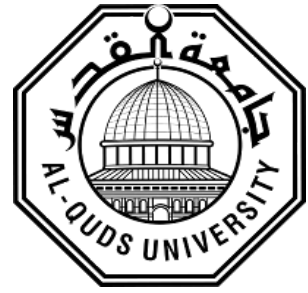


**Deanship of Graduate Studies**

**Al-Quds University**



**The Effect of Using Questions Generating Strategy on  
the Development of 9th Graders' Reading  
Comprehension Skills and their Attitudes Towards EFL  
in South Hebron**

**Ola Eid Hassan Battat**

**M.Sc.Thesis**

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in South Hebron**

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**A thesis submitted in Partial fulfillment of the requirements for  
the degree of Master in Education/Teaching Methods,  
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**Al-Quds University**  
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**Thesis Approval**

**The Effect of Using Questions Generating Strategy on the  
Development of 9th Graders' Reading Comprehension Skills  
and their Attitudes towards EFL in South Hebron**

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Jerusalem –Palestine

1439-2018

## ***Dedication:***

*To the souls that became the suns and lighten the darkness of nights*

*To the brave prisoners, Freedom to them all.*

*To those who live for the sake of Palestine and to those who died for the sake of Palestine.*

*To those whose memories are still as bright as the stars,*

*To my brother in law (Abu Al-Majd), may his soul rest in peace, for whom we own nothing but love and loyalty,*

*To those who endure the pressures of life despite of the severity of the woe,*

*To the young and old people in Gaza who are intoning the meaning of sacrifice with their blood.*

*To the honest and virtuous people in the country where the sun brightened the darkness of night,*

*To my lovely family and life-long companions,*

*To a caring mother and a loving father,*

*To dear sibling who have not left me alone,*

*To my beloved and delightful sons, Mary and Noor, the candles that lighten my bath and give me a reason to live .May Allah bless and protect you,*

*To my teachers who paved the way for me and made everything possible, I thank them very much*

*To all of you, I dedicate the fruits of my efforts that may remove, from the roads of future generation, the darkness of nights and ignorance.*

### **Declaration**

I certify that this thesis submitted for the Master degree is the result of my own work in design and research, except were otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed ..... 

Name: Ola Eid Hassan Battat

Date:13/5/2018

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Ola Eid Hassan Battat

## **Abstract**

The study aims at investigating the effect of using questions generating strategy on developing 9<sup>th</sup> graders reading comprehension skills and their attitudes towards EFL in south Hebron. The study was applied on a purposeful sample of 9th grade students in a governmental school in south Hebron in the academic year 2017/2018. The sample included (110) students at Tell Al-Rabee Basic Girls School and AL-Daherya Basic Boys School located in South Hebron. Students were assigned to experimental groups and control groups, the experimental groups were taught by using the questions generating strategy, while the control groups were taught by the ordinary method. The researcher prepared a reading comprehension test, and a questionnaire for measuring attitudes. Content validity and reliability were established for the two instruments. The experiment lasted for one month, a pre post- test was performed using the reading comprehension skills' test, and the questionnaire to measure the effect of using questions generating strategy. The means and standard deviations two – way "ANCOVA" test was used in the study. The findings of the study showed that there were statistically significant differences in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to teaching method and in favor of the experimental group. So there were statistically significant differences in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to gender and in favor of the females. Moreover, there were statistically significant differences in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to the interaction between the teaching method and gender. The results of the study also showed that there were statistically significant differences in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to teaching method and in favor of the experimental group. And there were statistically significant differences in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to students' gender in favor of the female. Moreover, there were no statistically significant differences in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to the interaction between the teaching method and gender. Based on those findings, the researcher recommended the necessity of implementing this strategy in teaching English reading skills for better outcomes, and more studies should be conducted on different variables and subjects.

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## **Chapter One**

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### **Introduction**

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

Language is a main basis for communication among people. It is the method through which people share ideas and points of view with each other. Nowadays, English is considered as the first used language among foreign language speakers all over the world. English language is widely used by international organizations, associations, countries and peoples. People dedicate much of their effort and time to learn English language as it has become the top language in many various fields and disciplines. English also has become a fundamental prerequisite for persons if they wish to join a global workforce or have access to a great treasure of amusement. English is a requirement for being able to have greater cultural thought and to communicate with people from other state in the world. English language is the language in which people make many chances to change attitudes and issues for better.

English language has a very crucial role in enabling people to communicate with each other. It is well known that English has the prime domain in this regard as it has been incorporated in all fields of modern life such as: trade, tourism, education, industry, journalism and international employment. Consequently, English language is recognized worldwide as the major global language. As a result, English is being taught all over the world as a core subject at schools and universities. English is also taught at the school of the Arab World (Altiti, 2014).

As any language, English has four main skills. They are namely: listening, speaking, reading and writing. No one can doubt that reading is one of the most important skill as it is the source for great knowledge, especially in the Holy Qur'an which is the first and the greatest reference, announced the importance of reading as means of learning. All Muslims agree that the first verses of the Holy Quran ordered the Prophet Mohammed (Peace be Upon Him) to read. This assured how reading is very significant (Esleem, 2012).

Reading could not be classified as an easy skill; rather it is an cooperative procedure as a reader guesses, forecasts, checks and asks questions about the main idea of the text. Conventionally, teachers used to ask questions to check what has been learnt and understood. They help students to move from simple responses, to engage in more developed complex thinking. Nowadays, the notion towards teaching reading has changed and readers may begin asking and answering about a text. This means that student readers get involved more and more in the process of reading in EFL classes (Syatriana, 2012).

As known, every skill has its own deficits and difficulties. Thus, it is very significant to address the problem of reading in schools as the great majority of teachers lean towards using teaching methods that depend on memorizing rules and structures. In the Palestinian schools, learners do not have the opportunity to get language skills or to use language communicatively. Therefore, teachers are in need for modern techniques and strategies that make language usable not only as a continuum of vocabulary, sentences or structure, but also as a practice of thoughts and culture that are reflected in reading comprehension texts. The issue of learning English is not mere teaching isolated parts of vocabulary; rather it is an issue of teaching thoughts and ideas via texts. Teachers have to find more effective ways to address their students' needs (Horgen, 2007).

Reading critically means to have a high level of thinking. It is said to be a complex and metaphysical thinking that requires effort and produces valued consequences. These results are not predictable because the process of higher thinking is not mechanical. This makes the higher thinking level rigid to be defined. However, it is possible to recognize higher thinking and to teach it in the future. It could be reflected by students if they have the opportunity to respond to the text they read. Higher order thinking could not be applied in classes where teachers are the dominant. Rather, it is in green land if it is discussed in student centered classes (Nunan, 2003).

Bolos (2012) stated that reading comprehension is a thinking process that is used to make meaning of what persons read. In addition, it is where students grasp cultural awareness and thoughtful points. Students, while reading comprehension texts, are exposed to many thought and points of view that are incorporated in the text. Following to the previous point of view, Al Shehri (2014) acknowledged that teachers spend very little time teaching comprehension strategies. Instead, they just place their focus on asking literal questions, assigning workbook pages, and giving directions. There is no space for students to interactive with the texts they read.

As a result of changes and developments in the fields of education, the Palestinian Ministry of Education introduced a new English series called *English for Palestine* in late in 2000, which focused on the communicative approach that gives emphasis and attention to all four skills together, especially reading comprehension skills. Therefore, this skill is given an emphasis and attention in both Basic and Secondary curricula in Palestine (Afana&Alollu, 2013).

Responding to the issues discussed before, there is a dire need for teachers to use new strategies for teaching reading and enhance students with skills that enable them to think creatively. Generating Questions Strategy is the area of focus for this research as the teacher used to improve reading comprehension. The researcher has a belief that without having a solid foundation of reading skills among learners, they will struggle throughout their schooling and life.

To achieve more success among students, new methods and strategies ought to be used more teachers. This could not be occurred unless teachers review the developments of the field and update their strategy with new ideas. One of these new strategies is generating questions strategy that place emphasis on the operation of thinking and understanding. Many researchers studied that strategy and analyzed how it works. It is the strategy that helps students to generate questions about the text in order to read their aim behind reading a text (Alsalty, 2009).

The researcher has a belief that the application of generating questions strategy in teaching reading classes is one of the appropriate strategies to expand students' cognitive abilities as they subsequently will be able to master reading skills and have high order thinking. The researcher also believes that there is a connection between using that strategy and developing

reading comprehension. It is the key of checking learners' points of weakness or strength when teachers know how the strategy works. If teachers master generating questions strategy, they will easily develop the abilities of their students.

Generating questions is the level where the students reach their potentiality. It is the skill enhanced after a consequence of stages where students learn how the composition of the questions is generated. Students have such skill once they find the suitable encouragement and good treatment by their teacher who fosters their ability to do so (Yu & Pan, 2014). Question generation strategy is a strategy that allows students to ask about certain points of the texts. Most of the questions students ask are from main points from the texts, they almost the ideas the writer wants to deliver. Thus, by gaining such points, it is believed that the researcher reaches his/her potentiality and the level of deep understanding to the text (Yu & Hung, 2013).

Generally, questions generating strategy in reading that tries to improve students' understanding and give them the chance to discover themselves the idea behind writing the text (Duke & Pearson, 2002). The researcher hopes to present such strategy in the Palestinian school environment, So this study comes to shed the light on the effect of using questions generating strategy on the development of 9th graders' reading comprehension skills and their attitudes towards EFL in south Hebron

## **1.2Statement of the Problem**

The problem of this study stems from the researcher's close contact to 9th graders and the feeling that there is a deficiency in understanding the reading comprehension. The researcher had chosen questions generating strategy as it is suitable for creating creative thinking skills among students and helping them to ask questions when they engage to the assigned text. The strategy of generating questions is good for developing students' life-long learning skills. By using generating questions strategy, the researcher hopes to develop 9th graders reading comprehension skills.



### **1.3 Purpose of the Study**

The study aims to investigate the effect of using questions generating strategy on the development of 9th graders' reading comprehension skills in South Hebron. It also aims at familiarizing school teachers with this strategy which will develop students' reading comprehension in English. This study also aims at investigating students' attitudes towards EFL in south Hebron .

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

The study tries to answer the following questions:

1. Is there an effect of using questions generating strategy on the development of 9th graders' reading comprehension skills due to the teaching method, gender and the interaction between them?
2. Is there an effect of using questions generating strategy on 9th graders' attitudes due to the teaching method, gender and the interaction between them?

### **1.5 Hypotheses of the Study**

1. There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9th graders' reading comprehension skills due to the teaching method, gender and the interaction between.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9th graders' attitudes towards EFL due to the teaching method, gender and the interaction between them.

### **1.6 Significance of the Study**

The importance of the study is due to the following reasons: First, the study introduces teachers to the strategy of generating questions. Second, it helps English teachers to prepare lessons based on generating questions strategy. Third, the study enlightens students to this

new strategy which helps in improving their reading comprehension skills, and finally, it motivates researchers to do more studies about generating questions strategy and its effect on developing other skills such as speaking .

## **1.7Definition of Terms**

**This study is determined with the following terms:**

**Effect:** According to the Merriam Webster English Dictionary (1828), effect is a change that results when something happens .

**Generating Questions:** Generating questions is a strategy in which students are taught to generate questions at many degrees. By generating questions, teachers can have access to students' areas of understandings (Dokchandra, 2013).

**Operational Definition:** In this study, using generating questions strategy is expected to affect students' reading comprehension skills by asking and answering meaningful questions about the text's important or main ideas while they are reading the text.

**Strategy:** It is "a well-planned series of actions for achieving an aim" (Longman, 2001: 1426).

**Reading comprehension skills:** Are process of looking of the written words and get the meaning from them (Sultan, 2017).

**Operational Definition:** In this study, the researcher examines whether generating questions can really affect and develop learners' reading comprehension skills.

**Ninth Graders:** They are the students who are in the last year of the preparatory stage that begins from grade 7 and ends after grade 9 (Palestinian Ministry of Education, 1998).

**Attitude:** It is a psychological trend conveyed by assessing a certain unit with some levels of positivity or negativity (Eagly&Chaiken, 1993).

**Operational Definition:** In this study, using generating questions is expected to affect students' attitudes towards EFL.

## **1.8De-limitations of the Study**

The study is limited to the following:

1. Locative limitation: The study covers Tell-Rabee Basic School for Girls and AL-Daherya Basic School for boys in south Hebron.

2. Temporal limitation: The study is carried out in the second semester of the scholastic year 2017-2018 .
3. Human Limitation: The sample of the study consists of (43) pupils in the 9th grade from Tell – Rabee Basic School for Girls and (67) pupils from AL-Daherya Basic School for Boys in south Hebron .
4. The concepts and definitions mentioned in it.

## **Chapter two**

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### **Review of Literature and Related Studies**

#### **2.1 Introduction**

This chapter presents the literature and previous studies related to the effectiveness of using questions generating strategy in the development of 9th graders' reading comprehension skills in South Hebron. This chapter consists of two sections; the first one sheds light on questions generating , reading comprehension , English as a foreign language and attitudes towards English . In the related studies section, summaries of results of relevant studies will be given.

#### **2.2 Review of Literature**

##### **2.2.1 What is generating questions?**

Questioning is a very effective tool for all learners. It is the process of inquiring about lots of items and things needed to be answered. In the teaching process, good teachers guide their students to think creatively and ask effective questions which help them to construct background knowledge and increase students' thinking. The process of generating questions is not an easy process as it requires high skills and previous background about the questions' elements such as the starters, helping verbs and the complements.

The issue of questioning will be more complicated and endless process if we use question generation strategy. It is an instructional strategy and based of metacognitive theory, constructivism, self-determination, and "information-processing theory" (Yu & Pan, 2013). Question generation strategy is a strategy in which students are able to generate new questions around different areas of the study material and in connection to their previous classroom experiences and activities. Students receive background information about the lesson, then students have the ability to ask about information they had already studied (Yu & Hung, 2013). Generally, Generating questions strategy in reading is accepted as a significant strategy to improve learners' reading comprehension and leads them to be good readers. In this strategy, students generate questions about different ideas and inquiries they seem they are important to ask about (Duke & Pearson, 2002).

After this introduction, readers may ask what the question generating strategy is. The study is going to present the definition and the related theoretical framework of this strategy as follows:

### **Definitions of Generating Questions Strategy:**

There are many definitions for the generating questions strategy the researchers present in this section, but they have the same idea about the definition. The researcher tried hard to survey the related theoretical background to gather different definitions of the strategy. Some of the definitions have more expanded definition as the following:

- The first and the most recent definition the researcher found is the definition of Safarpool et al. (2015). They defined the question generating questions as: "It is the strategy in which students ask questions about the text they are learning and the author's intentions behind the text. In the strategy, the students seek information to be clarified by themselves. They mainly ask different questions to cover the whole points of the reading comprehension."

- The second definition was a different point of view mentioned by The National Institute of Child Health and Human Development (NICHD, 2000). They considered the strategy as a theory and they connected the strategy to reading comprehension. This definition is considered by the researcher as the source of strength that this strategy is for teaching reading and is one of the strategies for teaching reading. The Institute defined the strategy as "It is a reading comprehension strategy whereby readers ask and answer meaningful questions about

the text's important or main ideas while they are reading the text. The questions could occurred between students or students and teacher"

•The third definition was by Vacca , et al (2000). They defined the strategy as "A strategy that is effective occurs when students know how to ask questions before, during and after reading which leads them to learn an important strategy for comprehending and constructing meaning." This definition is, to some extent, differs from the previous one of the NICHD. The latter mentioned that students may ask questions while reading, but the definition of Vacca, et al explained that questions about text may occur at before, during and after reading the text. The researcher considers the fourth question is very relevant to the strategy as teaching reading requires questions to be asked about the text in the three stages (before reading, while reading, and after reading) as the nature of reading comprehension urge teachers and students to ask about anything. They may ask different questions before reading the test in an attempt to connect the previous information with the new one.

After presenting different definitions, the researcher considers strongly the question generating strategy as one of the reading strategies. This gives power to this study as it investigated the effect of question generating strategy on reading .

#### **2.2.1.1 Steps of Implementing Generating QuestionsStrategy**

According to Sharon (2011), teachers can implement lessons based on question generating strategy as follows:

1. Students have to read the text carefully .
2. Students then find the important idea. It is mainly the main idea of the text.
3. Students, after that, turn the important idea into an integrative question.
4. Students are participating, with their teacher or colleagues, to answer the question.

These are flexible steps for conducting the strategy. The students may first learn how to make question and how to differentiate between the different kinds of questions. If students master the skill of making questions, then they are taught how to generate questions.

The Key Points and Core considerations of Question Generating Strategy:

Teachers have to follow the same points in order to reach a productive lesson based on generating questions strategy as follows:(Sharon, 2011).

- Continually assess student progress and re-teach as necessary. Formative assessment will drive the pace and depth of instruction.
- Connect the question generation reading strategy to writing by using the answers to create a summary.
- Asking and answering integrative questions is a recursive process. Students will engage and reengage the text to ask and answer these questions.
- Students can engage in the entire strategy with appropriate scaffolding. Keep in mind that students don't need to master all the pre-requisite skills in order to complete the entire strategy.
- Consider teaching the prerequisite skills individually. These skills are: turning a statement into a question and answering it, finding the important idea in text, and turning the important idea into an integrative question and answering it. Each skill should be explicitly modeled and scaffolded. Thinking aloud reveals the thought process for students.
- Teach students how to ask and answer questions. This is a skill needed to complete the strategy.
- Create a questioning environment to encourage students to ask questions during reading. This sets the stage for the question generation strategy

#### **2.2.1.2 Types of Questions used in Generating Questions Strategy:**

In this regard, Day (2005) stated that there are three levels of questions in relation to reading comprehension; literal, inferential, and applied questions.

The first one, literal questions:

They are types of questions that most applied in classrooms. The words in the questions and the words for the answers are usually found in the same sentence.

The second type, inferential questions:

They are the type of questions which requires reading between the lines in order to find the answers, so readers need to read two sentences at least to find the answer because they have to join information together.

The third type, applied questions:

Students can answer this kind through their use of background knowledge and experiences. Readers have to analyze and synthesize information in order to answer the question. Since

inferential and applied questions require readers to think deeply and critically, they are deemed higher level questions.

Van den Broek et al. (2001) clarified that students are thinking of the relationships among different aspects of the text, hypothesizing, focusing on details and main ideas and using attention selectively while asking questions, and ultimately making ideas about the conclusions of a text. Accordingly, questions might contribute to reading comprehension since they ease active processing of the text. Besides, the generation of specific levels or types of questions such as: high level or thought provoking are beneficial to higher text comprehension. Day and Park (2005) clarified five forms of questions as the following:

1. Yes/No questions: They are the questions which require a Yes or a No answer .
2. Alternative questions: They present two or more possible answers and presupposes presuppose that only answer is true.
3. Yes/No questions connected with or: That forms of questions are ones require a confirmation whether the question is true or false.
4. WH questions (information questions): They require more information in reply than simply yes or no. W/H questions or information questions are the ones beginning with what, when, where, why, who, and how. Information questions are valuable in helping students with inferential and applied comprehension of texts.
5. Multiple choice questions: They are based on other forms of questions which can be a W/H question with a choice

The W/H question form fits teaching students to learn generating questions since they are considered high-level questions which indicate the students' intelligence.

High-level questions require students to read between the lines to develop better understanding of the message and interchangeably used with interpretive questions. However, it is important to know the forms and types of questions and to be able to use the right tenses of them. Researchers have noticed students write the questions correctly but the way they use tenses is mistaken. For example, the sentence in the text was simple past, but students' generated questions in the simple past form which is wrong. Teaching the students to practice generating good and correct questions can help them choose suitable tenses to use in their question generation. Teaching generating a correct question based on the tense, have two types of questions, they namely are: Information questions and Yes/No questions.



Information questions can encourage the students to think while searching for the answer to the question. While Yes/No questions are appropriate for bringing the students' attention to the tense used in a sentence. They must make sure that the tense used in the question they generate, is the same as the one used in the target sentence in the text (Dorkchandra, 2013).

### **2.2.1.3 Main Skills of the Question Generating Strategy**

There are various pre-requisite skills needed to use the question generation strategy. Most of teachers think that teaching these skills has the priority to question generation questions. The skills are :

1. Finding important ideas. It is a compulsory skill for question generation strategy which means to enable students to identify important ideas.
2. Turning statements into questions and answering them. Question generation strategy encourages students to extract questions from the statement of the text which they have read. Also, it enhances students to find answers to the questions which they posed.
3. Turning important ideas into integrative questions and answering those questions. This skill requires readers to be able to synthesize what they have read. They must have synthesized the information they read in order to frame an integrative questions (Sharon, 2011)

### **2.2.1.4 Import**

#### **ance of generating questionsstrategy**

Questioning has an important role in learning process. Questions help in building knowledge and leading students to think more deeply about their experiences. They provide the initial point for learning processes when students integrate new information into memory and connect it with the old information in new ways then correcting the mistaken generalization which they adopted before. (Taher& Al Hadi, 2005)

Howell and Nolet (2000) stated that students' questioning makes students look closely at the text. Questioning promotes active reading and understanding since it is a critical mechanism in comprehension. Ellis clarified that questioning help foster critical thinking through asking powerful questions. He also added that questions promote curiosity, create new distinctions

and multiply possibilities. By asking questions, learners positively interact and engage with the text. They become aware of their ability to answer the questions they generated and finally have a better understanding of the text. Through using question generation strategy, learners answer their questions rather than the ones which were posed by the teacher which shifts responsibility for learning from teacher to learner (Ellis, 2003).

Question generation is a significant strategy since it improves learners' understanding of the text. It teaches students how to become independent on questioning as they can produce meaningful questions and find answers (Sharon, 2011).

Khansirand Dashti (2014) concluded in their study that question generating strategy has positive impact on participants' learning through teachers' instruction. The awareness of question generating strategy can

1. Enhance participants' reading comprehension with different skills such as analysis, critical thinking, concentration and shifting.
2. Encourage students to pay more attention to the content of the text. In this process students fully concentrate on the lines of the text.
3. Enhance students with meta-cognition skill.
4. Generate higher order questions.
5. Activate prior knowledge.

On the other hand, the questions generating strategy can be used as an effective method to promote EFL learners' reading comprehension in order to help them to become active and independent readers in their performances. (Khansir&Dashti, 2014).

#### **2.2.1.5 Other Benefits of Generating Questions Strategy**

1. Question generation strategy increases motivation and creativity to construct, organize and make interaction with the previous acquired information which leads to high standards of higher-order cognitive competences (Yu et al. 2005).
2. Improving students reading comprehension. It helps students to create their own motivation for reading and enhancing their comprehension of learned content (Yu, 2009).
3. It facilitates the use of prior knowledge .
4. It processes expository materials presented in lecture format. (Chin &Obsorn, 2008).

Explanations why questions generating strategy Is important of the same significance, there are many other explanations for the merits of question generating strategy as the following:

**First: Question generation promotes active reading and processing.**

Readers actively work with the text to find important ideas and make questions and find answers for these ideas. In this part, readers must examine the text, combine their own background knowledge, and join the information in order to answer these questions. Reading becomes an active process as the reader applies information acquired rather than collecting knowledge in a passive way (Sharon , 2011).

**Second: Question generating strategy improves students' thinking of understanding of the text andincreases their awareness of the text they read.**

Question generating strategy helps students to improve reading comprehension because it centers students' attention on the content, which is being read, and on its important ideas. Also, as kids continue reading or rereading the text to clarify meaning or answer a question, they often clear up their confusion or find the answer in the text. Finally, students must synthesize the information read in order to compose their own questions . Learners monitor their reading comprehension by guessing if they comprehended what they just read. They are aware of their understanding of the text when they ask and successfully answer questions as they read. When learners cannot answer a question they pose, they realize their lack of comprehension. As a result, they have to continue reading or reread to find the answer. This process helps in clarifying the text's important ideas (Harvey &Goudvis, 2000).

**Third: Question generating strategy helps students recall important ideas in the new content.**

Posing and answering questions about the important ideas shifts student attention to the main points in the text. Readers who actively elaborate important and implied passage information tend to comprehend and recall more of this information (Sharon, 2011)

**fourth: Question generating strategy assists students set their own purposes for reading.**

Question generation helps students find a purpose for reading. While reading, students set their own purpose for reading by posing questions and finding answers. Students actively examine the text to find the important ideas and turn these ideas into questions. Learners have to search the text, connect their own previous experiences, and put it all together to make an answer (Oczkus, 2003).

**Fifth: Question generating strategy motivates learners because they are answering their own questions rather than those posed by teacher.**

Learners may be more encouraged to answer their own questions, which they generated, rather than answering questions posed by teachers. This shifts learning responsibility from the teacher to the student. Learners' motivation may also be fostered when teachers use student-created questions as a part of their evaluation. Ultimately, students create their own content study guide by asking and answering their own questions (Pacific Resources for Education and Learning, 2008).

**Sixth: Question generating strategy helps all students improve reading comprehension regardless of reading level.**

Oczkus (2003) found that questioning after reading improved reading comprehension of all students regardless of their reading level. They also found that when students generate higher order questions following the reading of explanatory material appears to assist young students, regardless of their reading skill in the recall of higher order information.

**seventh: Question generation stimulates learners' curiosity.**

Learners draw on their prior knowledge about the topic when they pose questions about important ideas. "The combination of new and prior knowledge can lead students to ask more questions about the topic which help them pique their curiosity" (Sharon, 2011, p. 12)

## **The Good Readers' Characteristics in the View of Reading Generation Strategy**

Good readers show different behaviors different from struggling readers. They pose questions while reading. Therefore, asking questions requires readers to think about what the writers trying to convey. Readers ask questions such as What are the important ideas? What is the author's purpose for writing? When students read, they try to locate the answers to those questions. When students ask questions, they got engaged in the same process of consciously thinking about the text. Readers can combine the new information and their existing background knowledge to articulate a new understanding. (Sharon, 2011)

Fellenz (2004) detailed that students' abilities to explain why the answer options they create are correct or incorrect, and reveal whether students really understand the reading materials or not. Horgen (2007) stated that in generating questions process, learners are required to have both micro and macro understandings of the reading materials and connect new information in the materials to their prior knowledge. By undertaking the process of question generation, students can more actively comprehend a text, and monitor their comprehension. Therefore, through question generation, teachers could identify students' reading challenges and problems and thus provide adaptive instruction (Lan& Lin, 2011).

Researchers have also shown that students who are taught to generate questions while and after reading process exceed those who don't receive any training. Good readers who know how to generate questions first identify the kind of information that is important enough to provide the substance for a question. Then, they form question depending on the information they already have and test themselves to determine that they can indeed answer their own questions. Students can be taught and encouraged to generate questions at many levels, so that question generation is a flexible strategy. Teachers use student-generated questions as a way to assess students' comprehension during or after activities or an entire unit of study. The strategy provides opportunities for reinforcement of what has been learnt and leads students to higher order of thinking. Teachers use questions to check comprehension and assist students in understanding the literal messages of texts. (Kamalizad&Jalilzadehb, 2011).

## **2.2.2 Elements of Generating Questions Strategy**

There are three essential elements in question generation strategy:

### **2.2.2.1 Schema Processing**

Nunan (2003) clarified that schema has crucial affected on explaining new information such as a set of expectations. Good readers prefer to use their prior knowledge to interpret the coming information to support their reading comprehension. Schema theory suggests that our knowledge expectations about the world effects strongly our ability to understand new information through providing a framework within new information might suit. In the light of this view, schema theory considers reading comprehension as an interactive process between the text which they read and readers' previous knowledge. Schema theory explains that sometimes readers may reach a different establishment based on their total prior experience and knowledge. As a result, readers who own a rich background will comprehend the text better than those with weak prior background.

### **2.2.2.2 Active Processing**

Khansir&Dashti ( 2014) mentioned that students become active readers and independent thinkers through generating questions in order to understand the text. In relation to Active Processing, disabled learners can increase their reading comprehension by means of question-generation strategy as it allow students to remember more information from reading passages and to perform better on comprehension tests .

### **2.2.2.3 Meta-Cognitive Processing**

Strangman and Hall (2000) stated that meta-cognitive strategy is the ability to think about your thinking, make your thinking visible and reflect on what you do. Meta-cognition is a term used in information processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process, monitoring of one's production and comprehension, and evaluating learning after an activity is completed. Meta-

cognitive-theory used based on question-generation strategy can be more effective because students can be aware of their lack of reading comprehension through question-generation strategy. In other words, the use of question-generation strategy can enhance learners' meta-cognition to promote reading comprehension.

### **2.2.3 Pedagogical Implications in Generating Questions Strategy**

Teachers can teach question-generating strategies by dividing the students into groups or sub-groups consisting of (3-5) students and instructing then instructing them how to generate questions, particularly in writing. Generating questions orally will not be appropriate for other learners in the same group to review the tense aspects. The learners should be motivated to generate both literal and inferential questions writing. Inferential questions should be more highlighted than literal questions in the light of reading comprehension practice. The Inferential are high order thinking questions which are more effective than literal questions. While, literal questions requires students to identify a specific event from the text. In this regard, the students did not spend much time finding the answers because they were directly there in the text. On the contrary, inferential questions asked students to infer implicit meaning from the text and, being evaluative questions, it required students to evaluate a situation and make a judgment. However, the researchers suggested that literal comprehension questions are undoubtedly important and need to be taught because they are like a stepping-stone to more advanced comprehension skills that must also be examined to continue to see growth in students' performance. Furthermore, in terms of improving the students' English tense ability, literal questions seemed to be easier for learners to generate than inferential ones, particularly when it comes to the question form such as a Yes/No question (Dorkchandra, 2013)

Implementing the question generating strategy can be overwhelming because it needs many skills work together to complete reading and learning processes? However, there are several ways to implement the complete strategy in an effective way. The most important is to use a text familiar to the students, e.g., a text that they have read previously. It is not necessary that students need to master all skills to use the strategy. Teachers can provide or scaffold the step if students cannot complete one or more of the steps. Such a way helps students to learn questioning while reading as well as teaches them the importance and value of the reading

strategy. It was noted that the strategy, not the discrete skills, may improve reading comprehension. (Sharon, 2011)

#### **2.2.4 Reading Comprehension Skills**

Reading is clearly an important skill for the students to be competent at. Having good reading comprehension will make the English learners possible to extract new knowledge from varied disciplines in numerous literary works as they are rich sources of science. Reading, as one of the receptive skills in learning language, in fact is not simply saying out loud what is written and printed, but it involves the capability to comprehend the text. Thus, here emerges the idea of reading comprehension.

Mifflin( 2003) states that reading comprehension is the process of understanding the message the author trying to convey. The writer communicates the ideas in his mind through text and the readers grasp the message the author intends to express. There are some aspects that a reader must fulfil if he/she wants to really conceive a written work. Nuttall (1985) believes that there are five kinds of reading skill at which the readers need to be completely proficient in order to deeply comprehend a text. Those skills –thus can be called as the aspects of reading are:

(a) Identifying main idea, (b) identifying details, (c) determining inference, (d) understanding vocabulary, and (e) reference

Dean (2003, p. 6) clarified that “... like the performance of a symphony reading is a holistic art”. Accordingly, in order to achieve comprehension, reading must employ and integrate certain sub-skills since each sub-skill does not stand alone, exactly like a symphony. The importance of such sub-skills logically springs from their ability to differentiate between passive unskilled readers and active skilled ones, and being the bricks that, combined together, construct a beautiful house as well. In addition, teaching such sub-skills require: suitability to students' levels, systematic steps, responsiveness to students' needs, authenticity of materials, diversity of materials and others (Lenz 2005).

#### **2.2.5 Steps of reading:**

Grabe (2009) pointed out that there are four steps taking place in a reading process: "perception, comprehension, reaction, and integration". Perception is one's being able to say out words as a meaningful unit; comprehension is the ability to construct "useful ideas"



through using words in a context; reaction refers to readers' judgment or opinion about what an author writes; and the last is the ability to incorporate the information, idea or notion, into the reader's background of experience so that it becomes useful to him.

#### **2.2.6 Why focus on reading comprehension and strategies**

A focus on reading comprehension has long been a topic of concern. Formerly, the teaching of reading equaled the teaching of new learners in lower elementary, and the view was that reading did not have to be taught explicitly when the pupils knew how to read – when the letters had opened up and shown the meaning behind the ramble of letters. Many teachers seem to have taken for granted that the pupils' reading comprehension will increase automatically as they get more practice (Franz,2009).

### **2.2.7 Influence of Self Generating Questions on Reading Comprehension:**

Van den Broek, et al (2001) stated that question generating strategy improves reading comprehension as a result of active text processing. Students are involved in multiple processes which require deeper interaction with text when asking questions. During questioning, students consider relationships among different aspects of the text. They hypothesize, focus on details and main ideas, use attention selectively on different text and possibly anticipate conclusions about information they found in the text.

Taboada and Gutheir( 2006) indicated that questions contribute to reading comprehension mostly because they start cognitive processes. There is another explanation for the association between question generating strategy and reading comprehension is that the effect of previous knowledge on students' questions. Prior knowledge, particularly, plays an important role in the types of questions that the students ask. Experts, however, tend to ask more questions on difficult materials than they do for easier, less conceptual materials in that domain. Some types of relationship occur between the extent of the questioners' prior knowledge and the number of questions they posed. A reasonable explanation for this relationship is that questions trigger prior knowledge, which helps in reading comprehension. A third explanation is that the influence of questioning on reading comprehension is explained by deliberate aspects. Through asking questions related to a specific topic, the questioners lead their attention to text sections which have the essential information that provides suitable answers

.Reynolds and Anderson(1982) clarified that researchers have labeled this process as the selective attention hypothesis which occurs when questions directs to a focus point on text segments which covers information from the category that the questions are about .

Finally, the researcher considers question generating strategy one of the higher strategies in learning process, especially in reading. This strategy is the outcome of the series of procedures and skills leading to generating questions. The process begins with simplicity as teaching children how to make questions and then ends with creative and critical understanding of generating questions. The students, in this strategy, learn to read carefully and find the main ideas and thought writer intends to deliver. If students are taught this strategy properly, they will be good readers and good interviewers in the future.

## **2.2.8 English as A foreign Language**

Language is essential to the lives of people in accessing information and communicating with others. Language is not mere a communication tool but it is the tool which individuals use to upraise themselves to a higher social level and academic status as well. Unmistakably, the mastery of a language can help in finding better jobs and markets. Additionally, language is a way to earn skills, information and knowledge that accordingly becomes cultural capital that raises the social status of individuals. Also, language enables people to communicate with social groups and networks that afford support to them. Generally, language is a valuable resource that can change into other forms of investment in economy, culture, politics, and medicine (Joseph, 2004).

English language has a significant role in daily life in every place around the world. English is an international language dealing with all situations of life. It has been proving that it is the language of technology, science, education, politics and knowledge (Hamdona, 2007).

Haboush (2010) stated that the number of English speakers in the world does not show the level of English significance because English is spoken by less than fifteen percent of the world. The importance of English does not depend on the number of speakers as English is regarded the first language in the world.

Quirk, et al (2007) referred that Chinese language is spoken three times more than English, but English is deemed the most international and important language in the world.

The prevalence of using of the English language around the world has become widely Dominant to the extent that it is now more commonly perceived as an international language that does not belong to an ethnic group or a particular nation where it has become more disconnected from its native speakers and their culture (Ostler, 2005).

Harmer (2001) stated that it is necessary to learn others' languages since the world become a small village. As a result, people need to learn English particularly because of its prominence in the globalized world. Therefore, European languages in general and English particularly have been taught throughout the Middle East and North Africa. Though many theories, studies and research dealt with this issue, each tried to provide teachers and learners with

better methods of learning English languages. It was noted that there has been a significant increase in the number of people who speak English as a second and a foreign language around the world. Arabs need to learn English in order to be able to communicate with native speakers and help learners communicate in various situations.

### **2.2.9 English in the Arab World**

English plays important roles in the Arab world since it is a region which its countries depend highly on international trade and aid for others. Those countries considered English as an essential means of Trans border communication. English assures the role of communication through diplomatic relations, trade partnerships and military co-operation with the United States and Britain as English speaking countries which also provide technological and human expertise for Arab countries. Remarkably, English now is regarded the first language of many Arab people, particularly to individuals who received better English education. English skills seem to be growing importantly as features in the various sides of social life in Arab World countries. For instance, applicants with English language skills have a great opportunity to be selected to work in large companies because English is a necessary requirement for one's career (Ostler, 2005).

English represents a symbolic reference of association to certain classes in society. Probably some people think that English makes intercultural dialogue easier, but others feel it is a threat to Arab culture and Arabic language. Obviously, the role of English language in Arab world countries seems to be gaining significantly whether it is perceived positively or negatively. In this regard, the awareness of the significance of English language has increased. For example both Tunisia and Jordan introduced English as an obligatory foreign language in school curriculums. Tunisia's Ministry of Education affirmed that French and English are important languages to reinforce accessing and transferring knowledge. Reports in Tunisia have shown a competition between French and English as English is obtaining more support on the part of policy-makers. In addition, English is taught in Egyptian public and private schools early from kindergartens to universities. In Lebanon, English is well-established as a foreign language since the missionaries created prestigious schools before World. Nowadays, Lebanese university students are regarded English easier to learn than other foreign languages such as French. Likewise, in Qatar 84 per cent of students perceived English learning as useful, while 81 per cent considered Arabic as useful according to a

nationwide school survey (Csizer&Kormos, 2008). Al Sofi (2008) declared that English is considered one of the major subjects at schools of Palestine. Also, English is used as a second official language. This gives the language its significance in the Arab world in general and especially in Palestine.

Kailani and Moqattach (2008) mentioned that English is often used as lingua franca when an Arab engineer, for example, wants to confer with an Indian or Korean colleague. Even in North African countries where French is regarded as the second language, English teaching occupies as a prominent place in the school curriculum. The teaching of English, in the Arab World, is constantly emphasized because of its universality and the sophisticated and advanced culture of the English-speaking world. Many Arab countries send an increasing number of students and academics to the USA and Britain for undergraduate and postgraduate studies .

### **2.2.10 What Does English as a Foreign Language mean?**

Some countries around the world are teaching English as a second language but in the rest of the world, English is a foreign language (EFL). When English is a foreign language, it is taught in schools, but it does not play a necessary role in national or social life. For instance, in Spain and Japan, Spanish and Japanese are the normal means of communication as the majority of citizens do not need English or any other foreign language in their daily life or social and professional development. In fact, English, as an international language, is taught among others in schools, but there is no regional variety of English which embodies a Spanish or Japanese cultural identity. There are hundreds of thousands of English learners in foreign language situations motivate themselves for learning English. Modern schools have an educational function when teaching English. Adult learners who knowingly enroll to learn English has a clear instrumental intention. For example, they want to visit Australia, to be able to communicate with friends or English-speaking tourists or to be able to read English in newspapers, magazines or books. Actually, there is language variety for learners of English as a foreign language who chose to learn English comparing with second language learners. Both the political influence and geographical location influence the choice in variety to teach English. American English is learnt by foreign students of English in Mexico and the Philippines while Europeans tend to learn British English (Crystal, 2003).

A foreign language is one of which has no internal function in the learner's community and which is learnt in order to communicate with native speakers or interlanguage users of the foreign language. In this setting, as in the Arab World, a language like English has no official status. Learning of the foreign language is confined to the classroom. That is, the language is taught and used in schools. Normally, there is little, if any, reinforcement outside the school. The language is learnt like other subjects in the school curriculum for operational purpose. Unlike the first language learning situation, motivation for learning the target language in this context is not high. This is especially the case in the early stages because “young children are still unaware of their individual needs and interests” (Kailani&Moqattach, 2008, p.7).

### **2.2.11 Attitude towards EFL**

Having been widely observed as one of the issues in researches on language learning, attitude which belongs to affective domain can be considered as one of the main determiners which affect the learners' capability in using the language.

Gardner (1980) defines attitudes as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. From this perspective, attitude pervades not only the aspect of human's cognition but also the affective values towards particular object. Hence, attitude significantly influences what is going to be done as a part of behaviour when someone encounters certain situation.

Baker (1998) in Hosseini and Pourmandnia (2013) states his wide view on attitude, elaborating attitude as dimensional rather than bipolar – they vary in degree of positive or negative. However, in relation to this study, the researcher categorized students' attitude to language learning based on their tendency to have positive or negative attitude. In terms of its influence to students, positive attitude bolsters up the process of learning; the negative one hampers the learning process.

In common, attitude is constructed by some distinguishable aspects. Wenden (1991) divides attitude into three components namely cognitive, affective and behavioural. The first one, cognitive component consists of the beliefs and thoughts about an object, people, behaviour, event, and knowledge. This component seems to affect the learning very much since it relates to one's mind, in this case, perception. The second one, the affective

component covers the person's emotions and feeling towards an object. This affects one's preferences.

such as to stand for or against, or to like or dislike. The last one, the behavioural aspect deals with an individual's actions or disposition to take up and practice special behaviour(s) when one is in certain situation.

Generally, attitude, in relation to language acquisition, can be divided into three types: attitude towards the language, attitude towards the native speaker of the language, and attitude towards language learning – as the focus in this study. Attitude towards language learning is the conviction, feeling, and response emerged by the language learner to any item, material, situation and even the teacher while the process of learning is occurring.

It is stated that attitude towards language learning plays a crucial role in language learning as it influences learners' success or failure (Zainol, et al., 2012 and Finch, 2008). This notion stands to reason in the sense that if students have positive attitude towards the process of learning a language, they will enjoy more the lesson and, as a result, they can catch up more knowledge and skill of the language. On the other hand, when the students' attitude towards language learning is negative, they will be reluctant and pay less attention during the teaching-learning activity.

Nowadays, in Indonesian educational milieu, however, a number of students still hold negative attitude to language learning. As an empirical data, the researcher found out that most of students at SMA Negeri 1 Sumberejo considered learning English as a complicated activity. Disadvantageously, this phenomenon greatly influenced their achievement. When the researcher administered a reading test to the students, for instance, the result was unsatisfactory; particularly for those who thought learning English was uneasy and tended not to pay full attention in the class while the lesson was going.

## **2.2.12 Motivating students in EFL Classrooms**

There are the two basic types of motivation in foreign language learning, the first is instrumental and the other is integrative. The instrumental motivation occurs when a foreign language learners need to learn English for operational purpose. For instance, the learners hope to be able to read books in English or to communicate with English speaking people. Therefore, tourists, salesmen or science students are motivated to learn English instrumentally. While the integrative motivation occurs when the learners are trying to identify much more closely with a speech community which uses that language variety. For example, they want to feel at home in it, as a result, they try to understand the attitudes and the world view of that community. In such case, we find the immigrant in Britain and the second language speaker of English, though obtaining mastery of various varieties of English, are both learning English for integrative purposes (Broughton et al, 2003)

Dornyei (2010) remarked that motivating students in EFL classroom is often a complicated and difficult task that involves a collection of psycho-sociological and linguistic factors (but majority English teachers assert the important role of motivation which plays in the teaching and learning process. While motivation has been defined in many ways.

Teachers notice that learners, who really want to learn, will succeed despite the circumstances they face while studying. Motivation that students bring to class is the biggest single factor which leads students towards success. Motivation is the internal drive that fosters people to pursue a course of action. Generally speaking, students who are strongly motivated and have long-term goals are probably easier to teach comparing with those who have no such goals and therefore no real motive. For such students short-term goals will often provide the only motivation they feel. Some students study English because they hope to achieve an idea dwelled in their minds. Students' attitudes to English are an important factor that affects the level of motivation within students which is influenced with their previous experience as language learners. If they were successful then they may be pre-disposed to success now and failure then may mean that they expect failure now



Dornyei (2001) considered motivation as a significant dimension in English learning so teachers must always focus their attention on motivating their students. Students' attitudes towards a specific language group supposed to influence how successful they will be in combining aspects of that language. Learning a foreign language is different from learning other subjects because language is deemed as part of people's identity. Learning English language does not involve learning skills or grammar or a system of rules only but it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being and, therefore, has a significant impact on the social nature of the learner. In order to motivate students, there is a need for a more pragmatic education centered approach, examining classroom reality, identifying and analyzing classroom specific motives (Ahmed, 2015)

Dornyei and Csizer (2005) mentioned some recommendations for motivating English learners, they are:

- Teachers should set a personal behavior example.
- Make sure that the class atmosphere is relaxed and pleasant.
- Present tasks properly to the learners.
- Have good teacher-student relationships.
- Work on increasing learners' self-confidence.
- Ensure that language classes are interesting to the students.
- Promote as much as possible learners' autonomy.
- Personalize the learning process.
- Increase learners' goals, and make sure that learners are familiar with the target language culture.

**The following are some issues related to motivation in EFL classroom:**

### **1. Clarity of purpose and motivation**

Learners need to realize that the purpose of using English as a foreign language is not for studying purposes only but also for effective communication. Moreover, when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community (Burden, 2004)

## **2. Content, teaching methods and motivation**

Motivation is a major concern in improving reading and thus developing literacy, but every learner ought to follow up on motivation strategies to check whether they help improve students' achievement in English. Using reading texts that students are familiar with and can understand is another motivating factor. Teachers should evaluate suitability of the reading materials to their learners.

(Dornyei&S kehan, 2003)

## **3. Positive learning experiences and motivation**

Gardner et al. (2004) indicated that students' positive experiences and achievement in English influences their confidence in using it and increases motivation to learn English. This even applies to contexts that do not provide direct interaction with native speaker communities. English learning in the classroom and in language clubs and activities help increase knowledge, fluency and familiarity with the language and shape attitudes to language learning and future use. Language learners are motivated differently according to their achievement and self-confidence, and that the learning situation which provides motives through the language classroom, i.e. course, teacher and group aspects.

## **4. Attitude, anxiety and motivation**

Student's attitude towards English affects the student outside the classroom. Affective factors influence language acquisition and achievement. Students' attitudes are influenced by the teacher and the classroom environment; experiences in different classes varied and had different effects on students' interest in English languages. The researchers suggest that educators should introduce specific teacher strategies that would increase student motivation and reduce language anxiety.

(Dornyei&Skehan, 2003)

Kailani and Muqattach (2008) stated that Arab learners of English are, on the whole, instrumentally motivated. This should be taken into consideration when planning predesigning an English syllabus. Consequently, EFL teachers should be aware of their pupils' motives for learning English and should, thus, reinforce that motivation through teaching materials and practices.

## **Parent's and Teacher's Role in Teaching English as a Foreign Language:**

Holesinska (2006) indicated that students depend on their parents to develop their language . When teaching their children the first language they use several strategies that should be used deliberately by teachers to reach the same impact in English.

Here is a list of basic strategies used by parents that can be adopted by teachers to encourage foreign language development teaching language in concrete situations that children are involved in

- when wrongly named an object or action, then provide quick appropriate name, repetition and indication of the object to demonstrate the reference giving children time to listen and prepare their answer (let them complete the idea)
- clear articulation, often repetition of single words and their simple, well-formed Colloquial utterances.
- responding with a reformulation of children's ill-formed utterance helps children Stimulates to think about the ill-formed structure
- starting from single words through their combination to formulaic phrases
- using telegraphic phrases
- slow speech with a high pitched voice addressed to individual child
- involving children in conversation .

## ***Characteristics of a Good EFL Teacher:***

Zhang and Watkins (2007) highlight personal characteristics including “charisma” that teachers possess their compassion, humor, innovation, and honesty. Effective EFL teachers are those who are in command of the language, prepare interesting lessons, concentrate on comprehension, help students to be independent, and deal with students fairly .

There are three main categories according to Witcher (2003): personality, instructional competence and teacher–student relationship. The teacher's personality relates to the personal qualities that the teacher brings to the classroom, and can be regarded as including their levels of understating and patience, the warmth they show and their willingness to get to know their students. Instructional competence, including the teacher's ability to create student-centered classrooms, provide appropriate content knowledge, and maintain a professional reaction, is the most highly appreciated of the three categories by learners. It

is worth mentioning that personality of the teacher can positively affect teacher– student relationship and may be significant particularly in those societies where interpersonal relationships are deemed more important than the nature of instruction itself in classrooms.

Davis (2001) stated that teacher-student relation can directly contribute to students' learning and achievement outcomes. Majority of the characterizations of a good teacher tend to contain notions related to the areas of “knowledge, skills and attitudes towards learners”. Al-Mahrooqia et al. (2015) suggested a number of prevalent characteristics of EFL teachers, such as:

- creating interesting classes.
- having good pronunciation.
- offering clear explanations.
- speaking fluent English.

In addition, these characteristics can be complemented by practices such as: conducting games, giving excellent notes, being friendly, using humor and avoiding pushing learners who are falling behind the rest of the class (Borg, 2006). Stott (2004) states that good teachers are those who reinforce students to be “more confident and thoughtful.” Although it is no easy task to promote these characteristics

among learners, the author contends that training learners to be more confident and thoughtful can be achieved through engaging in frequent experiences that encourage these to develop. Bell (2005) saw that effective EFL teachers generally use communicative approaches, adopt effective strategies in their teaching and arrange small groups for discussion. Good teachers from all categories share similar qualities, which enable them to be referred to as effective instructors. English language teachers differ from teachers of other subjects in a number of ways, which may be related to the nature of English as a subject.

Borg (2006) stated that these differences can be said to embrace the contrast between native and non-native speakers of English. Teacher has to concentrate on skills rather than objectives, the centrality of communicative abilities to the classroom, and the subsequent implementation of different teaching strategies and activities. Al-Maqtri and Thabet (2013) pointed out those effective teachers have a number of similar qualities irrespective of their subject matter; however, they nonetheless state that there are several dynamic differences

in those characteristics between effective EFL teachers and other teachers. The characteristics include having a good mastery of English, including sound pronunciation, and involving learners actively in classroom activities.

### **2.2.13 Teaching English as a Foreign Language in Palestine**

The Ministry of Education in Palestine regarded English one of the basic school subjects and taught it as a compulsory subject at government schools since the first grade. Due to the importance of English as an international language, the Ministry of Education imply that all English teachers should have a Bachelor of Arts English language teaching or A Bachelor of Education of English. Every teacher must have studied and are aware of linguistics, literature and teaching English as a foreign language. Additionally, the Ministry of Education holds annual training courses to develop the skills of EFL teachers and help them to give their best for teaching Palestinian students. Since the teaching process does not depend only on teachers, the Ministry of Education took steps to improve EFL curriculums since 2000 when the Palestinian curriculums was produced for the first time and started to be taught at Palestinian schools. The Hello textbook series which were designed by the Ministry of Education in Egypt was employed to be taught in Gaza public elementary schools, while Petra series designed by the Jordanian Ministry of Education were taught in West Bank schools. English was not a compulsory subject in Palestinian elementary schools before 2000 but everything changed after this year when the Ministry of Education decided to produce Palestinian curriculums which suit the Palestinian life and maintain our identity. A qualified team of Palestinian EFL experts with collaboration with Mcmillian Publishing Limited made a new series of English books labeled English for Palestine. The first graders attending Palestinian elementary schools in 2000-2001 were the (Hammad, 2014).

### **2.2.14 Motivating Creativity in EFL Learners**

Hresc (2016) stated that motivation and creativity are connected to each other in classrooms. Teachers have to distinguish between two terms which are: “teaching creatively” and “teaching for creativity.” The first term refers to raising students’ interest and motivation in learning, but “teaching for creativity” indicates improving students’

creative behavior and thinking. On the one hand, creativity in classroom can be an objective attain, on the other. Creativity is a tool used to motivate learners to improve the process of learning. On the other hand, teaching creatively and teaching for creativity are two inter-connected processes and one depends on the other. Encouraging creativity needs creative activities and in order to succeed in achieving creative activities. Children should necessarily reach a certain degree of creative. Thus, creativity has to be motivated and something used for motivation.

According to Read (2015), fostering creativity in EFL classroom increases students' motivation and helps in facilitating English learning. Moreover, creativity is improved in positive conditions (Maley, et al 2015). The learner can't be great creative person without a supportive environment represented by teachers and parents. Therefore, teachers ought to turn their classrooms into an English workshop which is a place where students can connect their language with their personal tastes or apply it to the canvas of their distinguished background and interests as they feels encouraged (Sternberg, 2012)

## **2.2.15Managing Effective EFL Classrooms**

Teachers' class management strategies have a positive effect on reducing challenging behavior in class. Teachers, who benefit from useful class management strategies, can notice positive changes in learners' behavior that can help in preparing a context for successful class events to take place. In order to make an effective and managed EFL classroom, teachers have to take into consideration several issues, the most significant of which is school discipline. It is known that school discipline issues such as disruptive behavior and violence also have an increased impact on teacher stress (Oliver &Reschly, 2007). When the teachers have significant problems with behavior management and classroom discipline report high levels of anxiety and symptoms of tension and are commonly hopeless (Brouwers&Tomic, 2000). It was noted that both classroom organization and behavior management competencies can influence the persistence of beginner teachers significantly in their new job and their decisions to stay in their career or not (Ingersoll & Smith, 2003).

Generally, rules and routines are important components to organize EFL classrooms and manage plans because they create a behavioral context for the classroom which contains what behaviors are expected, what will be strengthened, and what will be taught again if wrong behavior appears. Such away avoid problematic behavior by giving learners appropriate tasks and drag them with it. Monitoring learners' behavior help the teacher to recognize the learners who are involved in suitable behavior and stop misbehavior from occurring (Oliver, Wehby&Reschly, 2011)

Finally, expert teachers of English language tackle such problems in a way that does not harm their students and maintain motivation and creativity in classrooms (Yazdanmehr&Akbari, 2015).

## **2.3 Related Studies**

The researcher tried hard to collect as much as she can the related previous studies bout this section. The studies are presented from the newest to the oldest ones as follows :

### **2.3.1 Studies Related to Generating Questions Strategy**

Safarpoor et al. (2015) investigated the effect of self-questioning strategy as a generative learning strategy on the Iranian English as a Foreign Language (EFL) learners' reading comprehension performance. The study sample consisted of (75) undergraduate students from two universities in Iran. The participants were divided into an experimental group and a control group. The experimental group was taught how to use the self-questioning strategy, while the control group was taught by the conventional way. (TOEFL) proficiency test was chosen as intermediate subjects of the current study. The researchers pretested the study sample in reading comprehension test. The result of the study revealed that self-questioning strategy had a significant impact on the readers' comprehension performances in the experimental group. Also, the study showed that there was general improvement in the post-test due to using the self-questioning strategy.

Garcis et al. (2014) conducted a study to investigate the effectiveness of question generation training students' reading comprehension and learning from lectures. The researches adopted a quasi-experimental design and applied the study on (72) ninth graders

(35 boys & 37 girls) at a secondary school, in an urban district in Granada (Andalusia, Spain), who came from all social strata. The study sample was divided into three groups: the first got a questioning-training by providing prompts, the second taught question generation without any explicit instructions and the third group didn't get any training related to questioning. Participants' pre and posttest, self-reported measures of metacognitive knowledge, self-regulation and learning approaches were collected to achieve the study goals. The results of the study showed the significant effect of the second group while the first group obtained the highest average. It also revealed that question generation training influenced the way the students study and learn particularly their metacognition. That had a medium to large effect size which was related to the prompts used.

The study of Khansi and Dushti's (2014) aimed at investigating the effectiveness of question-generation strategy on Iranian EFL learners' reading Comprehension development. The study adopted the experimental approach. Its sample consisted of (120) male and female learners studying in high schools in Iran. The students were divided into two equivalent groups: an experimental group and a control group, each consisted of (60) students. The researchers used a proficiency test (Hill, 1980) which included a multiple choice reading comprehension test. The findings of the study revealed that question-generation strategy had significant effect on the Iranian EFL third grade high school learners' in reading comprehension passages and led to better performances of the participants.

Dokchandra(2013) studied the effects of question generating strategy instruction on EFL freshmen's reading comprehension and the use of English tenses. The population of study was the first semester Thai University students. The study sample consisted of (40) undergraduate students who were divided into a control group and an experimental group. Each one of the two groups consisted of (20) students. To achieve the aim of the study, the instruments used included a reading comprehension test and an English tense test. The two tests were used pre post - test. Then, data were analyzed through descriptive statistics. The findings clarified that question-generating strategy instruction leads to improve the Thai university freshmen students' reading comprehension and use of English tenses. It also showed the growth of the students test scores in reading comprehension. The



researcher recommended teaching the students how to generate questions literally and inferentially.

Yu and Pan (2013) sought to investigate the effect of student question generation with online prompts on student academic achievement, learning satisfaction, learning anxiety and question generation performance. The study adopted the quasi experimental research design. The researchers selected (64) eighth graders from a middle school in Taiwan and developed a posttest to assess student academic performance. The participants were divided them into an experimental group and a control group. Students in the experimental group were advised to generate questions around key terms in reference to a set of online prompts and the study material. On the other hand, students in the contrast group were taught to generate questions around key terms only with references to the study material. The results indicated that there were no statistically significant differences between the two groups in the areas of learning satisfaction and anxiety. Also, there were statistically significant differences between the two groups in regard to question generation performance and academic performance assigned to the online prompts group performing better than the control group.

Barbakh and Najm (2013) did a study about developing the skills of formulation of questions and receive answers of pupils among students' teachers of the Islamic studies and its teaching methods. The research adopted the quasi-experimental method. The sample of the study was purposively selected and consisted of (60) female and male pre-service teachers studied in Al Aqsa University, Palestine. The researchers employed developed evaluation cards to collect teaching data and observing and recording the educational behaviors. The results of the study found there are statistically significant differences between the students in the experimental group which was taught to use the skills of formulation of questions and the control group which was taught by the conventional way. This indicated that the program was very effective to develop such skills among students' teachers.

Yeh and Lai (2012) aimed to investigate how the question generation processes improve students' reading comprehension through using an online question generation system including the organization, composition and peer assessment module. The population of the study consisted of non-English major students from a National University of Science

and Technology in Central Taiwan. (19) students were selected as the study sample and received (11) weeks of English instruction. Data were collected from pre and post scores. Students' action logs in the online system and semi-structured interviews. The study revealed that there was significant difference in students' reading comprehension improvement after adopting online question generation system.

Al Masharqa's study (2008) aimed of this study was to investigate the effectiveness of the students generated written questions strategy on developing their creative thinking in the Islamic Education course in Jordan. The sample of the study was (70) of sixth graders divided into two groups. The first was the experimental group comprised of (36) students who was taught by the generated written questions. The second one was the control group which consisted of (34) students and followed the conventional method. To achieve the study aims, the researcher set creative thinking test and a multiple choice test of 40 items. The outcomes of the research revealed the positive impact of using the generated written questions strategy on the experimental group. The researchers recommended employing question generated strategy in teaching Islamic Education.

Taher and Al Hadi (2005) claimed a study about the factors affecting English major students' reluctance to generate questions. The study sample consisted of (43) students studied at Suez Canal University in Egypt. To achieve the study goals, the researcher developed questionnaires and distributed them to the study sample. The results revealed that there were correlations between reasons behind English major students' generating questions and their reluctance in general and their reluctance to generate questions in particular. Also, there was a causal relation between students' predisposition towards generating questions and their background about questioning

### **2.3.2Studies Related to Attitudes towards EFL**

Kalosa's (2017) study sought to investigate the impact of Using Metacognitive Strategies on Improving Eleventh Graders' Writing Skills and Attitudes towards English. To achieve the study goals, the researcher adopted the experimental method. The sample of the study consisted of (80) eleventh female students studying at a secondary school In the Gaza Strip, Palestine. The sample was distributed into two equivalent groups: an experimental

and a control one, each of which consists of (40) students. The researcher developed an English writing skills achievement test as a tool of the study. The findings of the study indicated that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English between the students who learn through using metacognitive strategies represented in the experimental group and the control group that learnt through the conventional method in the post test in favor of the experimental group. Also, the findings revealed that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English writing skills achievement test between the experimental group and the control group in the post test.

Eshghinejad (2016) aimed to find out the EFL students' attitudes towards English in terms of the behavioral, cognitive, and emotional aspects in Kashan University in Iran. To achieve the study purpose, a questionnaire survey administered upon a total of (30), (19) female and (11) male students who have a similar background and little knowledge of English learning, majoring in English Translation and English Literature at the State University of Kashan, Iran. The findings of qualitative and quantitative data analysis revealed a positive attitude towards English learning in three aspects of behavioral, cognitive, and emotional. In addition, there were statistically significant attitudinal differences between the two groups.

Ahmed (2015) investigated the attitudes towards English Language Learning among EFL learners and identified the causes that may have influenced the effect of English learning for students at Umskal in Malaysia. The researcher distributed questionnaires for (238) students, (66) males and (172) female learners from the first and second years from University Malaysia Sabah, Labuan International Campus. The results revealed that majority of the students had negative feelings and fear from classroom instructions in their learning. Students of different fields differ in attitudes towards English language learning in terms of domains of usage and focus of learning skills, which demonstrates that a single curriculum or teaching methodology is not adequate. It also has shown that the learners are interested to learn all the language skills with equal emphasis, so, it is necessary to put lessons on listening and speaking in the mainstream English language curriculum.

Jendeya (2015) investigated the impact of 5E Model on developing tenth graders' English grammar learning and their attitudes towards English. To achieve the study aims, the

researcher adopted the experimental approach on a sample of (68) male students studying at a secondary school in the Gaza Strip, Palestine. The selected sample was divided into two equivalent groups: an experimental and a control one, each of which consists of (34) students. The researcher used an achievement test of four domains with (35) items designed and validated to be used as a pre- and posttest. The results of the study revealed that there were significant differences in learning English grammar between both groups: the experimental and the control ones, favoring the experimental group, and this is due to using 5E Model in teaching the experimental one.

Al Farra (2014) examined the effectiveness of using Smart Boards in developing tenth graders' vocabulary achievement, retention and attitudes towards English. The researcher adopted the experimental approach and selected a sample of (85) male tenth students studied at a secondary school in the Gaza Strip, Palestine. The selected sample was distributed into two equivalent groups: an experimental which consisted of (44) students and a control group consisted of (41) students. To collect data, the researcher prepared a pre and post achievement test, an attitude scale and a guide using Smart Board. The results of the study revealed that there were statistically significant differences at ( $\alpha = 0.01$ ) in the students' post attitudes towards English before and after implementing the Smart Board in favor of the experimental group. Additionally, there were statistically significant differences at ( $\alpha = 0.01$ ) in the students' achievement level of the control and the experimental groups (in the retention test) in favor of the experimental group. Also, it indicated that there were significant differences at ( $\alpha = 0.05$ ) in the scores of the control and the experimental groups in favor of the experimental group on the vocabulary post-test which was attributed to the effectiveness of the Smart Board.

Hammad (2014) aimed to find out Palestinian English as a foreign language teachers' attitudes towards the different aspects of English textbooks used at the first three graders of elementary school in Gaza. The researcher collected data through distributing questionnaires to (70) teachers, then interviewing (12) teachers. The findings of the study have shown that the topic materials were perceived by English teachers to be relevant to the students' cultural background and needs. It also revealed that teachers face some challenges represented by the large number of unfamiliar words and the short of class time which is supposed to be devoted to deliver the materials.

Singh (2014) examined to what extent the respondents use English at home and with their peers, how respondents motivated to use and learn English and to what extent are the patterns of language use and attitudes related to their proficiency in English. The researcher distributed a questionnaire to (30) learners aged 14 years old from different ethnic groups and background from a semi-urban secondary school in Malaysia. The questionnaire was designed to get information about the respondents' use of English, their attitudes towards English and their motivation for learning English. Then, the researcher interviewed (9) students in order to obtain in-depth insights on these elements. This study reveals that the sample of the study generally had a positive attitude towards learning English and were motivated to learn English regardless of their family backgrounds and proficiency levels. Also, they study pointed out that the respondents whose parents held professional jobs tended to be more proficient than those whose parents did not.

Gomleksiza (2010) attempted to explore students' attitudes towards learning English in terms of gender, grade level and department variables. the study adopted the descriptive method. The population of the study consisted of freshmen and semaphores at the Faculty of Education at Firat University in Turkey. The sample consisted of (1278) learners, (681) females and (614) females student. The researcher used Liker-type attitude scale developed by the researcher (Gomleksiz, 2003). The finding of the study indicated statistically significant differences in terms of gender, grade level and department variables. Female students had more positive attitudes in interest, usefulness and teacher subscales. Also, As to department variable, students' attitudes vary from one department to another, ANOVA results revealed statistically significant differences between the attitudes of the students towards learning English. Students of Elementary Mathematics Education, Turkish Language Education, Social Studies Education and Computer Education & Instructional Technology departments showed more interest than the students of Early-Childhood Education, Elementary Education and Fine Arts Education departments.

## **2.4 Summary**

The survey of the previous studies included related studies that explained the importance of questions generating strategy and its role in improving many other skills specially reading comprehension skills and attitudes. There were several studies that examined the

influence of questions generating strategy on reading skills .Some of these studies proved the positive influence of questions generating strategy while others confirmed the ineffectiveness of the strategy in enhancing learners reading comprehension skills. Moreover the researcher presented different studies that talk about the attitudes towards EFL. In this chapter, it is found that there are a good number of studies which dealt with each variable alone, while what makes this study special is the connection between these variables. Most of the studies dealt with English teaching and learning processes in general. In fact , the reading comprehension skills are difficult skills to apply, and students face many problems when they have to comprehend texts .Moreover, motivation is a good factor that needs to be focused on since it is a good way to overcome some main problems that students face in classes, so this study tried to make this connection between these variables to see the effect of using this strategy on students' reading comprehension skills and their attitudes towards learning English as a foreign language .

## **Chapter Three**

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### **Methods and Procedures**

#### **3.1 Introduction**

In this chapter, the researcher describes the methodology of the study, research population, and the procedures of the sample examination and the steps of building the instruments of the study, which included: achievement tests (pre post-test), a questionnaire as well as the necessary steps to ensure the validity and reliability of the instruments. It also included a description of the study design and statistical analysis.

#### **3.2 Methodology**

This study followed the quasi-experimental design applied on four groups. The groups were assigned into experimental and control. The experimental groups were taught by using the questions generating strategy, while the control groups were taught by the ordinary method.

#### **3.3 Population of the Study**

The population of this study comprised all ninth graders (females and males) in governmental schools in south Hebron District in the second semester of the academic year 2017-2018. The whole population was (3607) students (1682 males and 1925

females), documented according to the records of the Ministry of Education and Higher Education.

### **3.4 Sample of the Study**

The sample of the study was purposeful and is selected from its population. The study consisted of (43) female students from Tell Al-rabee Basic School and (67) male students from AL-Daherya Boys Basic School located in South Hebron. This sample was assigned into four groups: the first group of boys is an experimental which included (35) students, and the second is a control group which included (32) students. While the first group of girls is an experimental which included (20) students, and the second is a control which included (23) students. The four groups were of the same age, all the students were between 14-15 years old. In addition, they all had the same socio-economic environment. In addition, they all had the same environmental and educational backgrounds.

The following table shows the distribution of the sample of the study:

**A. Table (3.1) Distribution of the Boys and Females' sample between groups:**

<b>Group</b>	<b>Experimental</b>	<b>Control</b>	<b>Total</b>
Female	20	23	43
Male	35	32	67

### **3.5 Instruments of the Study**

This study used the following instruments:

- 1- Test which consisted of reading comprehension questions to measures the development of students' reading comprehension skills.
- 2- Questionnaire to measure students' attitudes towards EFL (**Appendix 1**).

#### **3.5.1 Achievement prepost-test:**

The tests were designed to measure students' achievement in reading comprehension. These tests had six questions and the questions had 30 items which needed to be answered



by the students in the experimental and control groups. The total marks in these tests were out of (30).

**a. Aim of the reading comprehension Skills Test**

The test is one of the study instruments which aimed at measuring the effectiveness of using questions generating on developing the reading comprehension skills of the 9<sup>th</sup> graders and to help the researcher to test the first hypothesis.

**b. Source of Designing the reading comprehension Skill Test**

The researcher referred to many resources while designing the test. The related literature is reviewed, checked the opinion of juries, supervisors and experienced teachers. The researcher designed the test which was based on answering reading comprehension questions.

**Instructions of the Test (for the applicant).**

The teacher had to tell the students about the aim of the test that was designed for a scientific research purpose, and it has nothing to do with their school marks. The teacher had to read the questions clearly for the students describing the debate situation intended. The test was introduced to the referee committee to have their remarks and suggestions for modification and improvement.

**d. Time of the Test**

Time was limited to the test-retest, where the study was conducted on (30) students who had the same characteristics of the study sample. This step was important to check the feasibility of the test and to estimate the time needed for each applicant.

The test was administered for approximately (60) minutes for each student to complete the test. After an interval of two weeks, the same test was reapplied on the same students.

### **e. The Implementation of the Lesson Plans (Appendix 2)**

The reading comprehension test was chosen for the experiment which was taught by the researcher to the experimental groups as follows:

1. The techniques of teaching the experimental groups were based on answering the reading comprehension tests, which were hypothesized to develop students' reading skill; while the control groups were taught by the ordinary method.
2. The researcher applied the experiment and prepared all the needed aids and materials (lesson plans, word cards, flash cards, videos and others).

The researcher listened to students' opinions and suggestions all around these sessions to evaluate the process of teaching by using generating questions strategy.

3. The pre-test of the reading comprehension skill was prepared by the researcher. It was applied to the experimental and the control groups on 18/2/2018. The results were recorded and statistically analyzed.
4. The process of teaching the four groups followed the time planned of the experiment included school sessions.

The post test for the reading skills was applied to the experimental and the control groups on 29/3/2018. The results were recorded and statistically analyzed.

## **3.6 Validity and Reliability of the Instruments**

### **3.6.1 Validity of the test**

To ensure the validity of the test, it was presented to group of professional arbitrators (**Appendix 1**) with competence and experience. They were asked to state their opinions on the test's items. Their comments and suggestions were considered by the researcher.

### **3.6.2 Reliability of the test**

To ensure the reliability of the test, the researcher applied the test to a sample of (30) students from the study population and out of the sample. Reliability coefficient was calculated by test-retest. It was (0.895) for the test.

### 3.6.3 Validity of the questionnaire

To ensure the validity of the questionnaire, it was presented to group of professional arbitrators (**Appendix 1**) with competence and experience. They were asked to state their opinions on the questionnaire's items. Their comments and suggestions were considered by the researcher.

### 3.6.4 Reliability of the questionnaire

Cronbach Alpha formula was used. The questionnaire consisted of 35 items and five scales. The total mark of the questionnaire was (5). Reliability coefficient was calculated. It was (,75) for the questionnaire.

## 3.7 Teaching Materials

The teaching materials consisted of lessons about generating questions, posters, word cards, flash cards pictures, lesson plans for the teacher.

Each lesson consisted of subject, aims, method, materials, aids, procedures. The lessons used in the study are simple materials for teachers to apply and for students to write (**Appendix 2**).

## 3.8 Design of the Study

EG.	O1 O2	X	O1 O2
CG.	O1 O2	---	O1 O2

EG: Experimental group

CG. Control group

O1: pre-test

O2: Pre- Questionnaire

O1: post- test

O2: Post- Questionnaire

X: Treatment ( Questions Generating Strategy)

### **3.9 Variables of the Study**

#### **3.9.1 Independent Variables:**

Method of teaching (questions generating).

#### **3.9.2 Dependent Variables:**

- Reading comprehension skills
- Attitudetowards EFL

### **3.10 Data Collection Procedures**

This study was conducted in the second semester of the scholastic year 2017-2018, at The Tell AL-Rabee Basic School for Girls and Al-DahriyaBasic School for boys in south Hebron.

During the application of this study, the researcher carried out the following procedures:

1. The researcher got a permission letter from the Deanship of Graduate Studies at Al-Quds University to facilitate the work in school (**Appendix 5**).
2. A permission to facilitate the mission is given from the south Hebron Directorate of Education\ to the school principles where the study will be applied (**Appendix 5**).
3. The researcher took down the names of the schools that have 9th grade male and female learners.
4. Population of the study consisted of ninth grade students in South Hebron public schools. In the scholastic year 2017-2018. The number of students is (3607) (1682 males and 1925 females students
5. The number of the sample was (110) assigned into 4 groups, experimental groups and control groups.
6. The researcher designed the instruments for the study (questionnaire & test).
7. The researcher ensured the validity and reliability of the instruments.

8. The researcher assigned the four participant groups in two schools and distributes them into experimental groups (males and females) and control group (males and females) by tossing.
9. The researcher designed the material, presented it to a group of arbitrators with competence and experience who stated their opinions to ensure the suitability of the materials..
10. The application of the post test on groups. The post –test of the reading comprehension was held on 1/4/2018, while the post-test of the questionnaire was held on 4/4/2018.
11. The researcher collected data for statistical analysis and for identifying findings.

### **3.11 Data Analysis**

In the process of analyzing data, the statistical software packages “SPSS” program means & standard deviations were used as well as Person Correlation Coefficient and Cronbach Alpha, Analysis of two – way "ANCOVA"

## **Chapter Four:**

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### **Results of the Study**

#### **4.1 Introduction**

This study aims to investigate the impact of generating questions strategy on developing 9<sup>th</sup> graders reading comprehension skills and their attitudes towards EFL in south Hebron. Therefore, it investigated the effect of the proposed way of teaching (generating questions strategy) and the ordinary method of teaching. The findings of the study are presented in this chapter according to the research questions.

#### **4.2 Results Related to the First Question**

1. Is there an effect of using generating questions strategy on the development of 9<sup>th</sup> graders' reading comprehension skills due to teaching method, gender or the interaction between them?

The above question was translated into the following hypothesis:

There are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to teaching method, gender or the interaction between.

To answer the question, mean scores and standard deviations were calculated for the students' scores in the two groups (the control and the experimental ones) on the reading

comprehension test according to the method of teaching. Table (4.1) shows the mean scores and standard deviations:

**Table (4.1): Means and standard deviations for students' scores in the reading comprehension pre and posttest due to teaching method.**

Group	Gender	Mean	Std. Deviation	Number
Experimental	Female	23.1000	4.22897	20
	Male	17.0857	4.96086	35
	Total	19.2727	5.50574	55
Control	Female	13.6087	6.86718	23
	Male	14.1875	6.00235	32
	Total	13.9455	6.32285	55
Total	Female	18.0233	7.46576	43
	Male	15.7015	5.63274	67
	Total	16.6091	6.47946	110

The results in table (4.1 ) showed that there are differences in the mean scores of reading comprehension test and to know if the differences are significant , two-way ANCOVA was used .

**Table (4.2):** Results of two-way ANCOVA test for students marks in reading comprehension test due to teaching method , gender and the interaction between them :

Source of variance	Sum of squares	DF	Means of squares	F value	Sig
Pre	3605.74	1	3605.74	114.744	0.000*
Method	1001.308	1	1001.308	31.865	0.000*
Gender	192.724	1	192.724	6.133	0.015*
Interaction between gender and method	283.555	1	283.555	9.024	0.003*

Error	3330.896	106	31.424		
<b>Total</b>	<b>34921.000</b>	<b>110</b>			

**According to table (4.2), the previous results concluded as the following:**

There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to teaching method

To determine the direction of the differences, the adjusted means and standard errors were calculated:

**Table (4.3): Adjusted Means and Standard Errors of the post test scores by the experimental and control groups:**

Group	Means	Std. Errors
Experimental group	20.093	0.786
Control group	13.898	0.766

Data shown in table (4.3) reveal that the adjusted means for the experimental group was (20.093) and that is more than the control group which was (13.898). Accordingly, the differences between the two groups are in favor of the experimental group.

1- There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to gender

**Table (4.4): Adjusted Means and Standard Errors of the post test scores by female and male groups:**

Group	Means	Std. Errors
Female group	18.354	0.857
Male group	15.637	0.686

Data shown in table (4.4) reveal that the adjusted means for the females group was (18.354) and that is more than the males group which was (15.637). Accordingly, the differences between the two groups are in favor of the females group.



1- There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to the interaction between the teaching method and gender.

To know the differences, means and standard errors of the experimental group and the control group was calculated.

**Table (4.5): Adjusted Means and standard errors of the experimental group and the control group:**

Group		Mean	Std. Error
Experimental	Female	23.100	1.253
	Male	17.086	0.948
Control	Female	13.609	1.169
	Male	14.188	0.991

Data shown in table (4.5) reveal that the adjusted means for the females group in the experimental group was (23.100) and that is more than the females group in the control group which was (13,609). Accordingly, the differences between the two groups are in favor of the females in the experimental group. It is also revealed that the adjusted means for the males group in the experimental group was (17.086) and that is more than the males group in the control group which was (14.188). Accordingly, the differences between the two groups are in favor of the males in the experimental group.

To answer the question, it could be concluded that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of the experimental group (generating questions strategy) and that of the control group (taught by the traditional/ordinary method) on the English reading comprehension achievement post- test attributed to the experimental group which was taught by the generating questions strategy.

### 4.3 Results Related to the Second Question

Is there an effect of using generating questions strategy on 9<sup>th</sup> graders' attitudes due to teaching method, gender or the interaction between them?

The above question was translated into the following hypothesis:

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to teaching method, gender or the interaction between them.

To examine the hypothesis, the means and standard deviations of the experimental and control groups' results were computed. T-test was used to measure the significance of the differences.

**Table (4.6): Means and standard deviations for students' scores in the scale of attitudes towards English language**

Group	Gender	Mean	Std. Deviation	Number
Experimental	Female	136.1000	9.42505	20
	Male	105.5714	19.75331	35
	Total	116.6727	22.28440	55
Control	Female	91.4783	10.62959	23
	Male	69.0625	25.42787	32
	Total	78.4364	23.27514	55
Total	Female	112.2326	24.62755	43
	Male	88.1343	29.02240	67
	Total	97.5545	29.71966	110

The results in table (4.6 ) showed that there are differences in the mean scores of 9<sup>th</sup> graders attitudes towards EFL and to know if the differences are significant , the researcher calculated the source of variance as follows:

**Table (4.7): Results of two-way ANCOVA test for students attitudes towards EFL due to teaching method , gender and the interaction between them:**

Domain	Source of variance	Sum of squares	DF	Means of squares	F value	Sig
First	Method	796.14	1.00	796.14	12.32	0.001*
	Gender	8707.19	1.00	8707.19	134.78	0.000*
	Interaction between	520.78	1.00	520.78	8.06	0.005*

Domain	gender and the method					
	Error	6847.90	106.00	64.60		
	<b>Total</b>	154811.00	110.00			
Second Domain	Method	1680.45	1.00	1680.45	42.94	0.000*
	Gender	30.14	1.00	30.14	0.77	0.382*
	Interaction between gender and the method	817.27	1.00	817.27	20.88	0.000*
	Error	4148.11	106.00	39.13		
	<b>Total</b>	101849.00	110.00			
Third Domain	Method	885.29	1.00	885.29	30.66	0.000*
	Gender	3.55	1.00	3.55	0.12	0.726
	Interaction between gender and the method	98.02	1.00	98.02	3.40	0.068
	Error	3060.28	106.00	28.87		
	<b>Total</b>	38384.00	110.00			
Fourth Domain	Method	745.66	1.00	745.66	12.78	0.001*
	Gender	651.79	1.00	651.79	11.17	0.001*
	Interaction between gender and the method	197.62	1.00	197.62	3.39	0.068
	Error	6182.69	106.00	58.33		
	<b>Total</b>	97426.00	110.00			
Overall	Method	42936.72	1.00	42936.72	121.42	0.000*
	Gender	18285.11	1.00	18285.11	51.71	0.000*
	Interaction between gender and the method	429.34	1.00	429.34	1.21	0.273
	Error	37483.99	106.00	353.62		
	<b>Total</b>	1143133.00	110.00			

To determine the direction of the differences, the adjusted means and standard errors were calculated:

**Table (4.8): Adjusted Means and Standard Errors of the post test scores by the experimental and control groups:**

Domain	Source of variance		Modified mean	Standard Deviation
First Domain	Method	Exp.	34.500	1.126
		Cont.	40.024	1.099
	Gender	Female	46.396	1.229
		Male	28.128	0.983
	Interaction between gender and the method	Female	41.400	1.797
		Male	27.600	1.359
Second Domain	Method	Exp.	51.391	1.676
		Cont.	28.656	1.421
	Gender	Female	33.764	0.877
		Male	25.739	0.855
	Interaction between gender and the method	Female	30.289	0.956
		Male	29.214	0.765
Third Domain	Method	Exp.	37.100	1.399
		Cont.	30.429	1.057
	Gender	Female	23.478	1.304
		Male	28.000	1.106
	Interaction between gender and the method	Female	20.696	0.753
		Male	14.872	0.734
Fourth Domain	Method	Exp.	17.968	0.821
		Cont.	17.600	0.657
	Gender	Female	21.850	1.201
		Male	19.543	0.908
	Interaction between gender and the method	Female	14.087	1.120
		Male	15.656	0.950
Overall	Method	Exp.	31.875	1.070
		Cont.	26.529	1.044
	Gender	Female	31.701	1.168
		Male	26.703	0.934
	Interaction between gender and the method	Female	35.750	1.708
		Male	28.000	1.291

**The tables show that:**

**First Domain:**

- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the first domain of the attitude scale due to teaching method and in favor of the control group.
- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the first domain of the attitude scale attributed to gender and in favor of females.
- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the first domain of the attitude scale attributed to the interaction between the teaching method and gender. This means that the interaction between the method and the males was effective for males, and that the interaction between the method and the females was effective for females.

**Second Domain:**

- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the second domain of the attitude scale attributed to teaching method and in favor of the experimental group.
- There is no statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the second domain of the attitude scale attributed to gender
- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the second domain of the attitude scale attributed to the interaction between the teaching method and gender. This means that the interaction between the method and the males was effective for males, and that the interaction between the method and the females was effective for females.

**Third Domain:**

- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the third domain of the attitude scale attributed to teaching method and in favor of the females.
- There is no statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the third domain of the attitude scale attributed to gender.

- There is no statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the third domain of the attitude scale attributed to the interaction between the adopted method and gender.

#### **Fourth Domain:**

- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the fourth domain of the attitude scale attributed to teaching method and in favor of the experimental group.
- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the fourth domain of the attitude scale due to gender and in favor of the females.
- There is no statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the fourth domain of the attitude scale attributed to the interaction between the teaching method and gender.

#### **Overall Domain:**

- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the fourth domain of the attitude scale attributed to teaching method and in favor of the experimental group.
- There is statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the fourth domain of the attitude scale attributed to gender and in favor of the female.
- There is no statistically significant difference at the level ( $\alpha \leq 0.05$ ) in the mean of students' scores in the fourth domain of the attitude scale attributed to the interaction between the teaching method and gender.

## **4.4 Summary**

In brief, this chapter is devoted to the presentation and analyses of the data collected through the test and the scale. The results were clarified statistically by using different tables that indicated them.

The results can be summarized as follows:

- 1- There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to teaching method and in favor of the experimental group.
- 2- There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to gender and in favor of the females.
- 3- There are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to the interaction between the teaching method and gender.
- 4- There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to teaching method and in favor of the experimental group.
- 5- There are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to gender and in favor of the female.
- 6- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to the interaction between teaching method and gender.

## **Chapter Five**

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### **Discussion, Conclusion and Recommendations**

#### **5.1 Introduction**

This study aims at investigating the effect of generating questions strategy on developing 9<sup>th</sup> graders' reading comprehension skills and their attitudes towards EFL in south Hebron District. In this chapter the researcher discusses the results of the study and came up with conclusions and offered some recommendations.

#### **5.2 Discussion of the Results Related to the First Question**

1. Is there an effect of using generating questions strategy on the development of 9<sup>th</sup> graders' reading comprehension skills due to teaching method, gender or the interaction between them?

The researcher found that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to teaching method and in favor of the experimental group.

In light of the above, the researcher indicated that the new method "generating questions strategy" as a method of teaching supports the learning process, so the researcher thinks



that teachers should adopt it with their students in their classes. Generating questions strategy has many positive effects on students; it helped them to:

1. Use a variety of questions forms in the classroom.
2. Through generating questions strategy, teachers can train students on the reading skills in any situation and from different dimensions.
3. Generating questions strategy helps students to use and develop many questions forms in different tenses.
4. The situation of generating questions strategy is enjoyable as it allows students to ask questions freely about their views.
5. Generating questions strategy allows students to ask about their thoughts in English. This strategy also supports speaking via the interaction between teacher and student.
6. Generating questions strategy helps to develop many grammatical structures.
7. Generating questions strategy is beneficial for teaching and activating lessons.
8. Generating questions strategy helps shy students to interact with others.
9. Generating questions strategy changes the routine of the class.

This result of this question goes in line with Safarpour et al. (2015) which indicated the effect of self-questioning strategy as a generative learning strategy on the Iranian English as a Foreign Language (EFL) learners' reading comprehension performance. It also supports the results of Garcia et al. (2014), Khansir and Dushti's (2014), Dokchandra's Study (2013), Yu and Ban (2013), Barbakh&Najm (2013), Yeh& Lai Study (2012), Masharqa's study (2008), and Taher and Al Hadi Study (2005). All of the previous studies in this section approved the effectiveness of generating questions strategy.

The results showed that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to gender and in favor of the females.

The researcher believes the reason behind that is the interest of females in working in groups to generate questions and to help each other more than males. And also their initiative and their cooperative work in all lessons.

The results of the study agree with various studies which show that female students prefer to work in a team rather than to perform a task individually. Female students show much higher confidence and positive expectations in their partners than male students do. That's why female students are more creative and collaborative in group work to generate

questions . Another study showed that female students concentrate when working with others and are capable of doing one task at the same time which included ask and answer questions . On the other hand, a study revealed that male students prefer to work individually and perform perfectly when each works alone and they prefer to answer questions that asked by the teacher.

According to psychologists, female and male students react differently in group work. Female students seem to be more serious and are more disciplined than male students. They can easily use can their background knowledge and experiences. Read to analyze and synthesize information in order to answer the question. Since inferential and applied questions require readers to think deeply and critically, they are deemed higher level questions.

The results also showed that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to interaction between the teaching method and gender in favor of the females in the experimental group. That shows the effectiveness of the strategy in reading comprehension for females more than males .This result ensures that females have higher ability to engage in the text and read between the line to discover the writers attend . Females seem to be more serious to analyze and synthesized the information they read in order to frame an integrative questions. They are aware of their ability to answer the questions they generated and finally have a better understanding of the text more than boys. Through using question generation strategy, females answer their questions rather than the ones which were posed by the teacher which shifts responsibility for learning from teacher to learner.

Through the implementing of generating questions strategy, its noticed that females listen carefully to the teacher and follow the steps one by one to be more effective in generating questions . They have to read the text carefully, find the important idea., after that, turn the important idea into an integrative questions. And it's also noticed that females are participating, with their teacher or colleagues, to answer the question more than males.

### **5.3 Discussion of the Results Related to the Second Question**

Is there an effect of using generating questions strategy on 9<sup>th</sup> graders' attitudes due to teaching method, gender or the interaction between them?

The null hypothesis was rejected and that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of the post attitude scale between the experimental group and the control one towards English language and in favor of the experimental group.

The researcher attributed this result to the fact that using generating questions strategy with the experimental group raised their interactivity and participation as well as their motivation to learn, which, in its turn, raised their enjoyment and love for using English. This was also reflected positively in their attitudes towards the English Language.

This may be also attributed to the fact that the researcher used generating questions strategy that suites the students' level. Generating questions strategy was simple and made learning easy. This may reflect their responses on the attitude scale.

This result is in conformity with Kalosa's study (2017), Ahmed's study (2015), Jendeya's study (2015), Al Farra's study (2014), Hammad's study (2014), Singh's study (2014), and Gomleksiz (2010) as all of them indicated the effectiveness of different strategies in raising attitudes positively towards English language.

The researcher found that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to gender and in favor of the females.

This may be attributed to the fact that generating questions strategy urges females to be more motivated, active and co-operative more than males in the English language classes compared with the traditional English language classes.

This result agree with (Eshghinejad 2016 ) who indicated that there is a positive attitude towards English learning in three aspects of behavioral, cognitive, and emotional. In addition, there were statistically significant attitudinal differences between the two groups and in favor of the females.

The study disagree with a study conducted by ( Ahmad, 2015) who indicated that majority of the students had negative feelings and fear from classroom instructions in their learning.

Students of different fields differs in attitudes towards English language learning in terms of domains of usage and focus of learning skills, which demonstrates that a single curriculum or teaching methodology is not adequate. it also has show that the learners are interested to learn all the language skills with equal emphasis,

The researcher found that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes towards EFL due to the interaction between teaching method and gender. This shows the effectiveness of the strategy in developing students attitudes for both males and females. The researcher indicated that the teachers' need to establish learning environment to compensate the authentic atmosphere in language learning using pair-group work which helped in carrying out the learning process to be a successful work on developing and adopting new techniques that will help to improve the reading skills of students.

Furthermore, attitudes among the related theories in educational psychology, as an important element in the learning process, emphasizes “how” rather than” what” way of evaluation. So, teachers need to emphasize using new methods like “questions generating strategy” and other new techniques to motivate students for learning reading comprehension skills. They also need to use different strategies in the classroom to motivate students to speak in the classroom to improve their speaking skill and to increase their interaction. Its agreed that learners who learn English as a foreign language face lots of problems and difficulties to learn, and participate less. Also they are not motivated to learn English because English teachers don't activate them to learn.

## **5.4 Conclusion**

The researcher concluded that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to method of teaching between the two groups (experimental and control), and they were in favor of the experimental group. Moreover, there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading comprehension skills due to the gender of students , and they were in favor of the females . In addition, that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' reading

comprehension skills due to interaction between the method and the students' genders. Also, there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of 9<sup>th</sup> graders' attitudes toward EFL due to teaching method between the two groups (experimental and control), and they were in favor of the experimental group. And There were statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes toward EFL due to students' gender between the two groups (experimental and control) and they were in favor of the female. But there were no statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean scores of 9<sup>th</sup> graders' attitudes toward EFL due to the interaction between the teaching method and the students' gender.

It has been found out that questions generating improved reading comprehension proficiency, so, the researcher thinks that questions generating is a good strategy to be used in classes, and it may help to solve some problems that students face during the teaching-learning process. In addition to that, using questions generating develop students' attitudes towards English as a foreign language.

## **5.5 Recommendations**

In the light of the results of this study, the researcher finds it important to give some recommendations to develop students' reading proficiency for the curriculum designers, decision makers, school administrations, supervisors, teachers, researchers, and students:

### **Recommendations to Supervisors:**

1. Activating the strategy of generating questions strategy in changing teachers' role from instructors, who dominate the class, into facilitators, whose role is to facilitate, guide, support and direct students towards self-learning and student-centered class.
2. Preparing and publishing instructional materials that increase teachers' awareness of generating questions strategy as a new method that suits modern trends in teaching and learning, especially reading comprehension.
3. Conducting workshops that aim at familiarizing teachers with different techniques and strategies of adapting generating questions strategy.

### **Recommendations to English language teachers:**

1. Using generating questions strategy to create effective learning environment.
2. Taking into consideration students' individual differences when choosing a teaching strategy in reading skills.
3. Providing a learning environment that supports different thinking skills and that will be reflected via asking questions.
4. English language teachers are advised to be away from traditional assessment and use instead alternative assessment to assess the levels of thinking the students have. This will enhance and support the use of generating questions strategy in classes. This strategy uses different levels of thinking which are not easily measured by traditional methods of assessment.

### **Recommendations to Curriculum Designers and Decision Makers:**

1. The curriculum designers may consider continuity, sequence, and integration in building learning materials using generating questions strategy.
2. Students need to be provided with models of good techniques and activities to participate in class.
3. Teachers need to be trained on how to develop and present generating questions strategy for their students to create the suitable environment of learning.

### **Recommendations for Further Studies:**

- 1- This study was limited to the reading skill. Questionsgenerating strategy should be applied to other English skills and sub-skills.
- 2- Further studies could be conducted to show the effect of questionsgenerating strategy on developing HOTs (Higher Order Thinking Skills) in English language.

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## Appendices

### Appendix (1): Questionnaire



#### Pre & Post Attitude Scale towards English for 9<sup>th</sup> Graders

Class: ----- School:-----

Dear student,

The researcher is conducting a study entitled "**The Effect of Using Generating Questions Strategy on the Development of 9th Graders' Reading Comprehension Skills and Their Attitudes towards EFL in South Hebron** ", to obtain master's degree in English teaching methods.

The core objective of this study is to examine Palestinian 9<sup>th</sup> graders' attitudes towards EFL. Your answers will help the researcher, EFL teachers, and educators to understand EFL students' attitudes towards EFL. Hence, the researcher desires to know to what extent you agree or disagree with the items of the scale.

The following items ask about your attitudes towards English language. Remember there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices that reflect your attitudes towards English language.

**Many thanks for your kind cooperation**

**Researcher  
Ola Battat**



Note: Please, tick (ü) in front of the suitable degree of importance using the scale below to answer the questionnaire items.

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>First Domain: Attitudes towards EFL Classes</b>						
1.	EFL classes are enjoyable.					
2.	I feel comfortable during EFL classes.					
3.	I prefer EFL classes than other subjects.					
4.	I participate in EFL classes.					
5.	I feel that EFL classes are fruitless.					
6.	I love giving opinions during EFL classes.					
7.	I do not ask my classmates or teacher about the lesson I missed.					
8.	I always wait for EFL classes.					
9.	I like speaking English in EFL classes.					
10.	Time in English classes pass quickly.					
<b>Second Domain: Attitudes towards EFL Teachers</b>						
11.	I love EFL teachers.					
12.	EFL teachers give clear examples to deliver information.					
13.	I love to be an EFL teacher.					
14.	I feel worried when I speak with an EFL teacher.					
15.	I feel happy when EFL teachers are absent.					
16.	EFL teachers respect students'					

	ideas.					
17.	EFL teachers motivate me to think.					
18.	I feel bored in the presence of EFL teachers.					
19.	EFL teachers are authoritarian.					
20.	EFL teachers develop my personality.					
<b>Third Domain: Attitudes towards Teaching Methods</b>						
21.	I love the teaching methods used by EFL teachers.					
22.	EFL teachers use multiple teaching aids.					
23.	EFL teachers make me participate in class.					
24.	EFL activities inside class develop students' thinking skills.					
25.	EFL activities suit all levels.					
<b>Fourth Domain: Attitudes towards Reading in EFL Classes</b>						
26.	I enjoy reading in EFL classes.					
27.	I enjoy spending my free time in reading.					
28.	I enjoy reading outsource materials.					
29.	I enjoy reading short stories in English.					
30.	I think reading is a main tool for increasing my cultural awareness.					
31.	I enjoy discussing ideas in reading classes.					
32.	Reading classes increase my motivation.					

33.	Missing reading classes does not affect students' performance in English.					
34.	It is difficult to answer questions about a reading passage.					
35.	All reading passages are difficult.					

*Thanks for Your Cooperation*

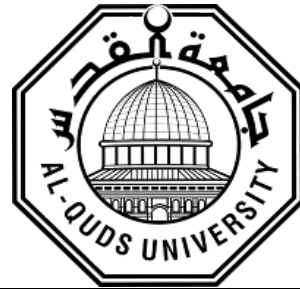
## **Appendix (2): Refereeing Teacher's Guide**

Al-Quds University

Denary of Graduate Studies

Master Programme

English Teaching Method



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**Teacher's Guide**

**“Ninth Graders”**

**How to Implement Generating Questions Strategy to Teach Reading to Ninth Graders.**

**Prepared by**

**Ola Battat**

**2018**

## Refereeing Teacher's Guide

### Unit 9 and 10 – Second Semester – 9<sup>th</sup> grade

*Dear Dr./ Mr. /Ms.....,*

Work Place: .....

The researcher is conducting a study entitled "**The Effect of Using “Generating Questions Strategy on the Development of 9<sup>th</sup> Graders’ Reading Comprehension Skills and Their Attitudes towards EFL in Hebron District**” in order to obtain her Master's Degree in English Teaching Methods. One of the requirements of this study is to design and conduct a Teacher's Guide to teach reading through generating questions strategy. You are kindly invited to look through the attached guide and add your comments on it.

**Your notes and responses will be highly appreciated and confidential.**

**Any comments are highly appreciated.**

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*Thanks a lot for your cooperation and appreciated time*

**The researcher**

**Ola Battat**

### Lesson Title: Helping Hands: Making Friends

Unit: 9		Grade: 9	Period: 1	
Strategy Used: Generating Questions				
New Reading Vocab:		Chance, expect, fetch, knock, midday, pity, tray, suggest, get to know		
Resources and materials		SB, pictures ,worksheet , chalkboard,		Time: 40
Number of classes: 1				
Steps	Objectives: Students will be able to:	Activities procedures	Time	Evaluation
introduction		T. welcomes Ss.  T. asks Ss. who helped his mother yesterday.  T. selects some answers and asks the students using “ how”	5min	
Presentation	Make yes,no questions (non- integrative questions).	T. clarifies how we make questions from different sentences. That's by taking the helping verb of the sentence to be in the first. Give them the following statements to be questions.  Ali is playing tennis.  Is Ali playing tennis?  T. explains how to use ‘ do – does – did ’.	10min	
Presentation	Make W/H questions (integrative questions)	T. presents question starters in integrative questions such as " who, why, what, where, when,...,..."  T. explains the uses of each one.  T. gives them examples such as:  Change the following sentence in to a question  I went to <u>school</u> .  Where did you go?  T. explains “do –does- did "to Ss.  T. explains that when a sentence have helping verb, it will be very easy.	10min	

Practice	make questions	T. gives Ss. different statements to be made as questions.	10min	
Evaluation		T. gives Ss. worksheet “1” to be homework.		

**Worksheet(1)**

**A. Answer the following questions "Nonintegrive questions"**

1. Are you happy? -----
2. Do you speak Arabic? -----
3. Are you Palestinian? -----
4. Is your father a doctor? -----
5. Does your mother a housewife? -----
6. Did you visit Gaza? -----
7. Have you ever visited the Dead Sea? -----

**B. Answer the following questions: "Integrative questions"**

1. Why are you happy?  
-----
2. What language do you speak?  
-----
3. What is your nationality?  
-----
4. What does your father work?  
-----
5. What is your mother`s job?  
-----
6. When did you visit Gaza?  
-----
7. When did you visit the Dead Sea?  
-----



### Lesson Title: Helping Hands Making Friends

Unit: 9		Grade: 9	Period: 1	
Strategy Used: Generating Questions				
New Reading Vocab.:		Chance, expect, fetch, knock, midday, pity, tray, suggest, get to know		
Resources and materials		SB, pictures ,worksheet , chalkboard, CD		Time: 40
Number of classes: 1				
Steps	Objectives: Students will be able to:	Activities procedures	Time	Evaluation and feed back
Introduction		T. enters the class and welcomes the Ss.  T. ask how are you, do you love the weather today and other introductory questions.  When the Ss. get ready, the teacher begins her class.	5min	
Presentation	find the main idea	T. asks Ss. to read the passage.  T. receives many suggestions from Ss.  T. checks and gives the main idea “helping others”.  T. asks Ss. how they can help each other.  First, T. says “I help my old father to go to mosque”.  Then Ss. do the same.	10 min	
Practice	Give examples from the text about helping others	T. asks Ss. to find examples of helping others.  T. collects the ideas and answers.  T. asks students non integrative questions about helping others from the text.  “Do you make food for your neighbors?”  “Do you look after your brothers and sisters?"	10 min	

Evaluation	answer the integrative and non-integrative questions	<p>Who offered to make food?</p> <p>Did aunt Nadia agree that Hadeel take food to neighbors?</p> <p>Did Sameera receive the food?</p> <p>Does Sameera help her mother?</p> <p>How does Sameera help her mother?</p> <p>Where does Sameera go to take the children?</p> <p>Do Sameera and Hadeel know each other before?</p>	10min	
Closing		T. asks each Ss. to help a person after school and tell the T. the next class.	5min	

### Lesson Title: Reaching out to others

<b>Unit: 9</b>	<b>Grade: 9</b>	<b>Period: 5</b>
<b>Strategy Used: Generating Questions</b>		
<b>New Reading Vocab:</b>	<i>Voluntary, community, equipment, projects, disabled, disaster, medicine</i>	
<b>Resources and materials</b>	SB, word cards ,worksheet , chalkboard, pictures	<b>Time: 40</b>
<b>Number of classes: 1</b>		

Steps	Objectives: Students will be able to:	Activities procedures	Time	Evaluation and feedback
Introduction		T. welcomes the Ss. T. gives them a puzzle like. What is the animal that is very similar to human?	5min	
Revision		T. revise worksheet "1" with Ss.	5 min	
Revision		T. revises Yes/No questions.	5 min	
Revision		T. revise W/H questions	5 min	
Introduction	read the lesson	T. asks Ss. to read the lesson silently	5 min	
Presentation	ask questions	T. asks Ss. to give him the difficult words or the things they do not know in the text. T. tries to answer the Ss. questions.	10 min	
Evaluation		T. gives Ss. worksheet "2" as homework	5 min	

Worksheet (2)

❖ From the passage in unit "9" period (5), answer the following questions :

**A.** Find the opposite of the:

1. beginning \_\_\_\_\_.
2. destroy \_\_\_\_\_.
3. night: \_\_\_\_\_.
4. able \_\_\_\_\_.
5. lend: \_\_\_\_\_.
6. receives \_\_\_\_\_.
7. compulsory \_\_\_\_\_.
8. started \_\_\_\_\_.
9. hate: \_\_\_\_\_.
10. seriousness: \_\_\_\_\_.
11. international \_\_\_\_\_.
12. suffer \_\_\_\_\_.
13. artificial \_\_\_\_\_.

**B.** Find the meaning of:

1. additional \_\_\_\_\_.
2. society \_\_\_\_\_.
3. lately \_\_\_\_\_.
4. playing zone \_\_\_\_\_.
5. constrict \_\_\_\_\_.
6. many \_\_\_\_\_.

**C.** Find natural disasters: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

**D.** What are the voluntary works?

-----

**E.** Which one do you like most?

-----

### Lesson Title: Helping Hands Making Friends

Unit: 9		Grade: 9	Period: 5	
Strategy Used: Generating Questions				
New Reading Vocab:		Voluntary, community, equipment, projects, disabled, disaster, medicine		
Resources and materials		SB, pictures ,worksheet , chalkboard		Time: 40
Number of classes: 1				
Steps	Objectives:  Students will be able to:	Activities and prosecutes	Time	Evaluation and Feedback
Warming up		T. asks Ss. to give him one shekel because he does not have money today.	5 min	
Introduction	learn the meaning of helping	T. asks Ss. who wants to write the title of the lesson on the board because he is not able to write.  T. asks Ss. who is willing to go to the principle`s room to bring something.  T. must make Ss. do things in reality.	5 min	
Presentation	identify voluntary work	T. justifies why he did that. He tells them that the purpose is helping others and doing voluntary work.	5 min	
Revision		T. checks homework.	10 min	
Presentation	answer different questions	T. follows the worksheets ( 3+4+5).	10 min	
Closing		T. asks Ss. to write a list of voluntary work he wishes to do.		

### Worksheet (3)

- Teacher asks students to say about the photo



- Then teacher asks students the following questions:-
  1. How loves books?
  2. What is the benefit of reading?
  3. Who brings books to others?
  4. What are the days you go on to the library?
  5. Who loves to read stories?

Work sheet (4)

- Teacher asks students to say about the photo



- Teacher asks students the following questions:
  1. What is the color of the grass?
  2. What is the playground equipment?
  3. Are the people in the photo young or old?

### Worksheet ( 5 )

- Teacher asks students to say about the photo



- **Teacher asks students the following questions:**

1. Who can mention natural disasters?
2. Who can name international organizations?
3. What are the countries that face poverty?



**Lesson Title: The Book of life**

Unit: 9		Grade: 9	Period: 10	
Strategy Used: Generating Questions				
New Reading Vocab:		Sadness, gladness, path, cheer up, locked away		
Resources and materials		SB, pictures ,worksheet , chalkboard		Time: 40
Number of classes: 1				
Steps	Objectives: Students will be able to:	Activities and prosecutes	Time	Evaluation and Feedback
Warming up		T. asks Ss. what would you like to be in the future.	3 min	
Revision	revise integrative questions	Integrative questions (IQ). T. gives Ss. examples about making IQ.	10 min	
Introduction	find the main idea of the lesson	T. asks Ss. to read the lesson silently. T. asks Ss. To get the main idea. T. presents the right main idea.	7 min	
Presentation	appreciate difficult words	T. explains the difficult words and expressions. T. explains the whole poem and finds the purpose of each line.	15 min	
Homework		T. gives Ss. Worksheets no “7”.	5min	

**Worksheet ( 6 )**

- Make questions from the following underlined words:

1. The book is in three chapters.

\_\_\_\_\_

2. I helped my mother yesterday.

\_\_\_\_\_ I live in  
Ramallah.

\_\_\_\_\_ She opens the  
door.

\_\_\_\_\_ I go to school to  
learn.

\_\_\_\_\_

**Lesson Title: The Book of life**

<b>Unit: 9</b>		<b>Grade: 9</b>	<b>Period: 10</b>	
<b>Strategy Used: Generating Questions</b>				
<b>New Reading Vocab:</b>		<i>Sadness, gladness, path, cheer up, locked away</i>		
<b>Resources and materials</b>		SB, pictures ,worksheet , chalkboard		<b>Time:</b> 40
<b>Number of classes: 1</b>				
<b>Steps</b>	<b>Objectives: Students will be able to:</b>	<b>Activities and prosecutes</b>	<b>Time</b>	<b>Evaluation and Feedback</b>
Warming up		T. asks Ss. to prepare their worksheets.	3min	
Revision	practice free writing	T. listens to some of the free writings from Ss. in the worksheets.	10 min	
Presentation	practice making questions	T. asks Ss. to change the three statements in each worksheet into questions. T. discusses the new question with Ss.	25 min	
Evaluation	learn how to summarize the poem	T. asks Ss. “good ones” to summarize the poem in three statements.	5 min	

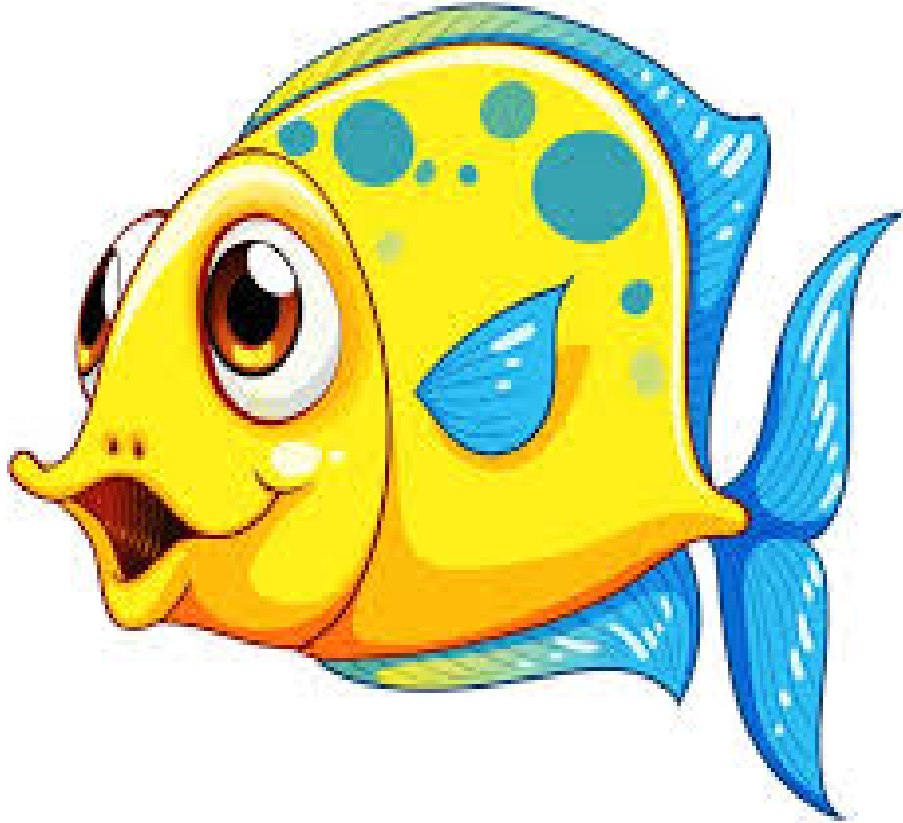
### Lesson Title: Wildlife in danger

<b>Unit: 10</b>	<b>Grade: 9</b>	<b>Period: 1</b>
<b>Strategy Used: Generating Questions</b>		
<b>New Reading Vocab:</b>	<i>Go up, come down, section, population, pound, joke,</i>	
<b>Resources and materials</b>	SB, pictures ,worksheet , chalkboard	<b>Time: 40</b>
<b>Number of classes: 1</b>		

<b>Steps</b>	<b>Objectives: Students will be able to:</b>	<b>Activities and prosecutes</b>	<b>Time</b>	<b>Evaluation and Feedback</b>
Warming up		T. shows Ss. a picture of fish that has questions- worksheet" 10".	10 min	
Revision		T. asks Ss. to mention the helping verbs to make yes, no questions. Such as "Is, Are, Does,.....".  T asks Ss. to mention the questions starters such as " what, When,...".	5 min	
Presentation	read the text silently	T. asks Ss. to read the text silently and give the difficult words and issues.  T. explains the difficult words and issues.	10 min	
Practice	know more about different kinds of questions	T. asks Ss. to underline the question starters in the text.  T. discusses the starters with Ss.	10 min	
Evaluation		T. gives Ss. worksheet (11).		

Worksheet (10)

- Write three sentences freely about the photo:



- Teacher asks students the following questions:

1. What's this?
2. Who loves fish?
3. Where does fish live?
4. Is there fish in Ramallah?
5. What are kinds of fish?

**Worksheet (11)**

- Answer the following questions from the text period 1, page (28):

1. What are Mr. Waleed and Mrs. Qadri doing?

-----

2. How much is the tuna?

-----

3. Was the assistant joking?

-----

4. Did Mir. Qadri accept the price?

-----

5. According to Mrs. Qudri, do prices go up or go down?

-----

6. How did Waleed know about the fish?

-----

7. What is the problem with fish?

-----

8. Whish continent stop fishing?

-----

9. Did Mrs. Qadri. Buy fish at the end?

-----

10. Why prices are going up?

-----

**Lesson Title: Wildlife in Danger.**

Unit: 10		Grade: 9	Period: 1	
Strategy Used: Generating Questions				
New Reading Vocab:		Go up, come down, section, population, pound, joke,		
Resources and materials		SB, pictures ,worksheet , chalkboard		Time: 40
Steps	Objectives: Students will be able to:	Activities and prosecutes	Time	Evaluation and Feedback
Warming up		T. asks who like fish.	3 min	
Revision		T. revises worksheet (11). T. correct wrong answers.	15 min	
Presentation	associate with each other	T. makes Ss. to work in pairs. T. asks Ss. to act, one like Mrs. Qadri and the other like assistant. T. count the number of questions in the text and distribute them to pairs. T. ask Ss. to give different answers to questions For example: how much is tuna? It`s forty four	17 min	
Evaluation		T. selects three questions from worksheet (11) and ask them to Ss. to be sure of their understanding		

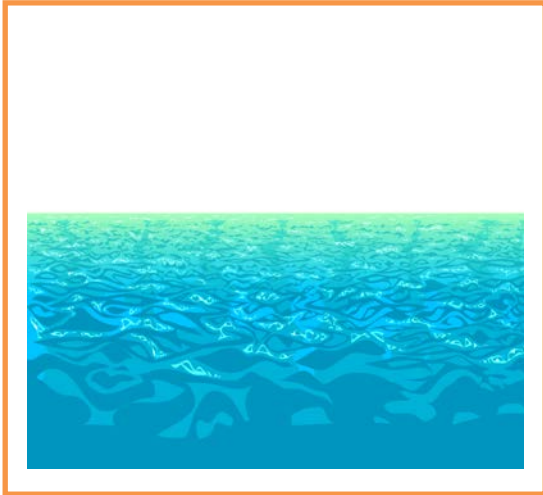
### Lesson Title: Will the oceans live or Die?

Unit: 10		Grade: 9	Period: 5	
Strategy Used: Generating Questions				
New Reading Vocab:		Oceans, whales, quantities, coasts, fish farms, collapsing,		
Resources and materials		SB, pictures ,worksheet , chalkboard		Time: 40
Steps	Objectives:  Students will be able to:	Activities and prosecutes	Time	Evaluation and Feedback
Warmi ng up		T. follows worksheet no. (12).	5 min	
Present ation	read the text silently	Ss. are asked to elicit the main idea.  T. tries to help them.  T. receives the Ss. answers.  T. corrects them.	10 min	
Practic e	Ss. ask questions	T. selects different Ss. to ask questions about the lesson. (5) Ss., each one asks two questions.	15min	
Practic e	Students answer about dates	T. asks Ss. to say what happened in the following dates, 1940s, 1950s, 1985s.	5min	
Evaluat ion		Ss. answer worksheet no. 13 at home.		



**Worksheet ( 12)**

- Write three sentences freely about the photo:



- Teacher asks students " what can you see in the photos?"

**Worksheet (13)**

• **Answer the following questions from period 5:**

1. Do fish appear slowly or fast?

-----

2. Does the problem of fishing from nature?

-----

3. What are the causes of reducing numbers of fish?

-----

4. When were whales caught in huge numbers?

-----

5. Why did Europe do to face the problem?

-----

6. What do we mean by fish farms?

-----

7. What`s the problem with fish farms?

-----

**Lesson title: Will the Oceans Live or Die?**

<b>Unit: 10</b>		<b>Grade: 9</b>	<b>Period: 5</b>	
<b>Strategy Used: Generating Questions</b>				
<b>New Reading Vocab:</b>		<i>Oceans, whales, quantities, coasts, fish farms, collapsing,</i>		
<b>Resources and materials</b>		SB, pictures ,worksheet , chalkboard		<b>Time: 40</b>
Steps	Objectives:	Activities and prosecutes	Time	Evaluation and Feedback
Warming up		T. show Ss. different types of fish photos of	5 min	
Revision		T. revises worksheet (13) with Ss.	10 min	
Revision	know more about integrative questions	T. revises integrative questions.	5min	
Presentation	get involved in the text	T. selects "20"Ss. to ask them one question about the text	15 min	
Closing		Ss. are given worksheet (14)	5 min	

### Worksheet (14)

❖ Find from period 5

▪ The meaning of:

- |                      |                   |
|----------------------|-------------------|
| 1. Such as: _____.   | 3. Quickly_____.  |
| 2. In addition_____. | Reason_____.      |
| 3. Ship_____.        | Hunt_____.        |
| 4. Human_____.       | Killing_____.     |
| 5. Recent_____.      | Demolished_____.  |
| 6. Going up_____.    | Amount_____.      |
| 7. Difficult:_____.  | Past people_____. |

▪ The opposite of:

- |                   |                        |
|-------------------|------------------------|
| 1. Death_____.    | Appearing_____.        |
| 2. Happy_____.    | Far_____.              |
| 3. Resulted_____. | Effect_____.           |
| 4. Safe_____.     | At the beginning_____. |
| 5. Easier_____.   | Later_____.            |
| 6. Few_____.      |                        |

- Find the main idea in each paragraph- 5 paragraphs.

-----

**Lesson Title: Will the oceans live or Die?**

<b>Unit: 10</b>	<b>Grade: 9</b>	<b>Period: 5</b>
<b>Strategy Used: Generating Questions</b>		
<b>New Reading Vocab:</b>	<i>Oceans, whales, quantities, coasts, fish farms, collapsing,</i>	
<b>Resources and materials</b>	SB, pictures ,worksheet , chalkboard	<b>Time: 40</b>

Steps	Objectives	Activities and prosecutes	Time	Evaluation and Feedback
Revision		T. discuss the homework in worksheet (14)	15 min	
Practice	Ss. practices asking questions	T. asks Ss. to ask teacher questions about issues they do not understand in the text. T. answer their questions	15 min	
Practice	Ss. think more of problems	T. asks Ss. to think of other ways for stop fish disappearance.	5 min	
Evaluation and Closing		T. asks Ss. revision questions and asks Ss. to answer quickly. Such as " what is the opposite of live?" do you love fish?" does Asia stop fishing?"		

### Lesson Title: Jobs

Unit: 10		Grade: 9	Period: 9		
Strategy Used: Generating Questions					
New Reading Vocab:		Captain, government, engines, bottom			
Resources and materials		SB, pictures ,worksheet , chalkboard		Time: 40	
Steps	Objectives	Activities and prosecutes	Time	Evaluation and Feedback	
Warming up	Students revise jobs	T. presents different photos and asks Ss. to say what is the job in the photo  The photos are “fisher, mechanic, waiter, painter, driver, doctor. Worksheet 15, 16, 17, 18, 19, 20.	5 min		
Presentation	Ss. practice silent reading	Ss. are told ask about unclear items in the text.	10 min		
Practice	Ss. generate ideas	T. writes in a circle on the board the main idea " fixing boats" and asks students to mention the supporting details from the text	10 min		
Practice	Ss. make questions	T. selects 7 Ss. and asks them to prepare a question from a line.  T. checks the activity and questions with them.	10 min		
Closing		T. asks Ss. to produce a sentence about what did they learn in this lesson.	5 min		

Worksheet1 ( 15)

- Teacher asks students to say freely about the photo, and then asks them the question under the photo.

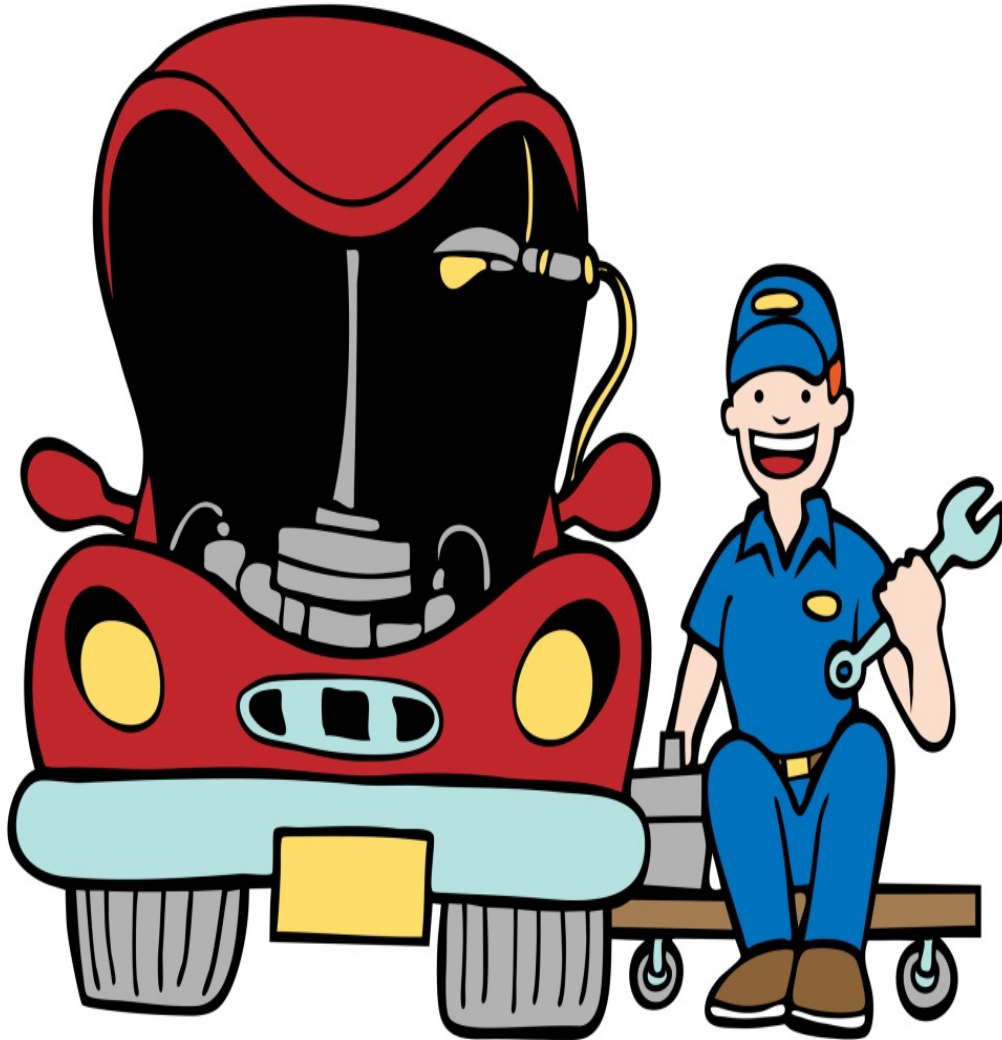


- What`s his job?

---

Worksheet(16)

- Teacher asks students to say freely about the photo, then asks them the question under the photo



- What`s his job?

\_\_\_\_\_



Worksheet ( 17)

- Teacher asks students to say freely about the photo, then asks them the question under the photo



- What's his job?

---

Worksheet ( 18 )

- Teacher asks students to say freely about the photo, then asks them the question under the photo



What's is his job?

---

Worksheet ( 19 )

- Teacher asks students to say freely about the photo, then asks them the question under the photo



- What's is his job?

---

Worksheet ( 20)

- Teacher asks students to say freely about the photo, then asks them the question under the photo



- What`s is his job?

---

### Lesson Title: The World with its Countries

Unit: 10		Grade: 9		Period: 10	
Strategy Used: Generating Questions					
New Reading Vocab:		Creatures, treasures, clearness, fair, streams, cherish, preserve, strive rushing			
Resources and materials		SB, pictures ,worksheet , chalkboard		Time: 40	
Steps	Objectives	Activities and prosecutes		Time	Evaluation and Feedback
Warming up	Describing pictures	T. ask Ss. to describe the picture		5 min	
Presentation	Students elicit difficult items	T. makes Ss. read silently the passage. T. asks Ss. to give the difficult things. T. responds to their question		15 min	
Practice	Students make questions	T. asks student to find the main idea of each paragraph. T. makes Ss. ask their counterparts about the paragraph. T. monitors their progress. T. makes Ss. ask freely about paragraphs. T. corrects every mistaken question by students		10 min	
Practice	Students make questions	T. selects 7 Ss. and asks them to prepare a question from a line. T. checks the activity and questions with them.		10 min	
Practice	Students think highly and critically	T. asks Ss. more difficult questions such as. “Why do birds call to take care? Why are values so fair? What does the poet mean by “join in the call?		5 min	
Closing		Asking three to four students to give advice to the class about life.		5 min	

### **Appendix (3): Pre- Post Reading Comprehension**

#### **Test for Palestinian 9<sup>th</sup>. Graders**

**Dear arbitrator:**

The researcher is conducting a study entitled "**The Effect of Using Generating Questions Strategy on the Development of 9th Graders' Reading Comprehension Skills and Their Attitudes towards EFL in South Hebron** ", to obtain the Master's degree in teaching methods.

As the aim of the study is to examine the effect of using Generating Questions Strategy on the reading comprehension skills of ninth graders in Hebron. The researcher designed a pre-posttest in the light of the table of specifications. You are kindly required to examine and referee the attached test, and I would be so thankful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure. All your contributions are highly valued. If you have any comments, please write them down in the space below.

---

---

---

---

---

Thank you for your kind help and cooperation

*Table of Specifications follows the exam*

Researcher

Ola Battat

**Question 1: Read the text below and then answer the questions that follow it. (2 marks)**

Hadeel: I hear you've got four little brothers and sisters, and you're looking after all of them, too.

Sameera: Well, yes, at the moment.

Hadeel: I don't expect you get much free time!

Sameera: No, not much! And that reminds me, its midday and I have to fetch the children from their summer camp and give them their lunch. It's a pity because I'm enjoying our chat.

Hadeel: Well, we don't have to stop. I suggest we go together, and then we can carry on chatting, can't we?

Sameera: Yes, we certainly can.

**Questions:**

1. Why did Sameera have to go out a little later ?

-----

2. Find from the text the meaning of **bring** ?

-----

**Question 2: Read the text below and then answer the questions that follow it. (9marks)**

Ali said: On Saturday mornings, I volunteer at the local library. There are various jobs which you can do there. For example, you can take books to the homes of disabled people who can't get to the library. But my favorite is my little reading group. I read stories to young children that I meet every week. They love it, and I really enjoy that. They don't pay me, but I'm allowed to borrow books instead, and that's very nice.

**Questions:**

1. What voluntary works can you do at the library?

-----Does Ali  
take money?

-----

2. Find from the text the meaning of: a- beautiful:-----b- houses:-----
3. Give from the text the opposite of : a-lend : ----- b- international:----- c- Able: ----  
-----
4. Is helping people a good work or not? Why?  
-----
5. What is Ali's favorite activity?  
-----
6. Does Ali take books from the library?  
-----

**Question 3: Read the text below and then answer the questions that follow it.**  
**(2 marks)**

*The Book of Life*

Life is a book in chapters three. The Past, the Present and the Yet to Be, The Past has gone, it could not stay. It's in our dreams of yesterday, Remembered sometimes for its sadness, But also for its joy and gladness. Live for the Present, live for today, So quickly does it pass away. Help one another along life's path, cheer them up and make them laugh, For the Past it soon will be, Live it now, it's yours you see, But what about the Yet to Be? It's locked away...God holds the key.

**Questions:**

1. How many chapters are in life?  
-----
2. Find from the text, the opposite of sadness: -----

**Question 4: Read the text below and then answer the questions that follow it.**  
**(3marks)**

MrsQadiri and Waleed were shopping at the fish section in a big supermarket.

**MrsQadiri:** How much is the tuna, please?

**Assistant:** It's twenty-five pounds a kilo.

**MrsQadiri:** Twenty-five pounds? You're joking!

.....



**Assistant:** No, seriously, that's the price. It's the finest fish that you can buy!

**MrsQadiri:** Well, I'm very sorry, but until then, we'll have to go somewhere else and buy something cheaper. Come on, Waleed. Let's go!

**Questions:**

1. What is the meaning of part? -----
2. What is the price of "4" kilos of tuna? -----
3. Where were MrsQadri and Waleed shopping?  
-----

**Question 5: Read the text below and then answer the questions that follow it.**

**(4 marks)**

The World with its Countries. The world with its countries, Mountains and seas, People and creatures, Flowers and trees, The fish in the waters, The birds in the air. Are calling to ask us. All to take care. These are our treasures, A gift from above, We should say thank you. With a care that shows love. For the blue of the ocean, The clearness of air, The wonder of forests. And the valleys so fair. The song of the skylark, The warmth of the sun, The rushing of clear streams. And new life begun. Are gifts we should cherish, So join in the call. To strive to preserve them. For the future of all.

**Questions:**

1. Give four treasures that mentioned in the poem -----  
-----
2. Find from the text the meaning of **present** -----

**Question 6: Read the text below and then answer the questions that follow it.**

**(10 marks)**

Fish and many other kinds of life, like coral, are disappearing from the oceans fast. There are sad changes everywhere. Near the coast, they are often caused by pollution. Farther out, the cause is often over-fishing. Fishing boats with huge nets catch and kill everything. We risk a terrible manmade disaster – the death of the oceans.



But could our recent action to save the whales give us hope? Two centuries ago, whales were already being caught for their oil and meat. By the 1940s, the job was being made easier by modern technology. From the 1950s to the 1980s, they were being caught everywhere and numbers were collapsing. Whole species of whales were quickly being destroyed, and they were not being protected anywhere. Finally, the world took action. In 1985, almost every country agreed to stop catching whales. This means that whale populations are slowly rising again. Could the same thing happen with fish and fishing? Sadly, almost certainly not. In Europe, people are required to catch smaller quantities now, but almost everywhere else they go on fishing freely – though it is getting harder. They cannot stop: too many hungry people need to eat. Perhaps the only way to save the oceans is the one that our ancestors discovered long ago: farming. There are already many fish farms, and perhaps there will soon be many more along the world's coasts. People say the fish do not taste as good as wild fish. However, that is still much better than losing all the fish in the world.

1. Why did coral disappear from the oceans?  
-----
2. What is the man-made disaster mentioned in the text?  
-----
3. Why are whales caught?  
-----
4. What is the period in which whales were becoming in minimal numbers?  
-----
5. What happened after 1985?  
-----
6. According to the text, what is the best way to save fish?  
-----
7. From your point of view, how can you save sea creatures?  
-----
8. What is the problem with fish farms?  
-----

9. Describe the picture in two sentences:

-----  
-----

10. Will the fish in the oceans live or die?

-----




**Good Luck**

#### **Appendix (4): List of Arbitrators**

<b>No.</b>	<b>Name</b>	<b>Specialization</b>	<b>Institution</b>
1	Dr. Inas Nasser	Curriculum and Methods of Teaching	Al-Quds University
2	Dr. Mohsen Adas	Curriculum and Methods of Teaching	Al-Quds University
3	Prof.AfifZidan	Curriculum and Methods of Teaching	Al-Quds University
4	Dr. GhassanSarhan	Curriculum and Methods of Teaching	Al-Quds University
5	Dr. Ibrahim Slaibi	Curriculum and Methods of Teaching	Al-Quds University
6	Dr. Ibrahim Erman	Curriculum and Methods of Teaching	Al-Quds University
7	Dr. Mohammad Al-Zagharneh	Curriculum and Methods of Teaching	Bethlehem University
8	Dr. Nabil Al-Jondi	Curriculum and Methods of Teaching	Hebron University
9	Dr. Mahmoud Al-Shimali	Curriculum and Methods of Teaching	An-Najah University
10	Dr. Ali Abu Ras	Curriculum and Methods of Teaching	Al-Quds University
11	Mr. MujahidWridat	MA – Methods of Teaching English Language	Educational Supervisor – Directorate of South Hebron
12	Mr. Wasil Abu Jabin	MA – Methods of Teaching English Language	Al-Dahriya Basic Boys School
13	Mr. Mohammad Harb	MA – Methods of Teaching English Language	Karam Al-Ashqar Basic School for Boys
14	Mr. Khalid Rabba'	MA – Methods of Teaching English Language	Karam Al-Ashqar Basic School for Boys
15	ManalMohammadThwaib	MA – Methods of Teaching English Language	Al-Karmel basic school for girls

## Appendix (5): Facilitating Letters

State Of Palestine Ministry of Education & Higher Education Directorate of Education & Higher Education Southern Hebron	 وزارة التربية والتعليم العالي	دولة فلسطين وزارة التربية والتعليم العالي مديرية التربية والتعليم العالي جنوب الخليل
التاريخ: 2018/ 02 /07 م		الرقم: ج خ/48/ 640

حضرات مديري ومديرات المدارس المحترمين

المبحث: الدراسة الميدانية

بعد التحية،،،

لا مانع من تسهيل مهمة الباحثة " علا عيد حسن بطاط " في دراستها استكمالاً لرسالة

الماجستير والدراسة بعنوان:-

"The Effect of Using Generating Questions Strategy on the Development of 9th Graders' Reading Comprehension Skills and Their Attitudes toward and Their Attitudes toward EFL in Hebron District"

على أن لا يؤثر ذلك على سير العملية التعليمية .

،،،، مع الاحترام،،،،

مدير التربية والتعليم العالي

أ. محمد سامي



فاكس-022282366

تلفون: 022280002

مكتب مديرية التربية والتعليم/ جنوب الخليل

اثر استخدام استراتيجية توليد الأسئلة على تطوير مهارات الفهم القرائي لدى طلاب الصف التاسع واتجاهاتهم نحو تعلم اللغة الإنجليزية كلغة أجنبية في جنوب الخليل

إعداد : علا عيد حسن البطاط

إشراف الدكتور : جمال صبحي اسماعيل نافع

### المخلص:

هدفت الدراسة إلى توضيح أثر استخدام استراتيجية توليد الأسئلة على تطوير مهارات الفهم القرائي لدى طلاب الصف التاسع واتجاهاتهم نحو تعلم اللغة الإنجليزية كلغة أجنبية في جنوب الخليل خلال العام الدراسي 2017\_2018. تم اختيار العينة بشكل قصدي من طلبة الصف التاسع من مدرسة بنات تل الربيع الأساسية ومدرسة ذكور الظاهرية الأساسية. تكونت العينة من (110) طالب وطالبة من المدرستين. تم اختيار المجموعات الضابطة و التجريبية حيث درست المجموعات التجريبية من خلال استخدام توليد الأسئلة والمجموعات الضابطة بالطريقة العادية. أعدت الباحثة اختبار لقياس مستوى الطلبة في الفهم القرائي واستبانة لقياس اتجاهات الطلبة. وتم التأكد من صدق وثبات الادوات. استمر تطبيق الاستراتيجية مدة شهر واحد. تم تطبيق اختبار تحصيلي لقياس مستوى الفهم القرائي لدى الطلبة و استبانة لقياس الاتجاهات ومن ثم تم جمع البيانات ومعالجتها باستخدام المتوسطات الحسابية والانحرافات المعيارية ، والتكرار والنسب المئوية ، وتحليل التباين الثنائي ANCOVA. وجاءت النتائج على النحو الآتي: توجد فروق ذات دلالة احصائية عند مستوى تحصيل طلبة الصف التاسع الاساسي في مهارة الفهم القرائي باللغة الانجليزية تعزى الى طريقة التدريس ولصالح المجموعة التجريبية. كما وتوجد فروق ذات دلالة احصائية عند مستوى تحصيل طلبة الصف التاسع الاساسي في مهارة الفهم القرائي باللغة الانجليزية تعزى الى جنس الطلبة ولصالح الاناث. و توجد فروق ذات دلالة احصائية عند مستوى تحصيل طلبة الصف التاسع الاساسي في مهارة الفهم القرائي باللغة الانجليزية تعزى الى التفاعل بين طريقة التدريس و جنس الطلبة. كما أظهرت النتائج وجود فروق ذات دالة إحصائية في متوسطات اتجاهات طلبة الصف التاسع الأساسي نحو تعلم اللغة الانجليزية كلغة أجنبية تعزى الى الطريقة ولصالح المجموعة التجريبية ، وكذلك وجود فروق ذات دالة إحصائية في متوسطات اتجاهات طلبة الصف التاسع الأساسي نحو تعلم اللغة الانجليزية كلغة أجنبية تعزى الى الجنس ولصالح الاناث. وعدم وجود فروق ذات دالة إحصائية في متوسطات اتجاهات طلبة الصف التاسع الأساسي نحو تعلم اللغة الانجليزية كلغة أجنبية تعزى الى التفاعل بين الطريقة والجنس. وبناء على نتائج الدراسة أوصت الباحثة بضرورة تطبيق استراتيجية توليد الاسئلة في تدريس مهارات الفهم

القرائي باللغة الانجليزية وذلك للحصول على نتائج أفضل، وكما وتوصي الباحثة بإجراء دراسات جديدة تقوم على استخدام استراتيجية توليد الاسئلة على متغيرات وموضوعات اخرى.