatically.                              |  |  |  |  |  |
| 16. I draw pictures or diagrams to help me understand while learning.                           |  |  |  |  |  |
| 17. I stop and go back over new information that is not clear.                                  |  |  |  |  |  |
| 18. I always keep written records of personal reaction and comments in the reading lessons.     |  |  |  |  |  |
| 19. I question the way others do something and try to think of a better way.                    |  |  |  |  |  |
| 20. I think over what I have been doing and consider alternative ways of doing it.              |  |  |  |  |  |
| 21. I recapture my previous experience, think about it, mull it over and evaluate it.           |  |  |  |  |  |
| 22. I interact with my teacher in order to understand what and how I was studying.              |  |  |  |  |  |
| 23. I think about the material we are being taught.   |  |  |  |  |  |
| 24. I reflect on my actions to see whether I could have improved on what I did.                 |  |  |  |  |  |
| 25. I make efforts to see situations from different perspectives.                               |  |  |  |  |  |
| 26. I re-appraise my experience so I can learn from it and improve for my next performance .    |  |  |  |  |  |
| 27. I know my intellectual weakness and strength in learning.                                   |  |  |  |  |  |
| 28. I summarize what I've learned in the reading lessons after I finish.                        |  |  |  |  |  |
| 29. I try to paraphrase new information into my own words.                                      |  |  |  |  |  |
| 30. I evaluate my learning in terms of whether or not I have achieved the reading lesson goals. |  |  |  |  |  |
| 31. As a result of the reading lessons I have changed the way I look at myself.                 |  |  |  |  |  |
| 32. As a result of the reading lessons I have changed my normal way of doing things.            |  |  |  |  |  |

## Appendix No 7

### استبانة التفكير التأملي

الطلاب الأعزاء،

الاسم : -----

الباحثة تجري دراسة بعنوان أثر استخدام استراتيجية (SQP2RS via WTL) في تنمية مهارة استيعاب المقروء والتفكير التأملي لدى طلبة الصف العاشر في اللغة الانجليزية.

ويهدف هذا الاستبيان إلى جمع آرائكم ولا يوجد استجابات صحيحة أو خاطئة على الفقرات، واستجابتك تعتبر صحيحة اذا كانت تعبر عن وجهة نظرك الخاصة ومدى قوة استجابتك.

يرجى وضع (√) في الفئة التي تشير إلى مدى موافقتك فيما يتعلق في دروس القراءة في اللغة الانجليزية.

| معارض بشده<br>1 | معارض<br>2 | محايد<br>3 | موافق<br>4 | موافق بشده<br>5 | العبارة  |
|-----------------|------------|------------|------------|-----------------|--|
|                 |            |            |            |                 | 1. أضع أهداف محددة قبل أن أبدأ بالمهمة.  |
|                 |            |            |            |                 | 2. أحفز نفسي للتعلم عندما أحتاج لذلك.  |
|                 |            |            |            |                 | 3. أتعلم بشكل أفضل عندما يكون لدي خبرة سابقة عن الموضوع.                                     |
|                 |            |            |            |                 | 4. أتساءل حول المادة قبل أن أبدأ.  |
|                 |            |            |            |                 | 5. أحتاج لفهم المواد التي يتم تدريسها من قبل المعلم من أجل تنفيذ الأنشطة العملية.            |
|                 |            |            |            |                 | 6. أسأل عن معنى ما أتعلم في ضوء ما يحدثه من فروق في معتقداتي وخبراتي.                        |
|                 |            |            |            |                 | 7. أعرف أي نوع من المعلومات هي الأكثر أهمية.   |
|                 |            |            |            |                 | 8. أنظم المعلومات التي أتعلمها.  |
|                 |            |            |            |                 | 9. أطرح الأسئلة.   |
|                 |            |            |            |                 | 10. أضع التوقعات حول أدائي.  |
|                 |            |            |            |                 | 11. أتساءل حول الجوانب الإيجابية أو السلبية للنص.  |
|                 |            |            |            |                 | 12. أتساءل حول الجوانب الإيجابية أو السلبية لاستراتيجيات التعلم التي استخدمها لنصوص القراءة. |
|                 |            |            |            |                 | 13. أربط ما أتعلمه بخبراتي السابقة.  |
|                 |            |            |            |                 | 14. أتساؤل حول جودة ما أفعل بينما أتعلم شيئا جديدا.  |
|                 |            |            |            |                 | 15. استخدم استراتيجيات التعلم بطريقة تلقائية.  |
|                 |            |            |            |                 | 16. ارسم الصور أو الرسوم البيانية لمساعدتي على الفهم.  |
|                 |            |            |            |                 | 17. أتوقف وأعيد التفكير في المعلومات غير الواضحة.  |
|                 |            |            |            |                 | 18. أحتفظ دائما بسجلات مكتوبة لردود أفعالي وتعليقاتي الشخصية في دروس القراءة.                |
|                 |            |            |            |                 | 19. أتساءل حول طرق تفكير الآخرين وأحاول التفكير بطريقة أفضل.                                 |
|                 |            |            |            |                 | 20. أفكر كثيرا فيما أقوم به، وأبحث عن طرق بديلة للقيام بنفس العمل.                           |
|                 |            |            |            |                 | 21. استذكر تجاربي السابقة، أفكر مليا بها وأقيمها.  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  | 22. أتفاعل مع المعلم من أجل فهم ماذا وكيف أدرس.  |
|  |  |  |  |  | 23. أفكر في المواد التي أتعلمها.   |
|  |  |  |  |  | 24. أتأمل في أفعالي لأرى ماذا كان باستطاعتي تحسين ما سأفعله.                                   |
|  |  |  |  |  | 25. أبذل جهدي لرؤية المواقف من وجهات نظر مختلفة.   |
|  |  |  |  |  | 26. أعيد النظر في خبراتي لكي أتعلم منها وأقوم بتحسينها في المرات القادمة.                      |
|  |  |  |  |  | 27. أعرف مواطن القوة والضعف في تعليمي.   |
|  |  |  |  |  | 28. أخص درس القراءة بعد الانتهاء منه.  |
|  |  |  |  |  | 29. أحاول أن أعيد صياغة المعلومات الجديدة بلغتي الخاصة.  |
|  |  |  |  |  | 30. أقيم أدائي التعليمي في ضوء ما حققته من أهداف.  |
|  |  |  |  |  | 31. نتيجة لما تعلمته في دروس القراءة، فقد غيرت الطريقة التي أنظر بها اتجاه نفسي.               |
|  |  |  |  |  | 32. نتيجة لدروس القراءة في اللغة الانجليزية، فقد غيرت الطريقة التي تعودت عليها في تنفيذ اعمال. |

Translated by the researcher

## Appendix No 8

### The Referee of the Reading Comprehension Achievement Test

Dear Dr./ Mr./ Mrs. -----

The researcher is conducting an experimental research to identify *the Effect of Using the “SQP2RS via WTL” Strategy to 10<sup>th</sup> Graders’ Reading Comprehension and Reflective Thinking.*

This is part of the requirements towards achieving a Master’s degree in English Teaching Methods. The study will be applied in the first semester of the academic year 2015/2016.

The researcher constructed a reading comprehension achievement test using the following procedures:

- Analysis of the content of the material units from the book of *English for Palestine* for Tenth grade and its basic objectives.
- Preparing a specification table for the exam.
- Preparing the exam in its first draft using bloom’s Taxonomy .

*I would appreciate if you could judge this questionnaire and give your opinion on it.*

*Thank you very much for your help in this important endeavor ...*

**Maisa’ Issa Khalil Abu-Nimah**

## Appendix No 9

### The Content Analysis and Frequencies of Behavioral Objectives (Cognitive Domain) in 10<sup>th</sup> Grade Pupil's Book:

| Unit                               | Period  | Behavioral objectives   | Cognitive domain |               |             |      | Skills  |
|------------------------------------|---|---|------------------|---------------|-------------|------|---------|
|                                    |   |   | Knowledge        | Comprehension | Application | Hots |         |
| <i>1</i><br><i>Making contacts</i> | Period 4<br>“How will we feed the world in 2050?” | 1. Students will repeat the word they listen to chorally and individually.  | Knowledge        |               |             |      | Reading |
|                                    |   | 2. Students will identify the main vocabulary correctly.  |                  | Comprehension |             |      | Reading |
|                                    |   | 3. Students will skim to obtain gist or general impression of the text or graphics.   |                  | Comprehension |             |      | Reading |
|                                    |   | 4. Students will identify the main idea of the reading text which is about the importance of producing more food with less good farmland. |                  | Comprehension |             |      | Reading |
|                                    |   | 5. Students will answer questions about the reading text.   |                  |               | Application |      | Reading |
|                                    |   | 6. Students will point out the essential notes from the text.   |                  | Comprehension |             |      | Reading |
|                                    |   | 7. Students will generate questions from the text.  |                  |               |             | Hots | Reading |

|                               |  |   |           |               |             |                                 |
|-------------------------------|--|---|-----------|---------------|-------------|---------------------------------|
|                               | Period<br>11- 12<br>“The<br>adventure<br>begins” | 8. Students will skim to obtain gist or general impression of the text or the graphics.                       |           | Comprehension |             | Reading<br>(Literature)         |
|                               |  | 9. Students will scan for specific information from the text.   |           | Comprehension |             | Reading<br>(Literature)         |
|                               |  | 10. Students will analyze components of the text such as setting, theme, characters, etc.                     |           |               | Hots        | Reading<br>(Literature)         |
|                               |  | 11. Students will make notes about the story.   |           | Comprehension |             | Reading<br>(Literature)         |
|                               |  | 12. Students will answer questions related to the text.   |           |               | Application | Reading<br>(Literature)         |
|                               |  | 13. Students will use a variety of language skills to discuss alternatives and make decisions about the text. |           |               |             | Hots<br>Reading<br>(Literature) |
| <i>From here to here</i><br>2 | Period<br>4<br>“Finding<br>the way”              | 14. Students will repeat the word they listen to chorally and individually.                                   | Knowledge |               |             | Reading                         |
|                               |  | 15. Students will identify the main vocabulary correctly .  |           | Comprehension |             | Reading                         |
|                               |  | 16. Students will skim for general impression of the text and the pictures.                                   |           | Comprehension |             | Reading                         |
|                               |  | 17. Students will identify the main idea of the reading text which is about GPS technology.                   |           | Comprehension |             | Reading                         |

|                         |   |   |   |           |               |               |         |                      |
|-------------------------|---|---|---|-----------|---------------|---------------|---------|----------------------|
|                         |   | 18. Students will answer questions about the reading text.                  |   |           | Application   |               | Reading |                      |
|                         |   | 19. Students will point out the essential notes from the text.              |   |           | Comprehension |               | Reading |                      |
|                         |   | 20. Students will generate questions from the text.                         |   |           |               | Hots          | Reading |                      |
|                         | Period 11- 12<br>“East to India”              |   | 21. Students will skim to obtain gist or general impression of the text or the graphics.  |           |               | Comprehension |         | Reading (Literature) |
|                         |   |   | 22. Students will scan for specific information from the text.                            |           |               | Comprehension |         | Reading (Literature) |
|                         |   |   | 23. Students will analyze components of the text such as setting, theme, characters, etc. |           |               |               | Hots    | Reading (Literature) |
|                         |   |   | 24. Students will answer questions related to the text.                                   |           |               | Application   |         | Reading (Literature) |
|                         |   |   | 25. Students will generate statements about the text.                                     |           |               |               | Hots    | Reading (Literature) |
|                         |   |   | 26. Students will repeat the word they listen to chorally and individually.               | Knowledge |               |               |         | Reading              |
| 3<br>Free-time activity | Period 4<br>“Turning a hobby into a business” | 27. Students will identify the main vocabulary correctly.                   |   |           | Comprehension |               | Reading |                      |
|                         |   | 28. Students will skim for general impression of the text and the pictures. |   |           | Comprehension |               | Reading |                      |

|                |   |  |           |               |             |      |                      |
|----------------|---|--|-----------|---------------|-------------|------|----------------------|
|                |   | 29. Students will identify the main idea of the reading text which is about turning hobbies into business. |           | Comprehension |             |      | Reading              |
|                |   | 30. Students will point out the essential notes from a text.   |           | Comprehension |             |      | Reading              |
|                |   | 31. Students will answer questions about the reading text.   |           |               | Application |      | Reading              |
|                |   | 32. Students will summarize the text.  |           |               |             | Hots | Reading              |
|                |   | 33. Students will generate questions about the text.   |           |               |             | Hots | Reading              |
|                | Period 11- 12<br>“Saving Aouda”   | 34. Students will skim to obtain gist or general impression of the text or the graphics.                   |           | Comprehension |             |      | Reading (Literature) |
|                |   | 35. Students will scan for specific information from the text.   |           | Comprehension |             |      | Reading (Literature) |
|                |   | 36. Students will analyze components of the text such as setting, theme, characters, etc.                  |           |               |             | Hots | Reading (Literature) |
|                |   | 37. Students will answer questions related to the text.  |           |               | Application |      | Reading (Literature) |
|                |   | 38. Students will generate statements about the text.  |           |               |             | Hots | Reading (Literature) |
|                |   | 39. Students will analyze characters and relate them to their traits.                                      |           |               |             | Hots | Reading (Literature) |
| 4<br>Emergency | Period 4<br>“Young nurse is saved from the 10 <sup>th</sup> floor fire” | 40. Students will repeat the word they listen to chorally and individually.                                | Knowledge |               |             |      | Reading              |

|  |  |  |  |               |             |                      |
|--|--|--|--|---------------|-------------|----------------------|
|  |  | 41. Students will identify the main vocabulary correctly.  |  | Comprehension |             | Reading              |
|  |  | 42. Students will skim for general impression of the text and the pictures.  |  | Comprehension |             | Reading              |
|  |  | 43. Students will identify the main idea of the reading text which is the role of firefighter on saving people's life. |  | Comprehension |             | Reading              |
|  |  | 44. Students will answer questions about the reading text.   |  |               | Application | Reading              |
|  |  | 45. Students will take notes about the text.   |  | Comprehension |             | Reading              |
|  |  | 46. Students will generate questions from the text.  |  |               | Hots        | Reading              |
|  | Period 11-12<br>"The route to Singapore" | 47. Students will skim to obtain gist or general impression of the text or the graphics.                               |  | Comprehension |             | Reading (Literature) |
|  |  | 48. Students will scan for specific information from the text.   |  | Comprehension |             | Reading (Literature) |
|  |  | 49. Students will analyze components of the text such as setting, theme, characters, etc.                              |  |               | Hots        | Reading (Literature) |
|  |  | 50. Students will answer questions related to the text.  |  |               | Application | Reading (Literature) |

|                          |  |  |           |               |             |      |                      |
|--------------------------|--|--|-----------|---------------|-------------|------|----------------------|
|                          |  | 51. Students will assess statement and make corrections.   |           |               |             | Hots | Reading (Literature) |
| <i>Dangerous weather</i> | Period 4<br>"Hurricane watching: saving lives" | 52. Students will repeat the word they listen to chorally and individually.  | Knowledge |               |             |      | Reading              |
|                          |  | 53. Students will identify the main vocabulary correctly.  |           | Comprehension |             |      | Reading              |
|                          |  | 54. Students will skim for general impression of the text and the pictures.  |           | Comprehension |             |      | Reading              |
|                          |  | 55. Students will identify the main idea of the reading text which is about the importance of watching hurricanes in saving lives. |           | Comprehension |             |      | Reading              |
|                          |  | 56. Students will answer questions about the reading text.   |           |               | Application |      | Reading              |
|                          |  | 57. Students will summarize the text.  |           |               |             | Hots | Reading              |
|                          |  | 58. Students will generate statements from the text.   |           |               |             | Hots | Reading              |
|                          | Period 11- 12<br>"Mr. Fog misses the boat"     | 59. Students will skim to obtain gist or general impression of the text or the graphics.   |           | Comprehension |             |      | Reading (Literature) |
|                          |  | 60. Students will scan for specific information from the text.   |           | Comprehension |             |      | Reading (Literature) |
|                          |  | 61. Students will analyze components of the text such as setting, theme, characters, etc.  |           |               |             | Hots | Reading (Literature) |

|         |  |   |   |               |             |    |                      |
|---------|--|---|---|---------------|-------------|----|----------------------|
|         |  | 62. Students will take notes about the text.            |   | Comprehension |             |    | Reading (literature) |
|         |  | 63. Students will answer questions related to the text. |   |               | Application |    | Reading (Literature) |
| The sum |  | 63  | 5 | 31            | 10          | 17 |                      |
|         |  |   | 8 | 49            | 16          | 27 |                      |
|         |  |   | % | %             | %           | %  |                      |

## Appendix No 10

### The Behavioral Objectives Numbers and Percentages

| Content             | The behavioral objectives |                      |                    |             | Sum       |
|---------------------|---------------------------|----------------------|--------------------|-------------|-----------|
|                     | Knowledge<br>8%           | Comprehension<br>49% | Application<br>16% | Hots<br>27% |           |
| Unit (1) <b>21%</b> | 1                         | 7                    | 2                  | 3           | <b>13</b> |
| Unit (2) <b>19%</b> | 1                         | 6                    | 2                  | 3           | <b>12</b> |
| Unit (3) <b>22%</b> | 1                         | 6                    | 2                  | 5           | <b>14</b> |
| Unit (4) <b>19%</b> | 1                         | 6                    | 2                  | 3           | <b>12</b> |
| Unit (5) <b>19%</b> | 1                         | 6                    | 2                  | 3           | <b>12</b> |
| <b>Sum</b>          | <b>5</b>                  | <b>31</b>            | <b>10</b>          | <b>17</b>   | <b>63</b> |

## Appendix No 11

### Table of Specifications: Bloom's Taxonomy Cognitive Levels

| Content                        | The behavioral objectives                |   |   |                                       |
|--------------------------------|--|---|---|---------------------------------------|
|                                | Knowledge<br>8%                          | Comprehension<br>49%  | Application<br>16%                          | Hots<br>27%                           |
| Unit (1)<br>21%                | 20%                                      | 23%   | 20%   | 17.65%                                |
|                                | 0.96                                     | 6.76  | 1.92  | 2.85                                  |
| Unit(2)<br>19%                 | 20%                                      | 19.3%   | 20%   | 17.65%                                |
|                                | 0.96                                     | 5.67  | 1.92  | 2.85                                  |
| Unit (3)<br>22%                | 20%                                      | 19.3%   | 20%   | 29.4%                                 |
|                                | 0.96                                     | 5.67  | 1.92  | 4.76                                  |
| Unit (4)<br>19%                | 20%                                      | 19.3%   | 20%   | 17.65%                                |
|                                | 0.96                                     | 5.67  | 1.92  | 2.85                                  |
| Unit (5)<br>19%                | 20%                                      | 19.3%   | 20%   | 17.65%                                |
|                                | 0.96                                     | 5.67  | 1.92  | 2.85                                  |
| <b>Percentage<br/>100%</b>     | <b>8%</b>                                | <b>49%</b>  | <b>16%</b>                                  | <b>27%</b>                            |
| <b>Total<br/>marks 60</b>      | <b>4.8<br/>(5) marks</b>                 | <b>29.44<br/>(29) marks</b>   | <b>9.45<br/>(10) marks</b>                  | <b>16.16<br/>(16)marks</b>            |
| <b>Questions<br/>number 12</b> | <b>Part one<br/>Q.2 (a, b, c)</b>        | <b>Part one<br/>Q.1 (a, b, c, d,<br/>e, f)<br/>Q.3 (a, b, c)<br/>Q.4 (a, b)</b> | <b>Part one<br/>Q.5 (a, b)</b>              | <b>Part one<br/>Q.6</b>               |
|                                | <b>Part two<br/>Q.1 (a, b,<br/>c, d)</b> | <b>Part two<br/>Q.3 (a, b, c, d)</b>  | <b>Part two<br/>Q.2 (a, b, c,<br/>e, f)</b> | <b>Part one<br/>Q.4, Q.5,<br/>Q.6</b> |

## Appendix No 12

### Coefficient of Difficulty and Discrimination

| Test Parts | Items Number | Coefficient of Difficulty | Coefficient of Discrimination |
|------------|--------------|---------------------------|-------------------------------|
| Part one   | 1            | 61.66%                    | 0.46                          |
|            | 2            | 80%                       | 0.26                          |
|            | 3            | 64.40%                    | 0.26                          |
|            | 4            | 46.80%                    | 0.8                           |
|            | 5            | 65%                       | 0.2                           |
|            | 6            | 52.27%                    | 0.73                          |
| Part two   | 1            | 71.60%                    | 0.2                           |
|            | 2            | 56.11%                    | 0.2                           |
|            | 3            | 64.16%                    | 0.66                          |
|            | 4            | 63.30%                    | 0.26                          |
|            | 5            | 51.66%                    | 0.53                          |
|            | 6            | 58%                       | 0.66                          |

## Appendix No 13

### Reading Comprehension Achievement Test

Name:

Gender: Male/Female

School:

Section:

Total: 60 marks

Time: 1 hour

Dear students,

This test consists of two reading texts; each text is followed by different questions.

**Part One:**

35 marks

Read the following text carefully, and then answer the questions below:

#### Energy for Life



#### **ENERGY IS THE KEY**

We use a lot of energy to live. Whether we're playing, studying or eating, energy makes these activities possible. We also use energy for production—to run machines, for instance. Much of this energy comes from fuels like oil, coal or natural gas. These fuels are used to generate the electricity for the lights all around you. Think of all the energy required for planting, growing, harvesting, transporting and cooking, and you can start to understand that energy is a key to life!

#### **NATURAL, BUT NOT FOREVER**

Fuels like natural gas, oil and coal are important natural resources. They are known as fossil fuels and take millions of years to form. We've used them for hundreds of years, and they've powered everything from planes and trains to cars and computers. Unfortunately, fossil fuels are non-renewable forms of energy. Our power plants burn them faster than nature makes them, and when they are burned, power plants create emissions harmful to the environment.

## POWERING THE FUTURE

Fortunately, there are forms of renewable energy out there. They also come from nature and don't harm the environment as much as fossil fuels. Furthermore, they aren't consumed to produce energy, so we can use them again and again. One form of renewable energy is solar energy. Solar energy uses solar panels, which collect sunlight and convert it directly into electricity. Solar power plants are usually built in deserts where sunshine is reliable and strong, but the desert land is actually rich with plant and animal life.

Another form of renewable energy is wind energy. Like an extremely large pinwheel, wind turbines have blades that rotate when the wind blows, and this movement generates electricity. Some solar and wind energy power plants are connected to batteries so they can supply electricity even when the sun isn't shining or the wind isn't blowing. But wind energy power plants are called wind farms and require a lot of land.

One form of renewable energy that has been around for a very long time is hydropower. Hydropower is energy produced by falling and running water, but their existence can dramatically alter the environment around them. Hydropower technologies can be as simple as a watermill on a stream or as complex as a dam.

## LOOKING FORWARD

Almost everything we do requires some sort of energy. It's important to understand where our energy comes from, how it is produced and what effect each type has on our environment. As technology improves, we can balance the use of non-renewable fossil fuels with renewable energy for a healthier planet.

1. Circle the correct answer:

12 marks

A. What do people use energy for?

1. To protect the environment
2. To create more oil and coal
3. To play, study and live
4. To minimize the sun's benefits

B. The underlined word (harmful) in the second paragraph means:

1. Hurtful
2. Wasteful
3. Helpful
4. Useful

C. What is **True** about all types of energy discussed in the text?

1. They are all non-renewable forms of energy
2. They are all renewable forms of energy
3. They all have some negative impact on the earth

4. None of them has any negative impact on the earth

D. What is this text mainly about?

1. The importance of energy and where they comes from
2. The forms of hydropower and their benefits
3. The benefits of renewable energy and their resources
4. The effects of fossil fuels on the environment

E. Read the following sentences: “*Fortunately, there are forms of renewable energy out there. They also come from nature and don’t harm the environment as much as fossil fuels. Furthermore, they aren’t consumed to produce energy, so we can use them again and again.*” What does the word renewable mean?

1. Harmful to the environment
2. Able to be used more than once
3. Produced by falling and running water
4. Built in deserts using sunshine

F. Choose the answer that best completes the sentence below.

Wind is a form of renewable energy; \_\_\_\_\_, oil is not renewable.

1. for example
  2. particularly
  3. in fact
  4. on the other hand
- 

2. Write **True or False** in the space in front of each statement below: 3 marks

- a. Hydropower is a great source of non-renewable energy. -----
  - b. Fuels like oil and coal are important natural resources. -----
  - c. Some solar and wind energy power plants cannot supply electricity when the sun isn’t shining or the wind isn’t blowing. -----
- 

3. Find synonyms in the text for the following words: 3 marks

- a. Provide:-----
  - b. Power: -----
  - c. Significant:-----
- 

4. Complete the notes: 6 marks

- a. Renewable energy

Example: -----

Advantages: -----

Disadvantages: -----

b. Non-renewable energy

Example: -----

Advantages: -----

Disadvantages: -----

---

5. Answer the following questions about the text:

4 marks

a. Why is energy important in our life?

-----  
-----

b. Where does hydropower come from?

-----  
-----

---

6. The text states that it is “*important to understand where our energy comes from, how it is produced and what effect each type has on our environment.*” Explain why understanding these things is important, using evidence from the text.

7 marks

-----  
-----  
-----  
-----  
-----  
-----  
-----

\*\*\*\*\*

**Part Two:**

25 marks

Read the following text carefully, and then answer the questions below:

One evening, Mr. Phileas Fogg, a Victorian gentleman and his friends discuss a bank robbery that has taken place and wonder how far the thief will have got in making his escape. Mr. Fogg claims that it is possible to travel around the world in 80 days. He then places a £20,000 bet with his companions to prove that he can complete the journey on time himself.

Mr. Fogg and his new butler Passepartout set off immediately, travelling from London to Paris, then on to Italy where they set sail for India. When they stop at Suez, a British detective named Fix thinks he recognizes Mr. Fogg as the thief who had carried out the

robbery in London. He decides to follow him, but has to wait until he receives a warrant from London before he can arrest Mr. Fogg.

Fix makes friends with Passepartout on board the ship. When they land at Bombay Passepartout enters a temple without taking off his shoes and is chased out by angry priests. Mr. Fogg and Passepartout catch the train for Calcutta with a man named Francis Cromarty. Fix decides to follow on later.

The train track is unfinished and they have to get off in the forest. Mr. Fogg buys an elephant for them to ride the rest of the way. A funeral procession approaches and they watch Princess Aouda being dragged along behind. They learn that her dead husband's body will be burnt the next day and that she will be burnt alive with him. Mr. Fogg wants to rescue the Princess. However Passepartout surprises everyone by secretly dressing up as the dead prince, taking his place on top of the fire and springing up at the last minute to rescue Aouda.

They take Aouda with them all the way to Calcutta to catch the ship to Hong Kong where she has an uncle. However Mr. Fogg and Passepartout are arrested.

Mr. Fogg and Passepartout are in court. Fix had secretly arranged for the Bombay priests to come to Calcutta to complain about Passepartout wearing shoes in the temple. Fix thinks that this delay will give him time to receive the arrest warrant. Instead of sending Passepartout and Mr. Fogg to prison Mr. Fogg persuades the judge to accept a large fine instead.

Passepartout is amazed to see Fix on the ship to Hong Kong and suspects that he is a spy sent by Mr. Fogg's London friends to check that he is keeping his side of the bargain. After a stop in Singapore, the ship finally arrives in Hong Kong 24 hours late. Luckily the ship for Japan, the Carnatic, has not left and will leave instead the next morning. Mr. Fogg discovers that Aouda's uncle no longer lives in Hong Kong but she is happy to stay with her new friends.

Passepartout finds out that the Carnatic will in fact be leaving that evening. Fix stops Passepartout from giving this news to Mr. Fogg by taking him to a bar. He tells him the real reason he is following them. Passepartout is angry and becomes very drunk. Fix then tricks Passepartout into smoking an opium pipe that knocks him out.

1. Write **True or False** in the space in front of each statement below: 2 marks

- a. Mr. Fogg believes he could travel around the world in eighty days.-----
  - b. Aouda's uncle still lives in London. -----
  - c. The elephant was the kind of transport they used instead of the train. -----
  - d. Mr. Fogg persuades the judge to accept a large fine. -----
- 

2. Answer the following questions in complete sentences: 6 marks

- a. Why did Mr. Fogg want to set off round the world?

---

b. What did Passepartout do wrong in Bombay?

---

c. How did Passepartout save Aouda?

---

d. Why was Fix first interested in Mr. Fogg?

---

e. How did Fogg manage to keep Passepartout and himself out of prison?

---

f. What did Mr. Fix do to stop Passepartout from telling Mr. Fogg about him?

---

3. Write the name of who is described in each sentence: 8 marks

a. -----: this was the man who worked as a servant and saved the women.

b. -----: this was the women who Mr. Fogg and others wanted to rescue and, and was unable to find her relative in Hong Kong.

c. -----: this was the detectives who seek to find the culprit and comes to the wrong conclusion that Mr. Fogg is the bank robber.

d. -----: this was the man who was challenged to go around the world in eighty days and he took up the challenge.

---

4. What might have happened if the judge put them in prison? 2 marks

---

---

---

5. If you were Passepartout, what would you do when you watched Princess Aouda being dragged in the funeral? 2 marks

---

---

---

6. Summarize the events of the story in five sentences: 5 marks

---

---

---

---

---

Good Luck/Maisa' Issa Abu-Nimah

## Appendix No 14

### Answer Key

#### Part One

1. Circle the correct answer:

A. What do people use energy for?

1. To protect the environment
2. To create more oil and coal
3. **To play, study and live**
4. To minimize the sun's benefits

B. The underlined word (harmful) in the second paragraph means:

1. **Hurtful**
2. Wasteful
3. Helpful
4. Useful

C. What is **True** of all types of energy discussed in the text?

1. They are all non-renewable forms of energy
2. They are all renewable forms of energy
3. **They all have some negative impacts on the earth**
4. None of them has any negative impacts on the earth

D. What is this text mainly about?

1. **The importance of energy and where energy comes from**
2. The forms of hydropower and their benefits
3. The benefits of renewable energy and their resources
4. The effects of fossil fuels on the environment

E. Read the following sentences: "*Fortunately, there are forms of renewable energy out there. They also come from nature and don't harm the environment as much as fossil fuels. Furthermore, they aren't consumed to produce energy, so we can use them again and again.*"  
What does the word renewable mean?

1. Harmful to the environment
2. **Able to be used more than once**
3. Produced by falling and running water
4. Built in deserts using sunshine

F. Choose the answer that best completes the sentence below.

Wind is a form of renewable energy; \_\_\_\_\_, oil is not renewable.

1. for example
  2. particularly
  3. in fact
  4. ***on the other hand***
- 

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

- a. Hydropower is a great source of non-renewable energy. ***False***
  - b. Fuels like natural gas, oil and coal are important natural resources. ***True***
  - c. Some solar and wind energy power plants cannot supply electricity when the sun isn't shining or the wind isn't blowing. ***False***
- 

3. Find synonyms in the text for the following:

- a. Provide: ***supply***
  - b. Power: ***energy***
  - c. Significant: ***important***
- 

4. Complete the notes:

- a. Renewable energy

Example: ***solar energy – wind energy – hydropower***

Advantages: ***They come from nature – they don't harm the environment – they are not consumed to produce energy.***

Disadvantages: ***Solar power is usually built in deserts where there are plants and animals life – wind energy requires a lot of land – hydropower can alter the environment around them.***

- b. Non -renewable energy

Example: ***fuels like natural gas, oil and coal.***

Advantages: ***They powered everything from planes and trains to cars and computers.***

Disadvantages: ***They are non-renewable, power plants burn them faster than nature makes them – they are harmful to the environment.***

---

5. Answer the following questions about the text

- a. Why is energy important in our life?

***We use a lot of energy to live such as playing, studying or eating. They are used to generate electricity for the lights all around us.***

---

- b. Where does hydropower come from?

***Hydropower comes from water. Students may go into more detail, explaining that hydropower is produced by falling and running water through the use of watermills or dams.***

---

6. The text states that it is “important to understand where our energy comes from, how it is produced and what effect each type has on our environment.” Explain why understanding these things is important, using evidence from the text.

*Answers may vary, as long as they are supported by the text. For example, students may respond that knowing where our energy comes from may be key to understanding how long it will last, as in the case of non-renewable energy. Understanding how energy is produced (especially the amount of energy needed to produce energy) and the different impacts particular types of energy have on the environment can help people make decisions about which types of energy to use.*

\*\*\*\*\*

## Part Two

1. Write **True or False** in the space in front of each statement below:
    - a. Mr. Fogg believes he could walk around the world in eighty days. **True**
    - b. Aouda's uncle still lives in Hong Kong. **False**
    - c. The elephant was the kind of transport they used instead of the train. **True**
    - d. Mr. Fogg persuades the judge to accept a large fine. **True**
- 

2. Answer the following questions in complete sentences:
    - a. Why did Mr. Fogg want to set off round the world?  
**To prove that it is possible to travel around the world in 80 days.**
    - b. What did Passepartout do wrong in Bombay?  
**He went into the temple with his shoes.**
    - c. How did Passepartout save Aouda?  
**Passepartout dressed up as the dead man, and took his place on the top of the fire.**
    - d. Why was Fix first interested in Fogg?  
**He believed that Fogg was the thief who carried out the robbery in London.**
    - e. How did Fogg manage to keep Passepartout and himself out of prison?  
**Mr. Fogg persuaded the judge to accept a large fine.**
    - f. What did Fix do to stop Passepartout from telling Fogg about him?  
**Fix stops Passepartout from giving this news to Mr. Fogg by taking him to a bar.**
- 

3. Write the name of the who is described in each sentences:
    - a. **Passepartout**: this was the man who worked as a servant and saved the women.
    - b. **Aouda**: this was the women who Fogg and others wanted to rescue and, and was unable to find her relative in Hong Kong.
    - c. **Mr. Fix**: this was the detectives who seek to find the culprit and comes to the wrong conclusion that Fogg is the bank robber.
    - d. **Mr. Fogg**: this was the man who was challenged to go around the world in eighty days and he took up the challenge.
- 

4. What might have happened if the judge put them in prison?  
**Answers may vary.**
-

5. If you were Passepartout, what would you do when you watched Princess Aouda being dragged in the funeral?

*Answers may vary.*

---

6. Summarize the events of the story in six sentences:

*Answers may vary, as long as they include the main characters and events.*

## Appendix No 15

### Sample of the Degrees of the Reading Comprehension Test and the Reflective Thinking Questionnaire:

- Schools (Bethlehem Secondary Boys' School, AL Awda Basic School for Girls)
- Level of pre achievement (1 = high, 2 = low)
- Gender (1 = male, 2 = female)
- Group (1 = experimental group, 2 = control group)

| #  | Pretest | Reading Comprehension Test | Pre Questionnaire | Reflective Thinking Questionnaire | Level of Pre Achievement | Gender | Group |
|----|---------|----------------------------|-------------------|-----------------------------------|--------------------------|--------|-------|
| 1  | 27      | 39                         | 119               | 124                               | 1                        | 1      | 1     |
| 2  | 17      | 25                         | 95                | 128                               | 2                        | 1      | 1     |
| 3  | 42      | 56                         | 123               | 140                               | 1                        | 1      | 1     |
| 4  | 31      | 38                         | 72                | 144                               | 1                        | 1      | 1     |
| 5  | 38      | 60                         | 122               | 143                               | 1                        | 1      | 1     |
| 6  | 8       | 17                         | 120               | 140                               | 2                        | 1      | 1     |
| 7  | 44      | 60                         | 147               | 143                               | 1                        | 1      | 1     |
| 8  | 13      | 10                         | 47                | 144                               | 2                        | 1      | 1     |
| 9  | 10      | 13                         | 114               | 138                               | 2                        | 1      | 1     |
| 10 | 37      | 58                         | 114               | 113                               | 1                        | 1      | 1     |
| 11 | 16      | 20                         | 132               | 131                               | 2                        | 1      | 1     |
| 12 | 21      | 43                         | 52                | 155                               | 1                        | 1      | 1     |
| 13 | 18      | 34                         | 137               | 143                               | 1                        | 1      | 1     |
| 14 | 40      | 53                         | 121               | 134                               | 1                        | 1      | 1     |
| 15 | 33      | 45                         | 95                | 150                               | 1                        | 1      | 1     |
| 16 | 2       | 14                         | 79                | 139                               | 2                        | 1      | 1     |
| 17 | 16      | 30                         | 137               | 149                               | 2                        | 1      | 1     |
| 18 | 49      | 56                         | 65                | 149                               | 1                        | 1      | 1     |
| 19 | 44      | 58                         | 55                | 145                               | 1                        | 1      | 1     |
| 20 | 24      | 39                         | 134               | 131                               | 2                        | 1      | 1     |
| 21 | 22      | 24                         | 127               | 132                               | 2                        | 1      | 1     |
| 22 | 0       | 10                         | 50                | 131                               | 2                        | 1      | 1     |
| 23 | 30      | 48                         | 72                | 157                               | 1                        | 1      | 1     |
| 24 | 0       | 16                         | 72                | 133                               | 2                        | 1      | 1     |
| 25 | 10      | 20                         | 116               | 150                               | 2                        | 1      | 1     |
| 26 | 15      | 18                         | 102               | 155                               | 2                        | 1      | 1     |
| 27 | 9       | 23                         | 99                | 151                               | 2                        | 1      | 1     |
| 28 | 13      | 21                         | 129               | 143                               | 2                        | 1      | 1     |
| 29 | 13      | 24                         | 46                | 152                               | 2                        | 1      | 1     |
| 30 | 27      | 46                         | 128               | 138                               | 1                        | 1      | 2     |
| 31 | 8       | 10                         | 152               | 156                               | 2                        | 1      | 2     |

## Appendix No 16

### The Validation Committee

| No. | Name of Juror         | Place of Work                          | Activities of the “SQP2RS via WTL” Strategy | Reflective Thinking Questionnaire | Reading Comprehension Achievement Test |
|-----|-----------------------|--|---|-----------------------------------|--|
| 1.  | Dr. Mohsen Adas       | Al-Quds University                     | √   | √                                 | √                                      |
| 2.  | Dr. Jamal Nafi’       | Al-Quds University                     | √   | √                                 | √                                      |
| 3.  | Dr. Omar Abu-Humus    | Al-Quds University                     | √   | √                                 | √                                      |
| 4.  | Dr. Inas Naser        | Al-Quds University                     |   | √                                 |  |
| 5.  | Dr. Ibrahim Slaibi    | Al-Quds University                     |   | √                                 |  |
| 6.  | Dr . Nabil Abd Elhadi | Al-Quds University                     |   | √                                 |  |
| 7.  | Mr. Huda Musleh       | Bethlehem University                   |   | √                                 | √                                      |
| 8.  | Dr. Nancy Elias       | Bethlehem University                   |   | √                                 |  |
| 9.  | Mr. Imad Abu Dayyah   | Bethlehem University                   |   | √ (translation)                   |  |
| 10. | Dr. Janne Kattan      | Bethlehem University                   |   |                                   | √                                      |
| 11. | Dr. Suad Al-Abed      | Al-Quds Open University                | √   | √                                 | √                                      |
| 12. | Dr. Aziz Khalil       | Palestine Ahliya University            | √   | √                                 | √                                      |
| 13. | Mr. Sami Al-Hih       | Palestine Ahliya University            |   | √                                 |  |
| 14. | Dr. Mohammad Farah    | Hebron University                      | √   | √                                 | √                                      |
| 15. | Dr. Manal Abu-Minshar | Hebron University                      | √   | √                                 | √                                      |
| 16. | Mrs. Faten Al-Shaer   | English Supervisor /Bethlehem District | √   |                                   | √                                      |
| 17. | Mrs. Iman Thwieb      | English teacher /Bethlehem District    | √   |                                   |  |
| 18. | Mrs. Abla Obedallah   | English teacher /Bethlehem District    | √   |                                   | √                                      |

## Appendix No 17

### Permission for the Faculty of Educational Science/Graduate Studies Program/Al-Quds University

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs

بسم الله الرحمن الرحيم



جامعة القدس  
كلية العلوم التربوية  
برامج الدراسات العليا

التاريخ: 2015/8/23

حضرة السادة / وزارة التربية والتعليم المحترمين ،  
محافظة بيت لحم

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة: ميساء أبو نعمة ورقمه الجامعي (21311626)، بأجراء دراسة بعنوان :

“ The effect of using “SQP2RS via WTL” strategy to 10<sup>th</sup> graders reading comprehension and reflective thinking “

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها باعطائها البيانات اللازمة لتطبيق الدراسة

شاكرين لكم حسن تعاونكم

جامعة القدس  
كلية العلوم التربوية  
Faculty of Educational Science  
AL-QUDS UNIVERSITY



د.زياد قباجة

منسق برنامج اساتيب التدريس

*(Handwritten signature)*

## Appendix No 18

### Permission of the Directorate of Education/Bethlehem

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

State of Palestine  
Ministry of Education & Higher Education  
Directorate of Education \Bethlehem



دولة فلسطين  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم/بيت لحم

الرقم: ٢٠٣٨ / ١ / ٣

التاريخ: ٢٦ / ٨ / ٢٠١٥ م

الموافق: ٩ / ذو القعدة / ١٤٣٦ هـ

مديري ومديرات المدارس الحكومية المحترمين  
تحية طيبة وبعد،،،

#### الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة ميساء أبو نعمة، والسماح لها بإجراء دراستها بعنوان

"SQP2RS via WTL" strategy to 10<sup>th</sup> grades reading comprehension and reflective

thinking" في مدارسكم.

مع الاحترام

أ. نسرين ياسر عمرو  
مديرة التربية والتعليم



نسخة:النائب الفني المحترم

نسخة : رئيس قسم الاشراف

ن.ح/ش.غ

هاتف (0227171/2) - فاكس (02-2744392) - بيت لحم ص.ب : (168) P.O.Box Bethlehem

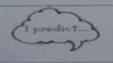
# Appendix No 19

## Samples of Students Responses on the Work-sheets

G

SQP2RS via WTL Students worksheet 10(A)

Name: Mohammad Maher Jamal Maralma  
Date: 10 septemper

| STEPS  |   | WRITE  |
|--------|---|--|
| Step 1 | <b>Survey</b><br>Think about the title:<br>What do you already know about the topic?<br>What do you want to know?<br>Look at the pictures and charts.     | <b>THINK About It</b><br>The title is about picture shows a and a large organiza The chart illustrates of population   |
| Step 2 | <b>Question</b><br>Turn the title into question<br>Writedown any questions (3) come to mind during the survey.<br>Write down unfamiliar vocabulary words. | <br>1 How much food<br>2 what are they<br>3 How many people (field, office, region) |
| Step 3 | <b>Predict</b><br>Before Reading :  | I predict...    |

|        |   |  |
|--------|---|--|
|        | Can you predict the answers to your questions?)   | a big quantity of food they are talking 5000 Milion  |
|        | Predict the meaning of the new vocabulary   | office region conditio<br>vite paksi vls   |
| Step 4 | <b>Read</b><br>Read to find the answers to the questions.<br>Discuss what you read with the group | <br>she interview him on 5000   |
| Step 5 | <b>Respond</b>  | <br>2 a it is developing a that will grow will it<br>2b <del>add</del> <del>they</del><br>Are you succeeding<br>4.1 because Dr Magdisi show her around immed<br>4.2 Its going up very<br>4.3 The farm land is dryer |

E

SQP2RS via WTL Students worksheet 10<sup>th</sup> A

Name: Fadi ma bahawad abu sour  
Date: \_\_\_\_\_

| STEPS  |   | WRITE   |
|--------|---|---|
| Step 1 | <b>Survey</b><br>Think about the title:<br>What do you already know about the topic?<br>What do you want to know?<br>Look at the pictures and charts.     | <b>THINK About It</b><br>1. The title illustrates trip world by people in so<br>2. The picture shows man in<br>3. The notes clarify the au ch characters and th                                 |
| Step 2 | <b>Question</b><br>Turn the title into question<br>Writedown any questions (3) come to mind during the survey.<br>Write down unfamiliar vocabulary words. | <br>1 who travel in eigh<br>2 where the mans.<br>3 who write the text: (Circus, detectives, railwa, acrobat) |
| Step 3 | <b>Predict</b><br>Before Reading :  | I predict...   |

SQP2RS via WTL Students worksheet 10<sup>th</sup> A

Name: Ibrahim Al Ghamdi  
Date: 10 Oct 2015

| STEPS  |   | WRITE  |
|--------|---|--|
| Step 1 | <b>Survey</b><br>Think about the title:<br>What do you already know about the topic?<br>What do you want to know?<br>Look at the pictures and charts.     | <b>THINK About It</b><br>meaning someone lost his way and he want to find it. if they find there wayer bal.  |
| Step 2 | <b>Question</b><br>Turn the title into question<br>Writedown any questions (3) come to mind during the survey.<br>Write down unfamiliar vocabulary words. | <br>How we can find the way.<br>1 why they are lost?<br>2 what equipments help?<br>3 What is the meaning of Salwa (GPs, row, wave, measure) |
| Step 3 | <b>Predict</b><br>Before Reading :  | I predict...    |

## أثر استخدام استراتيجية (SQP2RS via WTL) في تنمية مهارة استيعاب المقروء والتفكير التأملي في اللغة الإنجليزية لدى طلبة الصف العاشر

هدفت هذه الدراسة إلى استقصاء أثر استخدام استراتيجية (SQP2RS via WTL) في تنمية مهارة استيعاب المقروء والتفكير التأملي في اللغة الإنجليزية لدى طلبة الصف العاشر في محافظة بيت لحم. طبقت هذه الدراسة على عينة من طلبة الصف العاشر في المدارس الحكومية التابعة لمديرية تربية وتعليم محافظة بيت لحم في العام الدراسي 2016/2015 وتكونت عينة الدراسة من 139 طالب (61 ذكر و 78 إناث) في كل من مدرسة بنات العودة الأساسية و مدرسة ذكور بيت لحم الثانوية، تم تعيين الطلاب في كل من المجموعة التجريبية والضابطة، درست المجموعة التجريبية باستخدام استراتيجية (SQP2RS) via WTL في حين درست المجموعة الضابطة بالطريقة التقليدية. وأعدت الباحثة اختبار تحصيل لمهارة استيعاب المقروء واستبانة لقياس التفكير التأملي، وتم التحقق من صدقها وثباتها. واعتمدت هذه الدراسة تصميم قبلي وبعدي للمجموعتين، حيث طبق اختبار تحصيل لمهارة القراءة والاستيعاب واستبانة التفكير التأملي قبل المعالجة التجريبية وبعدها على أفراد المجموعتين لقياس أثر استخدام استراتيجية (SQP2RS via WTL) ، وبعد انتهاء فترة التجريب التي استمرت ثلاثة أشهر، تم استخدام المتوسطات الحسابية والانحرافات المعيارية، وتحليل التباين الثلاثي (3-way ANCOVA) لقياس الفروق بين المجموعتين. وقد أظهرت نتائج الدراسة وجود فروق دالة إحصائياً في تحصيل الطلبة في مهارة استيعاب المقروء لدى طلبة الصف العاشر تعزى إلى طريقة التدريس ولصالح المجموعة التجريبية وإلى مستوى التحصيل ولصالح المستوى المرتفع وللتفاعل بين المجموعة والجنس ولصالح الإناث في المجموعة التجريبية وللتفاعل بين المجموعة ومستوى التحصيل ولصالح المستوى المرتفع في المجموعة التجريبية وللتفاعل بين الجنس ومستوى التحصيل ولصالح الذكور ذوي المستوى المرتفع وللتفاعل بين المجموعة والجنس ومستوى التحصيل ولصالح الذكور ذوي المستوى المرتفع في المجموعة التجريبية. وأظهرت النتائج عدم وجود فروق دالة إحصائياً في تحصيل الطلبة في مهارة استيعاب المقروء لدى طلبة الصف العاشر تعزى إلى الجنس. وقد أظهرت نتائج الدراسة كذلك وجود فروق دالة إحصائياً في التفكير التأملي لدى طلبة الصف العاشر تعزى إلى طريقة التدريس ولصالح المجموعة التجريبية وإلى الجنس ولصالح الذكور وإلى التفاعل بين المجموعة والجنس ولصالح الذكور في المجموعة التجريبية. وأظهرت النتائج كذلك

عدم وجود فروق دالة إحصائية في التفكير التأملي لدى الطلبة تعزى لمستوى التحصيل والتفاعل بين المجموعة ومستوى التحصيل والتفاعل بين الجنس ومستوى التحصيل والتفاعل بين المجموعة والجنس ومستوى التحصيل. وبناءً على النتائج أوصت الدراسة بضرورة تدريب المعلمين على استخدام استراتيجية (SQP2RS via WTL) في التدريس، و توفير الظروف الملائمة للطلبة لتطبيق الاستراتيجية في دروس القراءة، واجراء المزيد من الدراسات على متغيرات ومجتمعات أخرى.