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The Effectiveness of the Instrumental Enrichment Approach on the Enhancement of Reading Comprehension Skills of Preparatory Stage Pupils with English Language Learning Difficulties.

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Education (Curricula and Methods of Teaching English)

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Abstract

This research investigates the effectiveness of the Instrumental Enrichment Approach on the enhancement of the reading comprehension skills of learners with English Language Learning Difficulties. It aims at identify the reading comprehension skills required for preparatory stage English language learners, re-develop and teach sample materials using the IEA to enhance the reading comprehension skills of learners English language learning difficulties. It adopts a quasi- experimental (control / experimental) model. A standardized intelligence test and a researcher-prepared reading comprehension test were used to as research tools. The obtained findings showed statistically significant differences between the mean scores of the experimental and the control group on the post course administration of the reading comprehension test to the favor of the experimental group. Such findings indicate the effectiveness of IEA in the enhancement of reading comprehension skills of learners with English Language Difficulties.

CHAPTER l

INTRODUCTION AND OVERVIEW

CHAPTER I

INTRODUCTION AND OVERVIEW

INTRODUCTION

English language is the medium of international communication. Learners of English as a foreign or a second language use it to serve different communicative purposes. It is the most language commonly used in books, newspapers, magazines, radio, television, movies and the Internet. (Al-Sulaimani, 2005) In some Arab countries, English is essential for those who study pharmacy, medicine, computer and science. It is also important for travel and occupational purposes.

As any language, English has four major skills: reading, listening, speaking, writing. However, reading seems to receive the greatest attention of language educators and researchers. For example, on describing a model of the reading brain, Bender and Larkin (2009) refer to Sousa (2001) and Joseph *et al* (2001) stating that consists of four areas of the brain working simulantaneously. These are Visual cortex, Wernicke`s area, the angular gyrus and Broca`s area. The brain usually perceives the word (e.g. dog) via the visual cortex, which is located at the rear of the brain. So, the Visual stimulus of this word (dog) is immediately transferred to several parts of the brain. The angular gyrus is involved in this process of phoneme interpretation. Next, Broca`s area and Wernicke`s area are involved in interpretation of these phonemic sounds into meaningful sounds, combinations of sounds and word.

According to the above mentioned model, Wernicke`s area is associated with types of language functions including auditory processing, comprehension of words and deriving meanings from words. Broca`s area are involved in the translation of the sounds into meaningful language. This area is also associated with language, grammar, syntax, linguistic aspects of reading a one word ; and identifying meanings for this word relationships and

meanings which relate this word to other words. In this language area the meaning is attached to the stimulus word.

The above implies that reading is a very complicated process where the brain is activated through noting a word, decoding it and identifying the related meaning. Therefore, language educators e.g. Sofsian (2006) Smart Schools (2005) indicate that teaching reading serves several purposes. For example, reading can:

• improve vocabulary and word power.

• keep a breast of the styles of writing and new vocabulary.

• be a means for mental development and enlighten ones mind.

• stimulate the muscles of the eyes.

• involve greater levels of concentration and add to the conversational skills of the reader.

• enhance the knowledge acquired consistently and can open many fields and aspects.

• help the reader to decipher new words and phrases that come across in every day conversations.

• help people to stay in touch with contemporary writers and make them sensitive to global issues.

• be a basic tool in academic success, which can develop a person's creativity and create a picture in his / her mind.

• cultivate the individuals` thinking skills to think about characters and events in the passage or the story.

• increase the ability to understand concepts and ideas so it develops critical thinking and helps students to think and make good decisions.

• develop more fluency in language and communication.

• develop positive values in the students.

• improve the learners ability in spelling and writing skills.

Therefore, Cunningham & Firth (2005) believe that students with reading problems may suffer other general learning problems. This is because reading is considered the royal gate for understanding and processing other academic subjects. That is why they define learning difficulties as an:

> "average or above general ability but a difficulty in one or more academic areas such as spelling, reading or mathematics and associated processing difficulties such as short term memory retention" (Cunningham & Firth, 2005, p 2)

In such a case, students may have an average IQ or above but they may have a difficulty in one or more academic areas. So, Cunningham & Firth (2005) reported on some studies which give evidence that students who have learning difficulties may continue to have difficulty with aspects of literacy (reading-spelling) throughout their lives.

The relationship between reading difficulties and learning difficulties is highlighted by Louden, *et al* (2000) who describe students with learning difficulties as desperate group who have physical disabilities, emotional difficulties, intellectual disabilities, or ... who have specific literacy 'problems' despite their average to high ability in other areas. They may be also labeled as students at risk or with specific learning difficulties or disabilities. Still the term learning difficulties may refer 'specifically' to students who have specific literacy or numeracy difficulties but do not have mental retardation, emotional environmental, cultural or economic disadvantage; or visual, motor and hearing disabilities.

AL-Harbi (2010) found that EFL learners (beginners in particular) may not be able to read or spell words. In addition, they usually face difficulties in pronunciation; which may be due to sound-letter dissociation. Such difficulties may be also due to the difference between their mother tongue and the target language. e.g., the difference in the writing system of both languages.

Macintyre & Deponio (2003) agree with early mentioned fact that:

> "reading is a complicated and interactive process which involves the synthesis of auditory visual and contextual factors. Successful and rapid synthesis leads to successful comprehension. So, If decoding is slow and laboured comprehension is compromised. A point of breakdown can be reached during this process." (p 64)

Reading Rockets Organization (2010) indicates that reading problems are related to five components: phonological and phonemic awareness, word decoding and phonics, fluency, vocabulary and comprehension. Logsdon (2010) adds that difficulties in reading comprehension affects the learners` ability to understand the meaning of words. Thus, they may struggle with basic reading skills such as decoding words, word recognition but comprehension is the greater weakness. They read aloud but they do not understand or remember what they have read. They have a difficulty in understanding ideas in the passage. So, their phrasing and fluency are affected, accordingly.

Duke (2003) states comprehension difficulties are due to poor word recognition, decoding, fluency; and / or short-term memory. They may suffer other problems in oral language e.g. speech and language impairment, limited language proficiency ; and dialect differences. They may also have difficulties with written language e.g. written language register of specific genres. Such students may lack or are poor in using strategies which enable them relate what they read to prior knowledge; either because of lack of relevant prior knowledge or failure to apply relevant prior knowledge. The problem can also take the form of lack of reading engagement, eye movement problems, self-regulatory or metacognitive issues.

Wolley (2001, p4) states that:

> " reading comprehension difficulties are directly 'related to' weaknesses in lexical, syntactic, conceptual, inferential and organizational language processes. Despite decoding text as accurately as good comprehenders, students with poor comprehension are poor at making inferences and integrating text information. Consequently, poor comprehenders do not strive for coherence and they tend to use less story content and use less sophisticated story structures. Wolley adds that poor comrehenders tend to read quiet superficially. They are less likely to engage in constructive processes when reading. It would appear that they are not deficient in general knowledge but fail to use gap filling inferences and are not sure when and how to apply their prior knowledge".

Research findings prove that there are learning difficulties in different aspects e.g. Adams (1993) AL-Sartawi (1999) Gersten, *et al*.(1998) Wolley (2001) Woolley & Hay (2003) Cunningham & Firth (2005) Shaddock (2006) Disability Resource Center in Cambridge University (2008). Therefore, psychologists and educational specialists use a variety of remedial strategies and approaches to overcome learning difficulties. Among these is the Instrumental Enrichment Approach (IEA).This cognitive approach, according to Lurie & Kozulin (1995), was found effective in overcoming deficiencies in learning. IEA which goes back to Feuerstein (1980-1990) is based on the theories of structural cognitive modifiability and mediated learning experience. It consists of 14 booklets of paper- and pencil tasks. It has been adopted by various educators. For example, Lurie & Kozulin (2000) used :

> "cognitive enrichment of regular students and for the remedial teaching of severely learning-disabled children. … These children often have a good intellectual level, but suffer from poor organization of learning activity, deficiency of certain cognitive functions and lack of operations essential for successful classroom work" (p5)

IEA has been also adopted in teaching blind and deaf learners by Gouzman & Kozulin (1997) who concluded that IE program remained inaccessible to blind learners because of the pictorial nature of IE tasks. But Lurie & Kozulin

(1995) found that IE can be used with deaf children. Among other researchers who defended the effectiveness of IEA are Hoon (1990) Getz (1992) Offenberg (1992) Lurie & Kozulin (1995) Wood (1996) El-banna (2000) Sky& Young (2001) Zahran (2005) Hela, *et al* (2008)

BACKGROUND OF THE PROBLEM:

Going through the Saudi EFL course (Appendix i) from classroom observation and practical teaching. It is observed that they focus on teaching and testing written language skills. i.e. reading and writing. However, strategies and activities included in teacher's book suffer lots of defects. More specifically through courses targeted for preparatory stage (Intermediate English) containing teaching and learning activities which can be simply described as inconsistent and irrelevant. Even the course title reflects the mismatch between the level of English language course as intermediate and the learners level as "Beginners". In addition to the above, the existing activities seem to ignore the pupils with learning difficulties. They even lack flexibility and variety that satisfy learners with different needs and different learning styles. Visiting any classroom, one can early discover that teachers just focus on grammar and vocabulary which are a part of reading comprehension skills. However, most skills are ignored or marginally covered.

STATEMENT OF THE PROBLEM:

The problem of the study is the lack of reading comprehension skills of preparatory stage Saudi EFL learners, particularly, those with learning difficulties. This lack may be due to the insufficiency of the existing course activities and teaching techniques. The research problem is discussed through the following research questions:

1. What are the English language reading comprehension skills required for preparatory stage learners?

2. How to re-develop and teach EFL materials using the instrumental enrichment approach to enhance reading comprehension of learner's English language learning difficulties?

3. How effective is the proposed experimental materials on the enhancement of reading comprehension skills of learners with English language learning difficulties? That is,

   How effective is the IEA in teaching English for learners with learning difficulties?

PURPOSES OF THE STUDY:

The present study is intended to:

1. identify the reading comprehension skills required for preparatory stage English language learners.

2. re-develop and teach sample materials using the Instrumental Enrichment Approach to enhance the reading comprehension skills of learners English language learning difficulties.

3. investigate the effectiveness of IEA on the enhancement of the reading comprehension skills of learners with English language learning difficulties.

4. investigate the effectiveness of IEA in teaching English for learners with learning difficulties.

HYPOTHESES OF THE STUDY:

The present study tests the following hypotheses:

1. There are statistically significant differences between the mean scores of the experimental group and those of the control group on the post course administration of the reading comprehension test to the favor of the experimental group.

2. There are statistically significant differences between the mean scores of the experimental group pupils on the pre-course administration of the reading

comprehension test and their mean of scores on post-course administration of the same test to the favor of the post course ones.

3. There are statistically significant differences between the mean ranks for pupils with learning difficulties enrolled in the experimental and those of their counter part enrolled in the control group, on the post-course administration of the reading comprehension test to the favor of those of the pupils with learning difficulties enrolled in the experimental group.

4. There are statistically significant differences between the pre course mean ranks for pupils with learning difficulties enrolled in the experimental group on the reading comprehension test and their post course mean ranks as measured by the same test- to the favor of their post course ones.

5. There are statistically significant differences between the mean scores of the normal pupils of the experimental and those of their counter part of the control group on the post course administration of the reading comprehension test to the favor of those of the normal pupils enrolled in the experimental group.

SIGNIFICANCE OF THE STUDY:

The present study:

1. is an attempt to manage reading comprehension difficulties.
2. investigates the effectiveness of the instrumental enrichment approach in the management of English language learning difficulties.
3. provides a proposed for the management of learning difficulties that can be adopted or adapted by teachers of the disciplines.

RESEARCH METHODOLOGY:

The present study adopts a quasi-experimental model of the experimental methodology.

Subjects:

Twenty four girl pupils of the second grade of thirty eighth preparatory school (Taif) during the period 9/3/2010-10/4/2010 represented the experimental group. A number of twenty five girl pupils of the same school and during the same period were taken as control group.

Instruments:

1. A standardized intelligence quotient test by (Hana,1961) was administered to identify students with learning difficulties.

2. A reading comprehension test was prepared and administered by the researcher to indicate the effectiveness of the instrumental enrichment approach on the enhancement of reading comprehension skills of preparatory stage pupils with English language learning difficulties.

Procedures:

The study proceeded as follows:

1. A related literature of English language teaching was reviewed with special reference to reading comprehension skills and the instrumental enrichment approach.

2. A reading comprehension test was prepared by the researcher, validated by jurors and refined accordingly.

3. Units ten and eleven of the existing Saudi English language course (1430-1431) for second grade preparatory pupils were redeveloped using the IE approach.

4. The experimental materials were validated by specialists.

5. Researcher subjects were selected and labeled as experimental /control.

6. Standardized IQ test (Hana,1961) was administered and its results were processed in terms of the learner's scores on English language exam (reading comprehension) to label learners with learning difficulties.

7. The re-developed units were taught to the experimental group during the period 9/3/2010-10/4/2010.

8. Both groups were post-tested using the same reading comprehension test.

9. The results were processed, analyzed, discussed and reported.

LIMITATIONS OF THE STUDY:

The present study is limited to:

1. Students with English language learning difficulties, second grade preparatory stage girl pupils.

2. The experimental material i.e. units ten and eleven of English language course, (1430-1431)

3. Reading comprehension test (Appendix iii)

4. The following six Enrichment instruments:

   - Illustration.
   - Categorization.
   - Orientation in space.
   - Numerical progression.
   - Family relations.
   - Comparison.

5. The following five Reading comprehension skills:

   - Identification of word meaning.
   - Identification of main and supporting ideas.
   - Summarization.
   - Comparison.
   - Arranging a sequence of events.

DEFINITION OF TERMS:

Instrumental Enrichment: The study adopts Ben-Hur (2000) definition of IE as a classroom curriculum designed to enhance functions necessary for academic learning and achievement.

Comprehension Difficulties: The study adopts Misunderstood Minds Organization (2002) definition of comprehension difficulties as the struggle to decode, find it difficult to understand and remember what has been read.

Learners with Learning Difficulties: Based on Cunningham (2005) the study defines learners with learning difficulties as those who have average or above general ability a difficulty in one or more academic areas such as spelling, reading, or mathematics and associated processing difficulties such as short term memory retention.

Developmental Difficulties: Based on Nikita Jade Disability Fund (2008) Developmental Difficulties are defined in the present study as life-long disabilities attributable to mental and /or physical or combination of mental and physical impairment.

Academic Difficulties: The study adopts the Open University (2006) definition of Academic Difficulties as specific learning difficulties dyslexia (reading difficulty) dysgraphia (writing difficulty) dyspraxia (motor difficulty) dyscalculia (difficulty performing mathematical calculations)

Reading Comprehension: The study adopts Klingner, *et al* (2007) definition of Reading Comprehension as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.

CHAPTER ll

REVIEW OF LITERATURE AND RELATED STUDIES

CHAPTER II
REVIEW OF LITERATURE AND RELATED
STUDIES

INTRODUCTION

This chapter reviews some of the literature and studies related to the work. It provides an overview of : Instrumental Enrichment approach, Learning Difficulties and Reading Comprehension Skills. It sheds the light on some research related to the same topics.

Section I: Instrumental Enrichment Approach (IEA)

The Instrumental Enrichment Approach (IEA) goes back to Feuerstein and colleagues. It appeared in the United States in 1978. Since then, it has been adopted in various educational areas. Hall (1981) refers to Feuerstein, *et al* (1979) who defined it as:

> "a program that attempts to compensate for the lack of mediated learning experience by exposing low functioning adolescents to a series of tasks designed to modify the cognitive functions in which they are deficient. The program is not designed to teach content-specific units of information, but to provide the students with the prerequisites of thinking that will enable them to derive maximum benefits from direct exposure to either formal classroom curricular or any other experience that may facilitate their adaptation and integration into society" (p541)

Instrumental Enrichment (IE) is also defined by Ben-Hur (2000) as a classroom curriculum designed to enhance functions necessary for academic learning and achievement. In this regards, Aegler (1993) indicates that Feuerstein spent years working to improve the intellectual performance of labeled slow or retarded. He believed many retarded performers suffered from the lack of mediated learning experience. So, the mediator organizes, reorders, transforms and frames the stimuli to achieve goal and purpose. Aegler (1993) refers to Feuerstein & Jensen (1980) who claim that:

"virtually any experience can become a mediated learning experience if someone intervenes in such a way as to make the experience meaningful" (p28)

Psychological Bases for Instrumental Enrichment Approach:

Ben-Hur (2000) indicates that Instrumental Enrichment Approach comes from:

" the mediational role of the trained teacher. Feuerstein`s theory of Structural Cognitive Modifiability explains deficient learning as a result of a lack of sufficient Mediated Learning Experiences prior to school years" (p1)

Accordingly, this approach is based on the following assumptions:

1. Intelligence is dynamic and modifiable, not static or fixed.
2. It seeks to correct deficiencies in thinking skills.
3. It provides students with the concepts, skills, strategies, and techniques to function as independent learners.
4. Thus, It changes learners from passive recipients of information to confident, active learners to diagnose and learn how to learn.

Basic Features of the Instrumental Enrichment Approach:

Lurie & Kozulin (1995) Ben-Hur (2000) refer to the following features of IE:

1. It is a remedial program for special needs children.
2. It improves the cognitive functions.
3. It helps students to increase the academic achievement.
4. It improves self-learning.
5. It overcomes the deficiencies in learning.
6. It emphasizes teacher/student interaction, transcendence of the principle discovered in the course of the study, mediation of meaning.
7. It corrects student's deficient cognitive function such as unsystematic exploratory evidence, egocentric nature of response.

8. IE allows the enrichment of the student's repertoire of basic concepts, verbal, labels, and cognitive operations. It contributes to the development of inner and task related motivation and creates conditions for reflexive thought and meta cognitive awareness.

9. It is flexible and can be adjusted and re-focused toward the specific cognitive needs of the target group of students.

Adey& Shayer (1994) indicate the cognitive functions the IE approach includes:

Instrumental Enrichment Cognitive Functions include:

I. Gathering all the Information Individuals Needs (Input)

1. Using our senses (listening, seeing, smelling, tasting, touching, feeling) to gather clear and complete information (clear perception)

2. Using a system or plan so that we do not skip or miss something important or repeat ourselves.

3. Giving the thing we gather through our senses and our experience a name so that we can remember it more clearly and talk about it (labeling)

4. Describing things and events in terms of where and when they occur (temporal and spatial referents)

5. Deciding on the characteristics of a thing or event that always stay the same, even when changes take place (conservation, constancy, and object permanence)

6. Organising the information we gather by considering more than one thing at a time (two sources of information)

7. Being precise and accurate when it matters (need for precision)

II. Using the Gathered information (Elaboration)

1. Defining what the problem is, what we are being asked to do, and what we must figure out (analysing disequilibrium)

2. Using only that part of the information we have gathered that is relevant, that is, that applies to the problem, and ignoring the rest (relevance)

3. Having a good picture in our mind of what we are looking for, or what we must do (interiorisation)

4. Making a plan that will include the steps we need to take to reach our goal (planning behavior).

5. Remembering and keeping in mind various pieces of information we need (broadening our mental field)

6. Looking for the relationship by which separate objects, events, and experiences can be used together (projecting relationships)

7. Comparing objects and experiences to others to see what is similar and what is different (comparative behavior)

8. Finding the class or set to which the new object or experience belongs (categorization)

9. Thinking about different possibilities and figuring out what would happen if you were to choose one or another (hypothetical thinking)

10. Using logic to prove things and to defend your opinion (logical evidence)

III. Expressing the solution to a problem (Output)

This stage includes:

1. Being clear and precise in your language to be sure that there is no question as to what your answer is. Put yourself into the 'shoes' of the listener to be sure that your answer will be understood (overcoming egocentric communication)

2. Think things before you answer instead of immediately trying to answer and making a mistake, and then trying again (overcoming trail-and-error)

3. Count to 10(at least) so that you do not say or do something you will be sorry for later (restraining impulsive behavior)

4. If you cannot answer a question for some reason even though you 'know' the answer, do not fret or panic. Leave the question for a little while and then, when you return to it, use a strategy to help you find the answer (overcoming blocking)

5. Carrying an exact picture of an object in your mind to another place for comparison without losing or changing some details (visual transport).

Goals of the Instrumental Enrichment Approach:

Maxcy (1991) refers to Feuerstein, *et al* (1980) state the overall goal of (FIE) is to:

> "increase the capacity of the human organism to become modified through direct exposure to stimuli and experiences" (p4)

However, Lurie & Kozulin (1995) states:

> "the main goal of IE intervention was to provide students with conceptual tools for the development of their thinking and learning skills" (p5)

Nathaniel (2006) summarizes IE sub-goals as:

1. Correction of deficient cognitive functions.

2. Enriching the repertoire of vocabulary, labels, and concepts.

3. Producing of intrinsic motivation through habit formation.

4. Creation of task-intrinsic motivation.

5. Creation of insight and reflective thinking.

6. Shift from a role of passive recipient and reproducer of dates to a role active generator of new information.

7. Restoring a positive self-image.

8. Modifying the teacher.

Phases of IE Implementation:

Wood (1996) suggested a model for systematic implementation of Feuerstein`s IE . It has five phases:

Phase One: Awareness

1. Introduction of the program – to school personal and the general public.

2. Progress Reports - in the form of short, newsletter communication and regular news release, to generate interest in the project and to provide updates throughout the implementation of the project.

3. Dissemination of results - including in progress, summative, and long-term results, both qualitative and quantitive.

Phase Two: Training

According to Wood (1996) teacher training for (IE) can be over a three-year period, Follow up mentoring and classroom observation will be a part of the program. In addition, at least two counselors at each site will be trained to administer the training program.

Phase Three: Implementation

IE can be introduced into the curriculum in three consecutive years (one level each year) weekly sharing and planning sessions coordinated by the trainer are recommended as a part of the implementation.

Phase Four: Evaluation.

In-progress evaluation and follow-up evaluation will be a part of the design. Both quantitive and qualitative evaluation measures will be taken for student participants and teachers.

Phase Five: Continuation

Continuation of the program after the initial training and implementation will require training at least two teachers at each site to become certified IE trainers for new teachers. The model for the systematic implementation of Feuerstein`s Instrumental Enrichment can be a guide for successful program design. It provides a means for surviving the grant process, personal changes, and budgetary consideration that could threaten the continuation of an Instrumental Enrichment program.

Types of Enrichment Instruments:

Production Supervisory Training Institution (2003) refers to the types of IE instruments as follows:

I. **Foundational Instruments:** These are prerequisite for thinking process and skill**.** They include**:**

• **Organization of Dots**

This instrument requires identification of geometric shapes embedded within an apparently random array of dots. To achieve this, cognitive functions such as comparative and exploratory behavior are required. Similarly, there is a need to identify relationships and test hypotheses. Overall there must be a controlled and considered approach based on conscious, thought through strategies.

• **Orientation in Space 1**

On the surface, this instrument develops the ability to maintain an effective orientation despite changes in one's own position in relation to the environment and changes in the relative position of others in that same environment. Underlying this is development of a sense of relativity and

empathy, combating egocentrism: learners explore differing points of view and ultimately learn how to relate better to opinions different from their own.

- **Comparisons**

The ability to compare is basic to any cognitive process. Comparison not only is involved in recognizing and identifying the things we perceive, but is an essential prerequisite for establishing the relationships that lead to abstract thinking. It is through comparison that we organize and integrate separate and distinct bits of information into coordinated and meaningful systems of thought.

- **Analytic Perceptions**

Uses perceptual processes to develop a variety of cognitive strategies that lead to attitudinal and motivational changes in a person's approach to reality. Individuals acquire an analytic approach that allows them to set sharp boundaries between themselves and their surroundings.

II. Cognitive processes Instruments: These include

Instruments that apply Cognitive Processes to Situations of varying modalities - The list includes:

- **Orientation in Space 2**

This instrument introduces and provides practice in the use of external, stable, absolute systems of reference, those of compass points, coordinates, and graphs, by which to describe relationships and orientation in space. In addition, the instrument provides practice in the use of the differentiated representational space initially introduced in Orientation in Space 1.

- **Categorization**

Categorization helps improve people's ability to organize complex arrays of information, breaking data down into simpler groups and categories. This is done, for example, through extending the ability to scan data carefully, to identify relationships and to apply concepts of differing degrees of generality, which are then used as the bases of classification. This process leads to deeper understanding, better retention and more perceptive use of information.

- **Family Relations**

This instrument elicits and reinforces functions, operations, and principles addressed in earlier instruments. Mediationally deprived learners are challenged to overcome an episodic grasp of reality in this instrument by being constantly required to project relationships among two or more elements or sources of information. The tasks demand precise use of language in encoding and decoding information and required inferential thinking, analytic thinking, and deductive reasoning to justify conclusions based on logical evidence.

- **Temporal Relations**

An adequate orientation to time is based on relational thinking and, thus, is acquired through mediated learning experiences. Mediationally deprived learners often have problems in registering, elaborating, and organizing time due to an episodic grasp of reality, a general difficulty in perceiving and projecting relationships, and the highly abstract nature of time itself. Without an awareness of continuity of time and its ordered succession and of the rhythm of events, these learners make a little attempt to use past to predict, anticipate, plan, and prioritize future events. Temporal Relationships help mediate an adequate temporal orientation and an appropriate and precise use of temporal concepts and relationships.

- **Illustrations**

Illustrations present a collection of situations in which a problem leading to an imbalance must be perceived and recognized. Learners must attempt to restore the equilibrium by an appropriate solution to the identified problem. both the perception of a problem and its solution involve the use of acquired prerequisites of thinking.

- **Instructions**

Instructions offers practice in de-coding and en-coding information, developing control over compulsivity and sweeping or blurred perception. People gain insight into the reasons for their success or failure in interpreting complex instructions, becoming therefore more able to transmit instructions with clarity and precision.

III. Higher Mental Process Instruments:

Instruments Requiring Integrated use of Higher Mental Processes:

- **Representational Stencil Design**

This instrument consists of tasks in which the learner must mentally construct a design through complex series of steps. This is one of the last taught instruments in the program because it capitalizes on functions acquired in all of the earlier instruments by necessitating their application in situations requiring complex levels of representational internalized behavior.

- **Numerical Progressions**

This instrument uses numbers as a medium for practice in deducing implicit rules from patterned data. It develops the ability to anticipate the future through enhanced sensitivity to stable relationships within data and within events. In doing this, it calls for such functions as precision, discrimination and a willingness to defer judgment until all key elements have been explored.

- **Transitive Relations**

   This instrument deals with relationships that exist in ordered sets in which the differences between set members are described by terms greater then, less than, equal to. Learners learn to recognize conditions that permit the transfer of relationships that exist between two pairs of set members to a third pair between which the relationship in unknown. Difficulties in selecting relevant and appropriate information can lead to problems in gathering and elaborating on information, which impair inferential thinking making it nonexistent. Learners are taught to systematically explore the given data to ascertain if the data permit them to draw a conclusion. The instrument provides learners with tools for investigating both the validity and the truth of their own conclusions and those of others.

- **Syllogisms**

   Syllogism develops the capacity for critical thinking. It enhances the ability to discriminate between valid and invalid conclusions and inferences; between possible, impossible and inevitable outcomes. Teachers / trainers mediate the students' need to consider the implications of given propositions and to support conclusions with logical evidence.

Research on Instrumental Enrichment

   Hoon (1990) examined the teaching thinking to academic underachievers based on one component (Organization of Dots) of the Feuerstein Instrumental Enrichment (IE) as remedial techniques. Fifteen tutors in four tuition centers were trained to work with this course of study. A total of 140 pupils from different primary school levels were spilt into control and experimental groups, both of which are tested before and after the experimental program of IE. The experimental group received a combination of IE and the usual conventional academic programs provided by the schools. The control group received only

the academic programs. The study subjects were classified as learning disabled, displayed learning characteristics of slow learners and underachievers. The Raven standard progressive Matrices, as well as Feuerstein`s pre-post measures were utilized. Results showed that IE class in 3 out of the 4 tuition centers had better in their school tests in mathematics. Their English scores however did not show improvement.

Getz (1992) attempted to develop a block course incorporating study skills, English, reading, and critical thinking to meet the academic needs of students. The class was offered for 12 hours of credit and 3 hours a day for four day a week, the class was structured with time for the Feuerstein materials coming during the first hour for three of the four days, resulting in an average total of 45 hours of instruction in the Feuerstein materials during the semester. The remaining instruction was dedicated to reading , English and study skills blended together. It was divided into four units to deliver the content: the self as a learner, appearances, the media, and the world. The result is improvement in reading and English by having students retake the placement test.

Offenberg (1992) studied the assessment of the Instrumental Enrichment (IE) on the following indices of student achievement: (a) a non verbal measure of student's intelligence, the progressive Matrices test. (b) student's report card marks.(c) student's city-wide test nationally-normed reading and mathematics scores. Fifty-five teachers and principals from eleven District 4 and District 5 schools participated in IE training programs in 1989-90.The training consisted of two staff development programs of five days each, conducted one school year a part. The first staff development program emphasized the content of the four level 1 instruments of the IE instructional sequence. The second program emphasized the content of the level 2 instruments of the IE sequence. All 55 teachers who were trained in 1989-90 were asked to volunteer for the study. Nine teachers volunteered, and seven of

these teachers participated fully in the study. Participating teachers each chose an experimental class before study began. The results proved that students in classes that had more IE sessions scored higher on the Progressive Matrices test than did students in classes that had fewer sessions. For special education students, Progressive Matrices scored improved but at a slower rate than did regular education student's scores.

Lurie & Kozulin (1995) attempted to use (IE) program as a tool of cognitive educational intervention with ten deaf children. The group's special education needs resulted from their deafness, lack of formal educational experience, lack of previous exposure to sign language or finger spelling and limited information about and experience with a modern technological society. Thus, in preparing to the work with IE pages the students had to be introduced to the basic concepts pertaining to the sphere of school learning. These concepts included the notions of lesson, task, model, explanation, independent work, line, picture, background, framework. The acquisition of concepts was simultaneous with the acquisition of communicative sign language. After students acquire basic concepts, they will introduce to the IE material. So, it includes two successive phases. The obtained results confirmed that IE is an appropriate and effective intervention program for the enhancement of cognitive functions in deaf immigrant students.

El-Banna (2000) investigated the effectiveness of the instrumental enrichment on the achievement of science and modified cognitive styles for gifted-disabled students. The study sample consisted of twenty five pupils from gifted disabled students in second preparatory stage in Al-Mansoura city. Twenty five pupils for experimental group and eleven pupils for control group. The researcher used Kattel intelligence test, diagnostic test, achievement test in science and cognitive preference styles test. He used seven instruments in teaching a unit in the science. The obtained results

proved the effectiveness of instrumental enrichment in teaching science for gifted disabled students in increasing achievement and overcoming learning disabilities.

Sky & Young (2001) investigated the effectiveness of involving teachers in an IE program in improving their ability to implement outcomes Based Education (OBE) approach in their schools. Eighteen teachers from four schools catering for historically disadvantaged black students participated in the program over a period eighteen months. Teachers were trained in the application of IE program itself, and in the infusion of its cognitive principles and strategies in their subject content and goals. This study aimed to develop IE and MLE as a vehicle for the effective implementation, within the South African system, of the OBE approach. An Instrumental Enrichment training workshop was attended by each of the five school principals and teachers from primary grades 1-7 of each school. The IE training workshop was spread out over a period of three months. Seven of the fourteen IE instruments (Organization of Dots, Comparisons, Orientation in Space, Categorization, Analytic perception, Family Relations and Illustrations were presented during the course of the three month training period. The results indicated positive changes in the attitude towards characteristics of less academic pupils scale, the pre-test mean for the group of teachers in the program was 71.3 and the post-test mean was 77.1- Also, teachers became more positive towards weaker students, and developed more confidence in their modifiability and in the capacity for benefiting from education.

Zahran (2005) examined the effectiveness of using Instrumental Enrichment strategy during teaching mathematics for the first primary pupils of educational college in Banha to improve their levels in the problems and enhance their attitudes towards mathematics. The researcher prepared teacher's guide for teaching movement unit in mathematics according to

instrumental Enrichment strategy and learner's handout. The researcher also chose 100 learners from the first primary pupils of the educational college in Banah and they were divided into experimental and control groups. The results prove that Instrumental Enrichment is effective in teaching mathematics.

Hela, *et al* (2008) attempted enhancing academic achievement and some thinking skills to correct and enhance some thinking skills and that by correcting the poor performance in the cognitive behavior of weak cognitive functions and help the learner on using different mental skills and change them from passive recipient of information to active productive of new information. The researchers used quasi-experimental design. The sample of the study was girl pupils in some Taif city schools. They were divided into experimental group which was taught by instrumental enrichment as a free content and control group which was taught by traditional method. The results showed that the instrumental enrichment program effects achievement and develops some thinking skills for students who retarded performance.

Based on the above studies it can be concluded that IEA has positive effects in different fields. Research results also indicate the effectiveness of IE in teaching students with learning difficulties.

Section II. Reading Comprehension

The following section sheds lights on reading comprehension definition, skills, teaching and assessment techniques.

Definition of Reading Comprehension:

Klingner, *et al* (2007) defines reading comprehension as:

> "the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. It is a multi component, highly complex process that involves many interactions between readers and what they bring to the text " (pp7-8)

Reading Comprehension Skills:

Langan & Bader (1992) summarize the reading comprehension skills:

1. **Vocabulary in context**.

   This subskill include:

   • defining unfamiliar words in context.

   • Guessing meaning of a word by using clues.

2. **Synonyms** : This means giving words that mean the same as the unknown ones. Synonyms are usually set off by punctuation such as comma, dash or parentheses. A synonym may occur at any place in the sentence e.g. Are you averse-opposed to-the decision.

3. **Antonyms:** This refers to words and phrases that mean the opposite of a word. Antonyms are words such as however, but, yet, on the other hand, and in contrast. e.g. My sister Kathy is lively and outgoing: however,

4. **General sense of the Sentence or Passage.**

   Here, a sentence is followed by a question, student thinks about the answer, then guesses the meaning of unfamiliar word. For example, a former employee, irate over having been fired, broke into the plant and deliberately wrecked several machines.(What would be the employee's state of mind?)

5. **Inference:** This refers to discovering the ideas in writing that are not stated directly.

6. **Main idea:** It is an umbrella statement covering all the other material in a paragraph. It is the main point the author is trying to make.

7. **Supporting details:** They are the necessary information that backs up and explains the main idea.

8. **Transitions:** They carry the reader across from one thought to another. They have smoothed the way from one idea to the other.

9. **Facts and Opinions:** A fact is a statement that can be proven true through objective evidence. An opinion is a statement that not be objectively proven true or false.

10. **Purpose and Tone:** Purpose is the reason why the author writes. Tone is the expression of the author's attitude and feeling.

11. **Propaganda:** Propaganda may use one or more common techniques for convincing people by appealing to their emotions.

12. **Argument:** It is a rational discussion where each person advances and supports a point of view about some matter.

   Mayer (1999) refers to some reading comprehension skills:

13. **phonological awareness:** knowledge of the sound units (phonemes) used in a language, including the ability to hear and produce separate phonemes.

14. **Decoding :** Decoding refers to the process of translating a printed word into a sound.

15. **Meaning access:** Readers make use of their knowledge of semantics and syntax in trying to understand words found in text. It is the search for word meaning.

16. **Sentence integration:** It involves fitting the words together into a coherent sentence structure.

17. **Using prior knowledge:** People's prior knowledge about the topic of a passage influences what they remember from the passage.

18. **Using prose structure:** This sub skill is used to extract important piece information from a passage. So, they are remembered better than unimportant information.

19. **Metacognitive knowledge:** "Metacognition is knowledge and awareness of one's own cognitive processes…It is related to reading is comprehension monitoring which is an awareness of whether you understand what you are reading". (p100)

Learning Express (2009) refers to some reading comprehension skills:

20. **Chronological order:** Writers tell a story in this order from beginning to end in the order in which things happened. Chronology is the arrangement of events in the order in which they occurred.

21. **Order of importance:** A hierarchy is a group of things arranged by rank or order of importance.

22. **Similarities and Differences (compare and contrast):** Comparison showing how two or more things are similar. Contrast is showing how things are different or not like.

23. **Cause and Effect:** Cause a person or thing that makes something happens or produces an effect. Effect a change produced by an action or cause.

24. **Style and Language:** Point of view is the person or perspective through which the writer channels his or her information and ideas.

25. **Diction, Style, Tone:** Diction the particular words chosen and used by the author. Style a distinctive way of writing or speaking or doing sth, the manner in which something is done. Tone the mood or attitude conveyed by words or speech.

Factors Influencing Reading Comprehension:

Westwood (2001) refers to a range of factors influencing reading comprehension:

Readers motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting details, and an appreciation of text structure. Reading with understanding involves (thinking, reasoning, analyzing, connecting, reflecting) lower order processes (word recognition, decoding) Children with limited vocabulary have comprehension difficulties because they do not know many words on the page.

Phonological Awareness:

Westwood (2001) refers to phonological awareness as:

> "the general term used to describe an individual's understanding of the sound features of language. It includes an awareness that language utterances are made of individual words, the words themselves are made up of one or more syllables, and that a syllable is made up of separate units of sound (phonemes). The development in phonological awareness is the acquisition of word concept. So, students don't benefit from instruction in letter-sound correspondences until they possess phonological awareness. It is referring to the aspect of phonological awareness including recognition that a spoken word is made up of a sequence of individual sounds. It is the metalinguistic ability to identify sounds within words. So, deficiencies of phonological awareness undermine the ability to read and comprehend texts".(pp4-6)

Westwood (2001) refers to some phonological aspects which are very important for reading development:

- identifying the initial sound in a word (house =\h\ ;tree= \tr\)

- being aware of alliteration (greedy green gremlins)

- being able to count or clap syllables in a word (\Mon\-\day\)

- blending a sequence of phonemes to make a word (\pr\-\o\-\d\=proud)

- being able to break single syllables into onset and rime units (truck:\tr\=onset,\uck\=rime)

- breaking words down into a sequence of phonemes (pram=\p\-\r\-\a\-\m\)

- manipulating sounds to form different words (rake can become bake; mat can become map; set can become sit)

- recognizing rhyme bat, fat, sat, hat.

Alphabetic principle

Westwood (2001,p7) states that alphabetic principle is:

> "the key to successfully learning to read and spell Students with learning difficulties know basic letter-to-

sound correspondences but they don't use this knowledge to decode unfamiliar words".

Phonic skills

Westwood (2001,p7) refers to the definition of phonic skills:

> "an individual's ability to apply knowledge of letter-sound relationships to reading and spelling words. It helps students to become independent readers. It is important in the beginning stages. Phonic decoding strategies are utilized by mature readers when they face difficulties."

Sight vocabulary

Westwood (2001,p8) states (Ehri 1997) definition of sight vocabulary as:

> "the ability to read many words automatically by sight contributes massively to fluent   reading and is the most efficient way to unlock the meaning of any text. Reading a word by sight … does not mean necessarily that the whole word is stored as a complete image, merely that important clusters of letters characteristic of that word are stored and can lead to its instant recognition" e.g. (vocabu..)

So, students with reading difficulties need more sight vocabulary. It increases the development of automaticity in processing print.

Comprehension:

Westwood (2001:pp9-10) a greed with educators (Teale & Yokota 2000)

> "Comprehension must be the central focus of teaching children to read and not something to be emphasized only after children have learned how to decode and identify words Reading comprehension has been described as a complex intellectual process involving a number of abilities. … Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies".

Comprehension strategies

Westwood (2001,pp10-11)defines it as:

> "a mental plan of action designed to achieve specific purpose. One of the priorities in any reading program is to teach children with reading difficulties, a range of strategies to use to extract meaning from the text.

Effective comprehension requires that the reader maintain the meaning throughout the reading of the text. … strategic readers use metacognition to monitor their own level of understanding as they read."

Levels of Comprehension:

Westwood (2001pp 21-22) summarizes the levels of comprehension:

1. **Literal level:** At the literal level the basic facts are understood. e.g. Knowing that the lady's name is Miss Chow: she lives in a flat on the 10th floor.

2. **Inferential level:** At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. e.g. Miss Chow believes that her landlord will tell the neighbors to be less noisy.

3. **Critical level:** At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. e.g. Miss Chow's landlord offers her a different flat on the 18th floor and says it is the best view of the harbour.

4. **Creative level:** At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. It stimulates the reader to new and original thinking.

A strategic Approach to Comprehension:

Westwood (2001:p22) summarizes the basic strategies that readers might use in understanding the text:

1. Previewing and over viewing what is to be read.
2. Self-questioning (What do I know already about this)
3. Selectively reading some sections of text deeply and skimming other sections.
4. Identifying the main ideas.
5. Re-reading difficult and important sections.
6. Reflecting and thinking critically about the information.
7. Summarizing the main points.

Reading Comprehension Assessment:

Westwood (2001) refers to Hempenstall (1998) has suggested the purposes for assessment in reading include:

- diagnosing particular areas of strength or weakness.
- using the information for decisions about instruction
- measuring a child's progress over a period of time.
- Comparing one child's progress to that of his or her peers.
- Screening children for special assistance.

Basic Principles of Diagnostic Assessment:

Westwood (2001) refers to a useful way of assessment of children with learning difficulties is to obtain data to answer the following four questions:

1. For this subject area (reading) what knowledge, skills and strategies does he or she possess?
2. What can the child do if given a little guidance?
3. Are there any important gaps in the child's prior learning?
4. What does the child need to be taught next in order to make progress?

The four procedures to answer these questions:

1. Observation
2. Working individually with a child.
3. Using diagnostic procedures.
4. Applying formal and informal testing.

Specific examples of reading assessment:

1. Adequate sight vocabulary.
2. Decoding skills.
3. Self-correcting behavior.
4. Comprehension at and beyond the literal level.

Benchmarks for Reading

Westwood (2001: p90) refers to:

> "Benchmarking is a strategy designed to help ensure that all children in the primary years reach a required standard of literacy. Those children with learning difficulties who are found to be performing below the benchmark for their age level are candidates for intensive intervention."

Klinger, *et al.* (2007) indicate the ways of assessment such as:

Criterion-Reference Tests:

These assess students have mastered a skill based on a pre established criterion: The kinds of these are:

Inventory: the qualitative reading Inventory-3(QRI:3) to determine students comprehension strength and weaknesses. They did by deviating from the guidelines provided by the QRI-3.In order to take a closer look at student's responses to questions. They noted how students answer and make inferences.

Curriculum-Based Assessment.

The primary purpose of this type of assessment is to monitor student's progress toward instructional goals and objectives. CBA procedures are based on three fundamental principles:

1. Test item is taken from the curriculum.
2. Evaluation is repeated over time.
3. Results are used to develop instructional plans.

Klinger, *et al* (2007) state that:

> "It is useful way to monitor the effectiveness of reading comprehension and to identify learning problems. It uses reading passages from the curriculum with comprehension questions. The ability to answer the questions can be assessed at regular intervals. The assessment is recorded on graphs. It provides teachers students with information. Curriculum-Based Measurement (CBM) is a set of standard, simple, short duration fluency measures of basic skills in reading. To implement CBM, assessments of equivalent difficulty

are repeated at regular intervals over a long period of time. Students complete a maze reading activity and the scorer keeps track of the number of correct word choices" (pp25-28)

Assessment tools provide a narrow portrayal of student's comprehension, they do not provide strategic processing. They tell us what students comprehend at a basic level, but do not mention why they make errors.

Interviews and questionnaires:

They are informal assessment measures elicit student's understanding of the reading process and provide teachers with information and promote student's self awareness of the underlying processes in reading. They are not linked with a specific reading passage.

Observations

It is useful tool to observe students while they are engaging in peer tutoring or cooperative learning that involve the application of reading comprehension strategies and observe students during independent reading time. There are many ways of observations:

1. **Observation checklist:** that includes various reading behaviors. They are sample checklists. The first one is used to examine student's understanding of narrative text. The second one is used to evaluate student's performance during independent reading time.

2. **Anecdotal records:** the observer should record the time, setting, date, names and information about students reading behaviors.

3. **Ethnographic note:** taking is useful when the teacher focuses on a specific student. It involves taking repeated notes for long period of time. Observations have some disadvantages:

- It is difficult to know the comprehension strategies that students use. The teacher can not observe thought processes.

- The observation is time consuming.

Retelling:

Klinger, *et al* state (2007)

> "Oral retelling is a useful technique for monitoring student's reading comprehension. The examiner simply asks the student to retell or reconstruct what was read … An advantage to retelling is that the teacher can learn a great deal about what the student understands and where he or she may have gaps. This information is helpful when determining which comprehension skills the student still need to learn" (pp 33-34)

Disadvantages of Retelling :

Retelling needs:

1. to be conducted individually.

2. time consuming, score.

3. students who have difficulties with expressive language can't able to convey what they read.

How to use Retelling?

Klingner, *et al* (2007) summarize the procedures:

1. Select an appropriate text for the student to read.

2. Ask the student to read the passage silently and orally.

3. After finishing reading, ask him to retell the passage.

4. If the student provides incomplete information, probe or prompt him by asking can you tell me anything more? Or anything else?

Think-Aloud Procedures:

The student is asked to voice his thoughts while reading. It provides information about metacognitive and cognitive processing strategies, word learning strategies, and working memory.

Klinger, et al (2007) state:

> "An additional advantage to the think-aloud procedure is that students became more aware of the mental process they use while reading and can thereby improve their reading comprehension"(p36)

How to use the think-Aloud procedure:

A. Select a passage that is at student's instructional level.

B. Ask the student questions that help him think aloud before, during and after reading.

C. Record his responses

D. Analyze his responses and note which strategies he uses.

E. Draw conclusions about the students strategies for monitoring understanding.

Klinger. *et al*(2007) summarize the limitations of think aloud:

- It disrupts the process of reading itself.

- The students are not aware of the cognitive processes they are using.

- Personal characteristics such as age, motivation, anxiety level.

- Students might be cued to provide certain responses by the instructions.

- Think-aloud protocols is time consuming and difficult to score.

- Finding a passage of the right level of difficulty is challenging.

Research on Reading Comprehension

Aegler (1993) adopted Cort 1 thinking program on reading comprehension test results for fifth-grade students in the South Washington county school district in four randomly selected elementary school. So, Cort thinking program is designed to teach students a set of thinking tools that allow them to see things more clearly and to develop a creative approach to problem solving. It aims to improve critical thinking and problem solving in the domain of reading. The Cort 1 lessons focus on the perceptual of thinking and may be used at any level. Stanford Diagnostic reading test was utilized to measure comprehension. The results of this study were gains in reading comprehension were evidenced by both control and experimental groups over a ten week period. There is a significant difference between IQ groups in

reading comprehension scores. Students in the high IQ group did not score significantly higher than those in the middle IQ group.

Morris, *et al* (2003) tested a hypothesis about the growth of word knowledge in kindergarten first-grade readers. It was predicted that (a) phoneme awareness develops in phases and (b) concept of word in text (ability to finger-point read) interacts with phoneme awareness in the development of early reading skill. Structural equation modeling showed that the longitudinal date fit the hypothesized model. The data also conformed to the predicted developmental sequence in a descriptive analysis of median performance change over time. The demonstrated relationship between phoneme awareness and concept of word in text. For its pedagogical implication alone, warrants further study.

Adeniyi (2005) focused on how the ESL teachers can effectively teach lexical items with the use of dictionary so as to help students acquire enough appropriate vocabulary functional for reading comprehension. The combination of teacher-designed context with the use of dictionary. The use of a well designed dictionary can be of a greater help to student. To find answer or confirmation to his guesses especially where he has no teacher or peer to ask and where a contextual guess work is impossible. It helps learner to continue learning outside the classroom and gives his autonomy about the decisions he makes about his learning. It is helpful in phonetic transcription and stress. Students should use lexical context alongside dictionary. This strategy can be used to teach phonetic, morphology, syntax, lexical and semantics. The conclusion is designing one's own vocabulary activities as a teacher has the advantage of exercising complete control over the input.

Blachowicz, *et al* (2005) provided the information that teachers and other educators need to implement an integrated and comprehensive approach to vocabulary instruction. Integrated means that vocabulary is a core

consideration in all grades. Across the school and in all context areas across the school day. Comprehensive means that vocabulary instruction encompasses much more than a list of words to teach at the beginning of the week. Rather, it involves a common philosophy and shared practices, based on a solid understanding the knowledge base and supported by curricular considerations as well as classroom and school organizational procedures.

Cora ince (2007) investigated the effectiveness of teaching reading comprehension depending on cooperative learning approach. This program is applied to mentally retarded students in special education. It is aimed to know whether his program is effective in students learning in reading comprehension, summarizing, finding main idea. The subjects of this study were chosen among students who attend to special education classes and regular classes. The study is applied to 36 students. Nine mentally retarded and 27 normal progress students. Teachers are provided with identifying mentally retarded students and normal progress students who need reading comprehension skills and have necessary social skills for cooperative learning-multiple probe model is determined to know the effective of cooperative learning on reading comprehension. They prepared 45 stories and teaching plans in the light of cooperative learning approach. Teaching plans are applied 3days a week and 40minutes sessions. The result of the study is reading comprehension program which is developed in the light of cooperative learning approach is effective on mentally retarded students.

Slavin, *et al* (2010) reported on the debate between advocates of bilingual and English-only reading instruction has been going on for decades-which method is better? Recently published results from a five- year randomized study indicate that Spanish-speaking children learn to read English equally well regardless of whether they are taught primarily in English or in both English and their native language.

In conclusion, the review of research on reading comprehension shows aspects about reading in general and reading comprehension in different aspects. This research work depended on a variety of ways in teaching reading rather than the Instrumental Enrichment Approach. This justifies attempting it in the present study.

Reading Comprehension Difficulties

Learners with Learning Difficulties:

As described by Cunningham (2005) the term refers to a group of learners who have average or above general ability a difficulty in one or more academic areas such as spelling, reading, or mathematics and associated processing difficulties such as short term memory retention.

Causes of Reading Difficulty:

Westwood (2001) summarizes the causes of reading difficulties as follows:

A. Factors are located within the learner or the learner's background.

B. Teaching approach.

C. learning environment.

D. The working relationship between teacher and student.

E. Deficiency in swift and accurate word identification.

F. Poor phonic skills.

G. Limited sight vocabulary.

H. Inefficient use of context to support word recognition. It is difficult to find one specific reason to explain why a child fails to earn to read after diagnostic and psycho-educational assessment.

Types of Reading Difficulties:

Dyslexia:

Westwood (2001) states that the word dyslexia translates a difficulty with words. It is applied to a severe and chronic form of reading difficulty found in children of normal intelligence. They encounter major difficulty in learning to read, write and spell .They have no sensory or intellectual impairment. Hallahan and Kauffman (2000) refers to them as an enigma.

Westwood (2001: p35) adopts the definition of Johnson (1998) that:

> "Dyslexia is one of several distract learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding , usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities: they aren't the result of generalized developmental disability or sensory impairment. Dyslexia is manifest by variable difficulty with different forms of language, often including, in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling"

Diagnosis of Dyslexia:

Disability Resource Center University of Cambridge (2008) summarizes the characteristics of students with learning difficulties:

- Find it difficult to cope with all the reading expected even though she recognizes the importance of reading to the academic discipline.
- It takes her longer to read than her fellow students.
- Get the general overview from reading but find it difficult to recall specific details.
- Have difficulty expressing herself clearly and precisely.
- Have received feedback comments about the lack of structure in her work in a paragraph or a sentence.
- Make errors in transferring data from one place to another.

An individual suffering dyslexia usually:

❖ Shows a marked discrepancy between ability and the standard of work being produced.

❖ Has a persistent or severe difficulty with spelling, common words.

❖ Displays poor working memory.

❖ Demonstrates difficulties with organization, classification and categorization.

❖ Finds note-taking problematical due to spelling difficulties and poor listening skills.

❖ Has hand writing that may be poor and unformed.

❖ May lack fluency when expressing her ideas.

❖ Shows difficulties with vocabulary.

❖ Has continuing pronunciation and word finding difficulties which inhibit her when talking or discussing in groups.

Bender & Larkin (2009: pp4-5) describe students with learning difficulties as:

> "First, students with learning difficulties often demonstrate problems in attention skills; this particularly is true for students who eventually are identified as ADHD or learning disabled, the attention deficits demonstrated by these students will negatively impact reading achievement over time. If a child with learning difficulties can not pay attention during instruction or letter recognition or other early reading skills, that child will have reading difficulties later on. Next, the memory skills of many children who manifest reading problems in the elementary and middle grades are quiet weak. …Also, students with memory problems often manifest the ability to decode a word, but seem to forget the new term within a period of days. Finally, many students with learning disabilities demonstrate cognitive deficits in visual or auditory processing skills. Students with visual processing problems often have trouble copying information from the dry-erase board or from their text. For some students, the letter in words seem to move across the page as students read. Obviously, these deficits will have a negative impact on reading" (pp4-5)

Treatment of Dyslexia:

Bender& Larkin (2009:pp201-202) suggest some strategies for students with learning difficulties:

KwPLS (Know, Want to Know, Predict, Learned, Summarize)

Kwl was designed to help students think about what they already knew about a topic, determine what they want to know about the topic, and then after reading the passage review what they have learned about the topic. KwpLS is designed to help students pay attention to the things that good reader do in the before, and after reading sequence.

Analogies Instruction

Students with learning difficulties often encounter abstract ideas that may be difficult to comprehend because they do not or can not relate the ideas to their own background knowledge and experiences. Synectics is a form of analogous comparison by comparing something that is familiar in order to stretch one's thinking.

The Possible Sentences Activity

It is a pre-and post reading strategy that will help students with learning difficulties to learn content area vocabulary by (a) drawing upon their background knowledge of topic (b) making predictions about possible sentences that might appear in their reading (c) using partial knowledge about selected vocabulary words. Students are instructed to create possible sentences using both known and unknown vocabulary terms from the reading passage and then to examine the truth of sentences using the reading passage.

The steps of possible sentence strategy:

▪ The teacher selects approximately six to eight words.

▪ She chooses four to six additional words that are familiar to the students.

- The teacher puts the ten to twelve words on the board along with a short definition.
- Students are asked to think of possible sentences containing at least two of the words in the forthcoming reading passage.
- The teacher then puts the student contributions on the board, the predictions are not discussed at this time.
- When students have included all words in at least one sentence, they are instructed to read the passage
- After reading. The class discusses whether the sentences could or could not be true based on what they have read.

Vocabulary Self-Collection Strategy:

It helps students acquire and remember content area language for specific subjects.

> "Through VSS , students decide the importance of particular concepts and use contextual clues to establish meaning, students with learning difficulties especially can benefit from practice in using context clues" (p209)

The VSS steps:

A. Teacher models: the teacher nominates a word and models VSS procedures.

B. Select teams: teams may be teacher selected or student selected and should consist of two to five students.

C. Nominate a word: each team chooses a word from the text selection to emphasize.

D. Present the word: A spokes person from each team identifies its nominated word and respond to these questions:
- Where is the word located in the text?
- What is the meaning of the word?
- Why is this word important to learn?

E. Records nominated words: Students record nominated words and meanings in a learning log or vocabulary note book.

Guided Reading in Textual Settings (GRITS)

Bender& Larkin (2009) refer to Mckenna (2002) guided reading in textual settings which incorporates a number of research-validated strategies. These strategies include:

A. charting-arranging information in rows and columns.

B. graphic organizers-arranging information in a flexible format such as a semantic map or Venn diagram to make abstract information more visible.

C. reading guides providing questions and tasks for students to do while reading to help stay on track.

D. think-aloud modeling of one's thinking during reading and discussion.

E. walk-throughts: helping students to preview what they will be reading.

F. analogies-comparing new and abstract ideas to those that are familiar and concrete.

The following steps to implement GRITS:

   Advance preparation

Read the nonfiction passage ahead of time to look for terms, ideas. Think of questions and comments that may aid students when they come to difficult points. Decide how much information should be read and discussed at one time. Prepare a reading guide for each part. Use charts and graphic organizers if appropriate. A reading guide helps student to look for particular information as they read .It may be in the form of a blank or partially completed graphic organizer that students finish as they read and locate the necessary information.

Before Reading

Help students perform a walk-through of the selection prior to reading. It includes focusing first on pictures and graphics and then asking students to make predictions about the pictures prior to reading the captions.Have students examine the subheadings and help them to recognize how the selection is organized using the subheading.

Another pre-reading task is to build background knowledge by discussing any introductory material in the selection next, read the first paragraph aloud to help the class further build background by discussing terms and asking questions.

During Reading

Once the background is built, ask students to silently read the next paragraph. Then ask a student to read aloud the same paragraph. Ask students questions to help them connect the new information just read with background knowledge.

After reading

Ask students to complete the part of the reading guide that pertains to the paragraph just read and discussed. Monitor and provide assistance as needed while students are completing the reading guide. Repeat the during reading and after reading steps (silent reading, oral reading, discussion, and guide) throughout the entire selection.

Follow-Up Activities

The final step in GRITS is to facilitate a post reading discussion of the entire selection using the completed reading guide.

Westwood (2001) states some methods and strategies for pupils with learning difficulties:

Shared book experience

SBE owes to the influence of Don Hold away (1990) the theory underpinning SBE derives from whole language philosophy and is based on the belief that learning to read is a social experience and that children can learn through positive guidance and support via the medium of group reading experience . It helps children to interact positively with books.

In SBE, children have stories read to them by the teacher. After discussing picture and title, the teacher asks the students what the story will be about? Then the teacher read the story in an interesting way. The teacher takes comments from the students and asks them questions about the story. The first reading is completed without interruption. After the discussion, the story is read again. The children are encouraged to join in with some of the reading, particularly with repetitive parts of the text. So, children's` attention may be directed to certain words on the page, and in later reading to particular spelling patterns.

Language-Experience Approach

LEA is sometimes known as dictated story The principles of LEA are summed up in the following statements:

• What I know about, I can talk about.

• What I say can be written down by someone.

• I can read what has been written.

The child chooses a topic related to his experience. Another one might be teacher or tutor writes down what the child says. The vocabulary and the sentence structure help children acquire recognition strategies and the phonics skills.

Cloze Procedure

Cloze procedure is the use of contextual cues and to ensure that the reader is using meaning to predict words in a passage. It involves the deletion of certain words in a passage leaving spaces of uniform size. The reader is required to read the passage and suggest an appropriate word to fill the space.

Directed Reading -Thinking Activity

DRTA is an instructional strategy designed to give children experience in predicting what an author will say, reading the text to confirm or revise the predictions and elaborating upon responses.

The basic steps of DRTA are:

A. predicting some of the information he may find in the text.

B. Reading the text carefully, with predictions in mind.

C. Being able to prove any conclusions from the reading.

The 3H Strategy (Here. Hidden. In my Head)

The purpose of this strategy is to teach children where the answers to their questions can be found. The answer might be in the text (here on the page), implied in the text or deduced if the reader uses some information combines with prior knowledge (hidden) or in the child's background knowledge (in the learner's head) In teaching 3H strategy, the children are cued to use appropriate text to answer specific questions.

The steps are:

- Teacher demonstration and thinking aloud while applying the first step in the strategy.(here on the page)
- Children practise applying this step, with feedback from the teacher.
- Teacher demonstration and thinking aloud for the second step (hidden information)
- Children practise step 1and step2,with guidance and feedback.

- Teacher demonstration of the third step (the information retrieved from a source outside the text)
- Children practise step 1-2-3 with guidance and feedback.
- Strategy is used extensively on a variety of text types.
- Teacher provides prompts in the beginning.

PQRS Reading Strategy

PQRS strategy is a simple, step by step plan of action any child might adopt when faced with a reading assignment .

The steps are:

P=Preview: The child scans the page, attending to subheading

Q+ Question: The child generates some questions in his or her mind.

R=Read: The child reads the page carefully for information.

S=Summarize: The child states in his or her own words the main points from the text.

Reciprocal Teaching (RT)

The reciprocal teaching approach involves the teacher and the children taking turns to read, question and interpret a text. The teacher using some strategies to extract information from the text. The teacher may demonstrate: thinking aloud, self –questioning, predicting, checking, skimming, re-reading, Confirming, clarifying, evaluating, criticizing and summarizing.

Repeated Reading Strategy

Westwood (2001:p64) states that:

> "RR of a passage of text not only helps to improve fluency and comprehension but can also help convince a slower reader with practice he or she can actually read material at the same rate, and with the same accuracy and expression as other children". It improves fluency of children with learning difficulties, It helps children to

automate and perfect skills and strategies they have been learning."(P 64)

Listening To Children Read: 'Pause, Prompt, Praise' Technique

This technique was developed by professor Glynn when listening to a child reads. It has been applied by teachers in many remedial intervention programs. It allows teacher to assess the child's reading strategies and to monitor fluency and expression.

PPP involves the following steps:

1. When the child encounters an unfamiliar word, the teacher waits a few seconds for the child to work it out.

2. If the child is not successful, the teacher prompts the child by suggesting she guesses the meaning of the word.

3. When the child succeeds in identifying the word he is reinforced by a word of praise.

4. If the child cannot identify the word after brief prompting, the teacher supplies the word.

5. The child is also praised for self-correction while reading.

Research on Learning Difficulties

Adams (1993) invetigated the problems of English language learning difficulty for secondary school students in Hong Kong. The study divided into two parts: the first research project was a close study of the error grading and the perception of difficulty of over 200 students in two secondary schools. The second part of the study looks at some of the areas of difficulty identified prominently by students and teachers in the first research project: The second part was concerned with examining the attempts made by teachers to counter aspects of difficulty. The study suggests that sociological / psychological factors are not peripheral but essential constituents of English language learning difficulty for Hong Kong secondary students.

Snow, Susan, Griffin (1998) evaluated the degree of risk associated with limited English proficiency is that cultural as well as linguistic differences are also involved in many risk factors. Hispanic children with limited English proficiency because of many factors such as poorly- educated parents, the family income is low and reside in communities, low socio-economic status, cultural differences, sociopolitical factors and school quality. In summary, low English proficiency in a Hispanic child is a strong indication that the child is at risk for reading difficulty.

Al-Sartawi (1999) examined the effect of using three methods of teaching reading comprehension on the achievement of a group of third grade female students with learning disabilities. These methods were the conventional teaching of reading comprehension as used by the special education teacher, a modified version of reciprocal teaching, and the method of key words. The results of the statistical analysis revealed that student's achievement on the modified version of reciprocal teaching was significantly higher than their achievement on the other two methods.

Woolley & Hay (2003) investigated the needs of students with late emerging reading difficulties focusing on the motivation requirements of these students. This paper outlines suggestions on how teachers can better understand and address these problems, based on the author's research using tutoring programs for students with reading and comprehension difficulties. The result is the promotion of reading engagement for students with late emerging reading difficulties requires a co-ordinated emphasis on competence, autonomy and personal relatedness in reading instruction.

Ho & Connie (2005) surveyed Chinese dyslexic children with difficulties learning English as a second language given the distinctive characteristics of the two scripts. Twenty five Chinese primary school children with

developmental dyslexia and 25 normally achieving children were tested on a number of English vocabulary, reading, and phonological processing tasks. It was found that the dyslexia group performed significantly worse than the control group in nearly all the English measures and have difficulties in leaning English as a second language and they are weak in phonological processing both in Chinese and English.

Wolley (2005) examined to locate within the current body of research subgroups of failing readers and suggested strategies that can be applied to teaching practice. The existing research literature has recognized good teaching approaches but it has been found that many of these are not widely practiced in classrooms. The research findings are varied consequently it has been difficult to construct appropriate instructional strategies for students who experience reading comprehension over long periods of time.

Axelsson (2007) investigated to what extent weak language learners are considered in the English classroom and if compensatory aids are used to further support their learning conditions. The method used for the study is qualitative interviews which semi-structured. Four interviews with English teachers were conducted within the same municipality. All teachers had some experience and that they were teachers of English as a foreign language. The interviews were conducted in Swedish to enable all teachers to speak freely with no language barriers. Quotes used in the essay were translated by the author. The interviews were conducted individually in either staffroom, classrooms or in a home environment. All interviews were tape-recoded with a Dictaphone and notes were taken simultaneously during the interview to indicate especially interesting passages when needed. The results are divided into five subsections: characteristics of the weak language learner, possibilities in the English classroom, possibilities outside the English classroom, compensatory aids and early help.

In conclusion, the above studies prove that there are reading difficulties in English language. Therefore, treatmental intervention becomes an urgent action.

Comment

The studies covered three fields. Instrumental enrichment approach, learning difficulties and reading comprehension. Some studies handle IEA in science, mathematics. This is the first study handles IEA in English language difficulties especially reading comprehension.

CHAPTER lll

RESEARCH METHODOLOGY

CHAPTER III
RESEARCH METHODOLOGY

The present chapter details the research methodology adopted to investigate the effectiveness of the Instrumental Enrichment Approach in the enhancement of reading comprehension skills of preparatory stage learners with English language learning difficulties. It describes the design, research instruments, subjects, materials and procedures of the present study.

3.1. Design:

The present study depended on the quasi-experimental model of the experimental methodology. Two research groups were involved: experimental group twenty four and control group twenty five. The experimental group received the treatment for four weeks while the control group was exposed to the traditional teaching for the same period.

Pre-test	⟹	Traditional Teaching method	⟹	Control group	⟹	post-test
Pre-test	⟹	Treatment using IEA	⟹	Experimental group	⟹	post-test
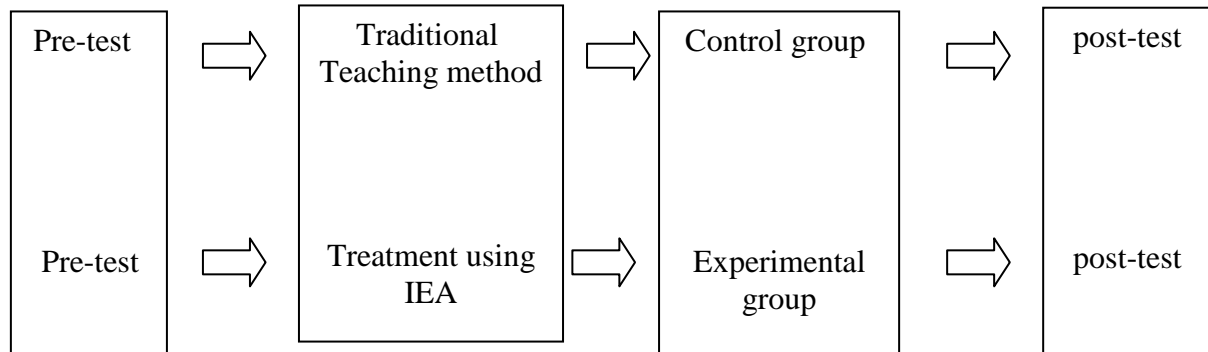
Figure (1): Design of the methodology

3.2.Subjects:

Second year preparatory stage girl pupils of the 38th school for girls in Taif city were subjected to the present study. A randomly selected class of 24 girl pupils received the treatment after they were pre-tested. Then, they were post-tested using the same test. Another class of 25 girl pupils of the same school were taken as a reference (control) group. This group received the

traditional English language course. Both groups were pre-and post-tested using the same reading comprehension test. (Appendix iii)

To verify the equivalence between the two groups of the study (experimental and control) 2.Tailed test was used. The obtained results are shown in the following table (1)

Table(1) Statistical group equivalence

Group	N	Mean	Std. Deviation	t	(Sig. (2-tailed
Experimental	24	14.29	3.96	0.72	In-significant
Control	25	15.16	4.51		

The data presented in the above table proves a high level of group equivalence where *t* is insignificant (0.72)

3.3. Research Instruments

3.3.1 Intelligence test:

An Arabic version of a non- verbal intelligence test was adopted (Hana,1961) as a pre test to pinpoint students with learning difficulties. This test depends on graphics (Appendix.ii) to estimate the children intelligence especially those who can not read and write. It can be used with retarded individuals in reading and writing or deaf people who can not understand verbal instructions for verbal intelligence test. The aim of this test is to define intelligence quotient for each student and identify students who have learning difficulties in reading comprehension skills. This was achieved by comparing the students scores on the intelligence test with their scores on English language test.

3.3.2 Reading Comprehension Test :

The researcher prepared a test to assess the learner's reading comprehension skills before and after receiving the treatment. Reading comprehension test consists of four sections: (Appendix. iii)

Section A: It measures comprehension by choosing the suitable title for the story, ticking the main idea, using true or false; and completing sentences and paragraphs with suitable words.

Section B: It is devoted to grammar e.g. verb forms, direct, indirect objects and using auxiliaries. The student responds by choosing the correct verb form or doing as shown between the brackets.

Section C: It is concerned with vocabulary. The student matches words with the correct picture, matches words with their meaning, using pictorial information

Section D: It examines students spelling ability by completing the missing letters under each picture.

3.3.3 Standardization

Item discrimination (Appendix.iv) shows the difficulty and the easiness coefficient for each item of reading comprehension test. The values of the easiness and difficulty range between 0.20 and 0.80 for all test items except items 44 and 31. The values of item discrimination are also within acceptable range 0.50 and 0.40.

3.3.4 Validation

The first version of the test, which consisted of 45 items, was validated by specialist jurors (Appendix v) whose comments were considered when refining its final version. Correlation coefficient between the score of each item and the total score for the test was calculated (Appendix. vi) The data presented in the table prove the internal correlation of the test.

3.3.5 Reliability

Using Alapha Cronbach, a high reliability level of 0.85 was obtained for the reading comprehension test.

3.4. Experimental Materials:

3.4.1 Targeted reading comprehension sub skills

After reviewing related literature in the area of reading comprehension skills and the analysis of the course objectives. The experimental materials targeted the following reading comprehension sub skills:

a. Identification of word meaning.

b. Identification of main and supporting ideas.

c. Summarization.

d. Comparison.

e. Arranging sequence of events.

Units no 10 and 11 of the second year preparatory stage English language course book taught during the second semester of the academic year (1430-1431H) term 2 were redeveloped using instrumental enrichment approach. The experimental material consisted of a teacher's guide and learner's handouts (Appendix. vii) The redeveloped units depended on 6 enrichment instruments i.e. Illustration, Categorization, Orientation in space, Numerical progression, Family relations, Comparison due to those relevance to the related units. Monitoring checklist was used to follow the progress of pupils with learning difficulties. (Appendix. viii)

3.4.2 The Experimental Instrumental Enrichment Activities:

The instrumental enrichment activities were intended to enhance the reading comprehension skills of learners with English language learning difficulties.(Appendix. vii) The instruments used in the present study are Illustration, Categorization, Orientation in space, Numerical progression, family relations, Comparison.

These enrichment instruments were used in an integrated manner on developing learning /teaching activities to enhance each of the following five reading comprehension skills :

- Identification of word meaning.
- Identification of main and supporting ideas.
- Summarization.
- Comparison.
- Arranging a sequence of events.

3.5. Procedures:

The present study proceeded as follows:

1. The related literature of English language teaching was reviewed with special reference to reading comprehension skills and the instrumental enrichment approach.
2. The reading comprehension test was prepared, validated by jurors and refined accordingly units ten and eleven of the existing Saudi English language course (1430-1431H) for second grade preparatory pupils were redeveloped using the IE Approach.
3. The experimental materials were validated by specialists.
4. The research subjects were selected and labeled as experimental / control.
5. To identify learners with English language learning difficulties, as a standardized IQ test (Hana,1961) was administered and its results were processed in terms of the learner's scores on English language exam (reading comprehension) to determine learners with learning difficulties.

6. The re-developed units were taught to the experimental group during the period 9/3/2010-10/4/2010

7. Both groups were post-tested using the same reading comprehension test.

8. The results were processed, analyzed, discussed and reported.

CHAPTER lV

RESULTS AND DISCUSSIONS

CHAPTER IV
RESULTS AND DISCUSSIONS

This chapter discusses the results of the experiment and verify the effectiveness of the experimental materials, the scores of the learners were statistically processed t-test, Whitney and Wilcoxon using the computerized Statistical Package for Social Sciences (SPSS)

Hypotheses of the study:

The present study tests the following hypotheses:

1. There are statistically significant differences between the mean scores of the experimental group and those of the control group on the post course administration of the reading comprehension test to the favor of the experimental group.

2. There are statistically significant differences between the mean scores of the experimental group pupils on the pre-course administration of the reading comprehension test and their mean of scores on post-course administration of the same test to the favor of the post course ones.

3. There are statistically significant differences between the mean ranks for pupils with learning difficulties enrolled in the experimental and those of their counter part enrolled in the control group, on the post-course administration of the reading comprehension test to the favor of those of the pupils with learning difficulties enrolled in the experimental group.

4. There are statistically significant differences between the pre course mean ranks for pupils with learning difficulties enrolled in the experimental group on the reading comprehension test and their post course mean ranks as measured by the same test- to the favor of their post course ones.

5. There are statistically significant differences between the mean scores of the normal pupils of the experimental and those of their counter part of the

control group on the post course administration of the reading comprehension test to the favor of those of the normal pupils enrolled in the experimental group.

Presentation and Discussion of Results:

4.1. Hypothesis (1):

There are statistically significant differences between the mean scores of the experimental group and those of the control group on the post course administration of the reading comprehension test to the favor of the experimental group.

To test this hypothesis, t-test and eta^2 were used for the independent groups to calculate the differences between the experimental and control in the reading comprehension test. The results are in the following table (2)

Table (2) Shows the differences between the mean scores of the experimental group and those of the control group on the post course administration of the reading comprehension test.

Group	N	Mean	Std. Deviation	t	Sig. (2-(tailed	Effect size
Experimental	24	22.59	3.41	3.94	0.01	0.25
Control	25	18.36	4.65			

Table (2) shows a highly significant *t* value of 0.01.The experimental group record a mean of 22.59 where control are recorded 18.36.This implies the validity of the first research hypothesis. Also, a significant eta^2 value of 0.25 was obtained. This finding proves the validity of the first research hypothesis. There are significant differences between the mean scores of the experimental group and control group on the post course administration of the reading comprehension test to the favor of the experimental group. Such a finding agrees with Hoon (1990) Getz (1992) Offenberg (1992) Luri&

Kozulin (1995) Wood (1996) El-banna (2000) Sky& young (2001) Zahran (2005) Hela, *et al* (2008)

4.2. Hypothesis (2)

There are statistically significant differences between the mean scores of the experimental group pupils on the pre-course administration of the reading comprehension test and their mean of scores on post-course administration of the same test to the favor of the post course ones.

To test this hypothesis, t-test was used for the related groups. The results are in the following table (3)

Table(3) Shows the differences between the mean scores of the experimental group pupils on the pre-course administration of the reading comprehension test and their mean of scores on post-course administration of the same test.

Measure	N	Mean	Std. Deviation	t	Sig. (2-tailed)	Effect size
Pre	24	14.29	3.41	15.12	0.01	0.91
Post		22.96	3.96			

Table (3) shows a highly significant *t* value of 0.01. The experimental group on the post-test record a mean of 22.96 where the pre-test is recorded 14.29. This implies the validity of the first research hypothesis. Also, a significant eta value of 0.91 was obtained. This finding proves the validity of the second research hypothesis. There are significant differences between the mean scores of the experimental group pupils on the pre-course administration of the reading comprehension test and their mean of scores on post course administration of the same test to the favor of the post course ones. Such a finding agrees with Hoon (1990) Getz (1992) Offenberg (1992) Lurie

&Kozulin (1995) Wood (1996) El-banna (2000) Sky&Young (2001) Zahran (2005) Hela, *et al* (2008)

4.3. Hypothesis (3):

There are statistically significant differences between the mean ranks for pupils with learning difficulties enrolled in the experimental and those of their counter part enrolled in the control group, on the post-course administration of the reading comprehension test to the favor of those of the pupils with learning difficulties enrolled in the experimental group.

To test this hypothesis, Mann-Whitney test was used. To know the differences between the experimental and control groups.(students with learning difficulties) The results are in the following table (4)

Table(4) Shows the differences between the mean ranks for pupils with learning difficulties enrolled in the experimental and those of their counterpart enrolled in the control group, on the post-course administration of the reading comprehension test.

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Sig. (2-tailed
Experimental	7	10	70	0	21.00	-3.01	0.01
Control	6	3.5	21				

Table (4) shows a highly significant u,w,z values of 0.01. pupils with learning difficulties enrolled in the experimental group record a mean of 10 where pupils enrolled in the control group record 3.5. This finding proves the validity of the third hypothesis. There are a significant differences between the mean ranks for pupils with learning difficulties enrolled in the experimental and those of their counterpart enrolled in the control group, on the post-course administration of the reading comprehension test to the favor of these pupils with learning difficulties enrolled in the experimental group. Such a finding agrees with Hoon (1990) Getz (1992) Offenberg (1992) Lurie

&Kozulin (1995) Wood (1996) El-banna (2000) Sky&Young (2001) Zahran (2005) Hela, *et al* (2008)

This following diagram shows the size of the differences.
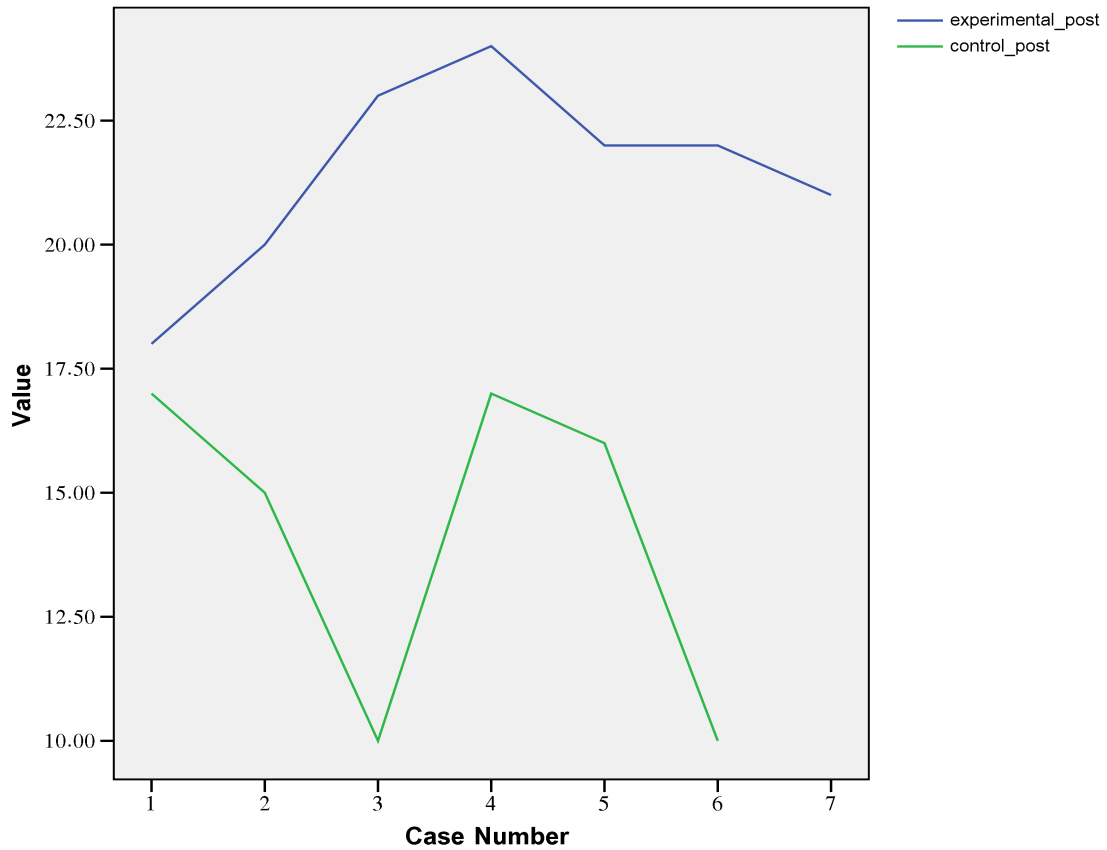
Figure (2): Size of the differences between the experimental and the control groups on the post-test.

This improves that the achievement of the experimental group increases compared to the control group which is taught by the traditional method.

4.4. Hypothesis(4):

There are statistically significant differences between the pre course mean ranks for pupils with learning difficulties enrolled in the experimental group on the reading comprehension test and their post course mean ranks as measured by the same test- to the favor of their post course ones.

To test this hypothesis, Wilcoxon Signed Ranks test was used.

The results are in the following table (5)

Table(5) Shows the differences between the pre-course mean ranks for pupils with learning difficulties enrolled in the experimental group on the reading comprehension test and their post-course mean ranks as measured by the same test.

Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. (2-tailed
Negative Ranks	0	0	0	-2.39	0.01
Positive Ranks	7	4.00	28.00		
Ties	0				

Table (5) shows a highly significant z value of 0.01. The pre-course test in the experimental group record a mean of 0 where the post-course in the experimental group record 4.00   This implies the validity of the fourth hypothesis. There are significant differences between the pre course mean ranks for pupils with leaning difficulties enrolled in the experimental group on the reading comprehension test and their post course mean ranks as measured by the same test-to the favor of their post course ones. Such a finding agrees with Hoon (1990) Getz (1992) Offenberg (1992) Lurie & Kozulin (1995) Wood (1996) El-banna (2000) Sky &Young (2001) Zahran (2005) Hela, *et al* (2008)
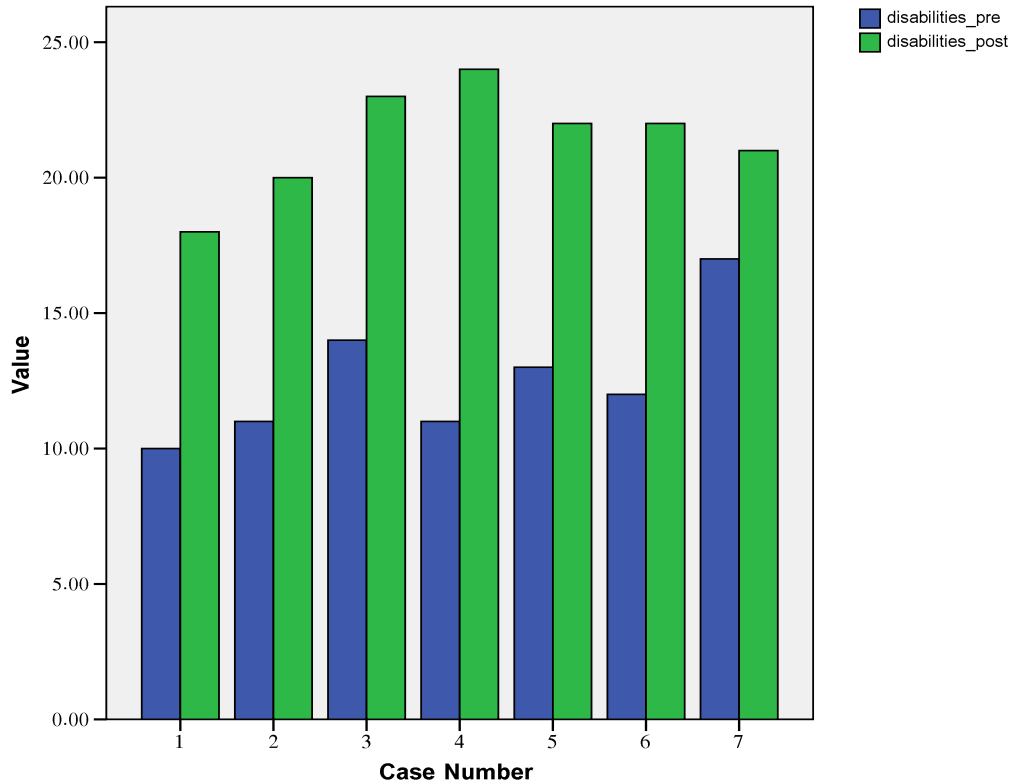
Figure(3): The differences between the scores of students with learning difficulties in the experimental group on the two measures.

This means that the scores of the experimental group on the post-test improves so much compared to the pre-test.

4.5. Hypothesis (5):

There are statistically significant differences between the mean scores of the normal pupils of the experimental and those of their counter part of the control group on the post course administration of the reading comprehension test to the favor of those of the normal pupils enrolled in the experimental group.

To test this hypothesis, t-test was used to know the differences between the two groups. The results are in the following table (6)

Table(6) Shows the differences between the mean scores of the normal pupils of the experimental and these of their counter part of the control group on the post course administration of the reading comprehension test.

Group	N	Mean	Std. Deviation	t	Sig. (2- (tailed	Effect size
Experimental	17	23.59	3.71	2.92	0..01	0.20
Control	19	19.68	4.24			

Table (6) shows a highly significant *t* value of 0.01. The normal pupils in the experimental group record a mean of 23.59 where control record 19.68. Also, a significant eta^2 value of 0.20 was obtained. This finding proves the validity of the fifth research hypothesis. There are a significant differences between the mean scores of the normal pupils of the experimental and those of their counter part of the control group on the post course administration of the reading comprehension test to the favor of those of the normal pupils enrolled experimental group. Such a finding agrees with Hoon (1990) Getz (1992) offenberg (1992) Wood (1996) El-banna (2000) Sky &Young (2001) Zahran (2005) Hela, *et al* (2008)

Table(7) Shows the differences between the mean scores of the normal pupils of the experimental and those of their counter part of the control group on the post course administration of the reading comprehension test.

Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Sig. (2-tailed
Experimental	17	22.85	388.5	87.5	277.5	-	0.01
Control	19	14.61	277.5			2.37	

Table (11) shows a highly significant u,w,z values of 0.01.The experimental group record mean ranks of 22.85 where the control group

record mean ranks of 14.61. It ensures the previous result. There is a highly significant improvement in the reading comprehension skills of learners with English language difficulties. This improvement may be due to using the IEA.

Additional Finding

The researcher used a simple checklist (Appendix viii) to monitor the progress of each students with learning difficulties during the teaching sessions. The obtained outcomes are plotted in figure 4-10 Then, the obtained data are pooled in a global profile figure 11 below:

pupil_1
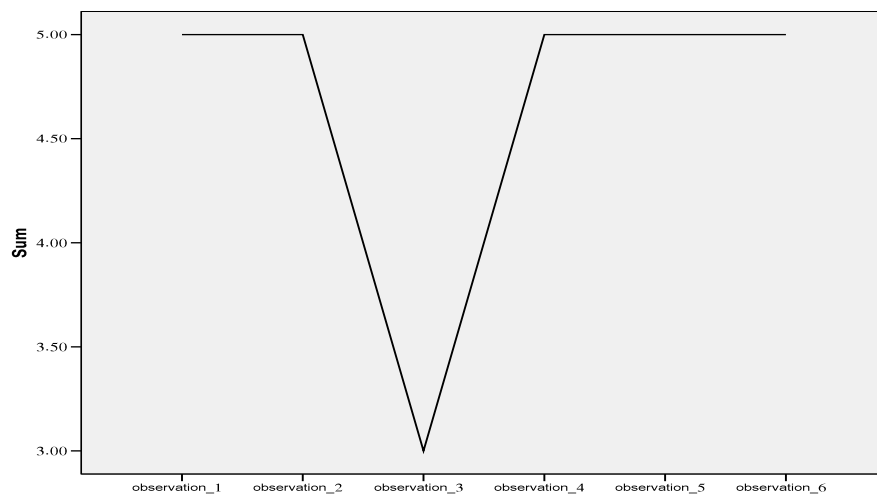
Fig: (4) Progress Profile of Pupil 1

pupil_2
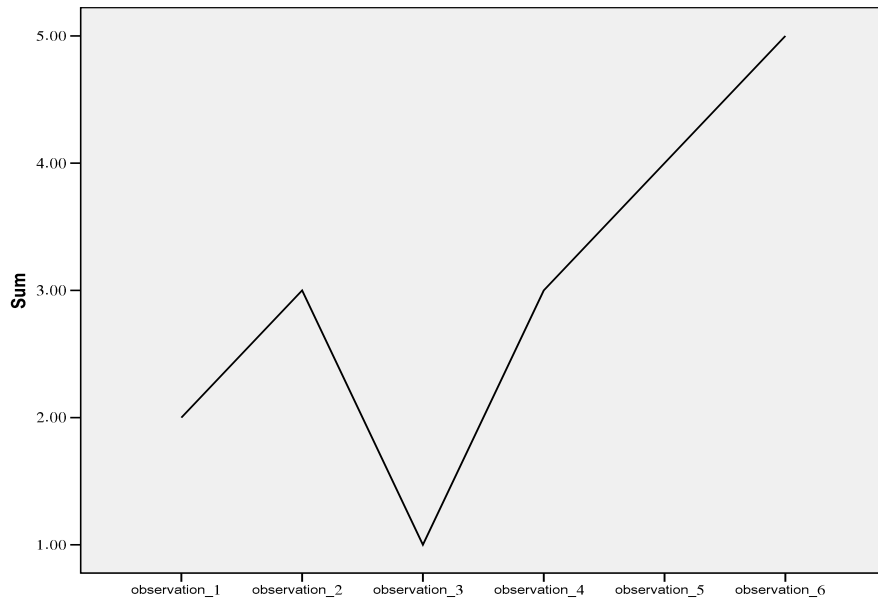
Fig: (5) P. P of P 2

pupil_3
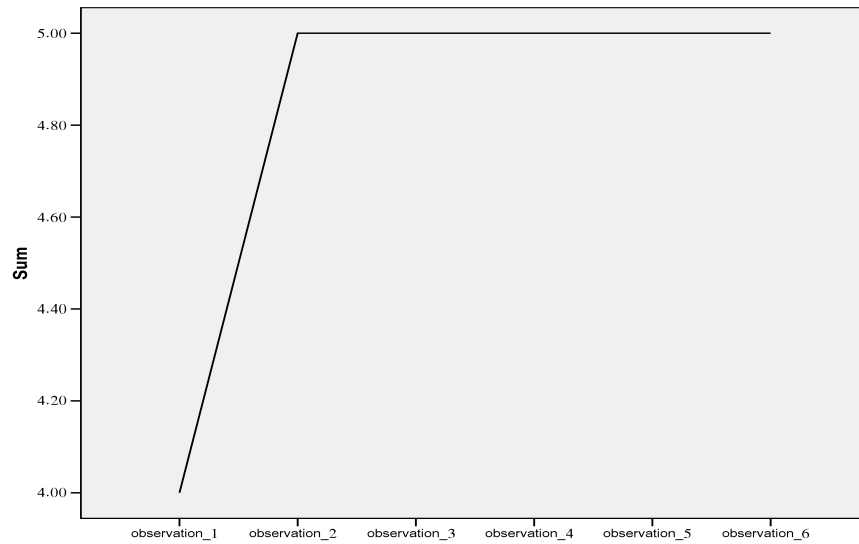
Fig:(6) P.P. of P3

pupil_4
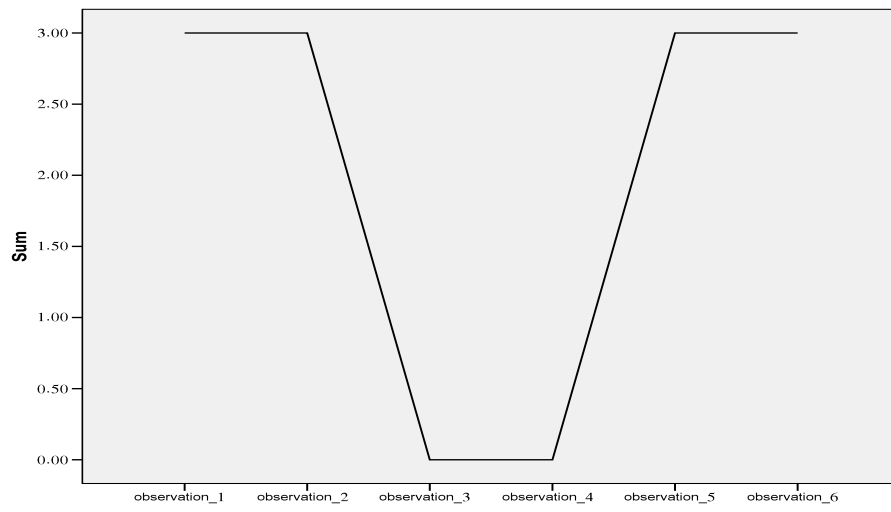
Fig: (7) P.P of P4

Pupil_5
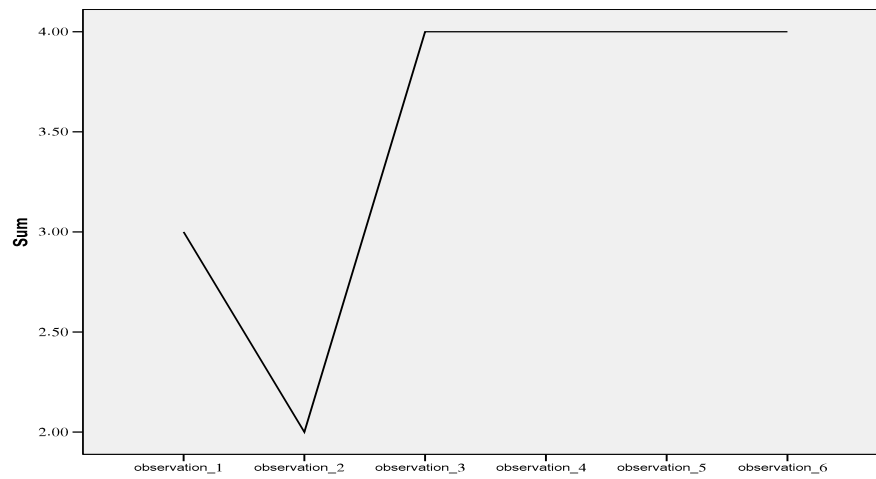
Fig: (8) P.P of P5

pupil_6
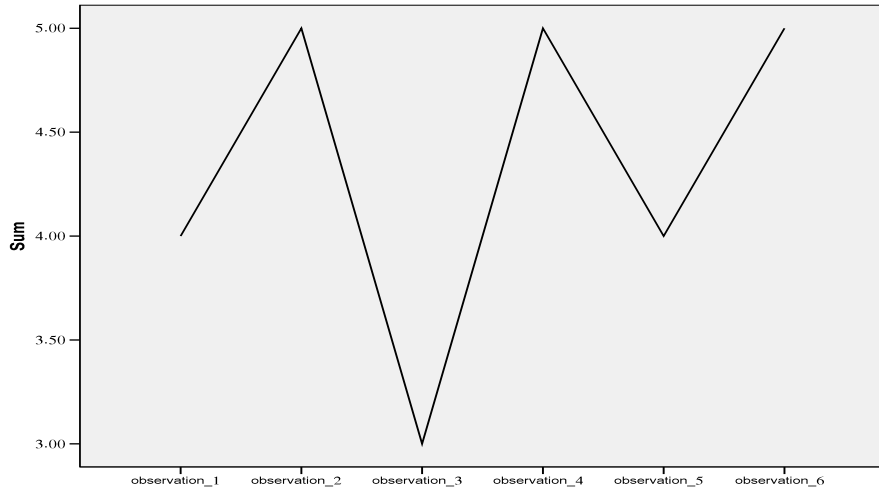
Fig:(9) P.P of P 6

pupil_7
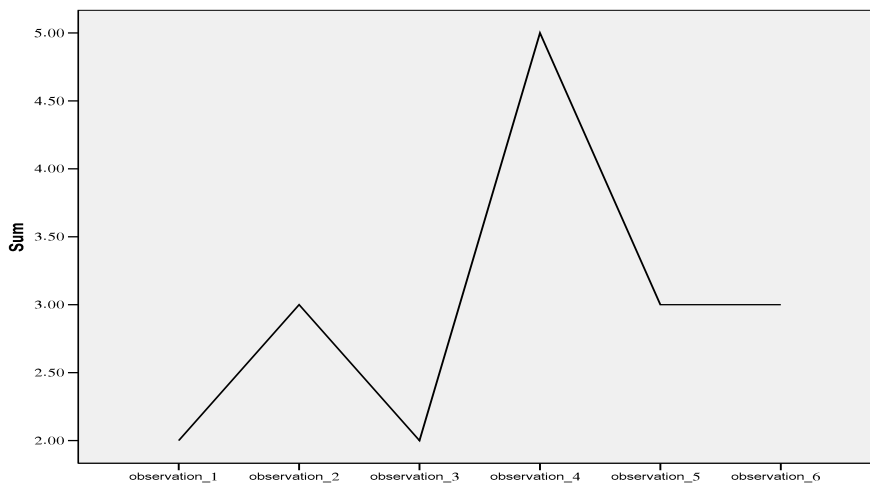
Fig:(10) P.P of P 7

Mean from 1_6of all pupils
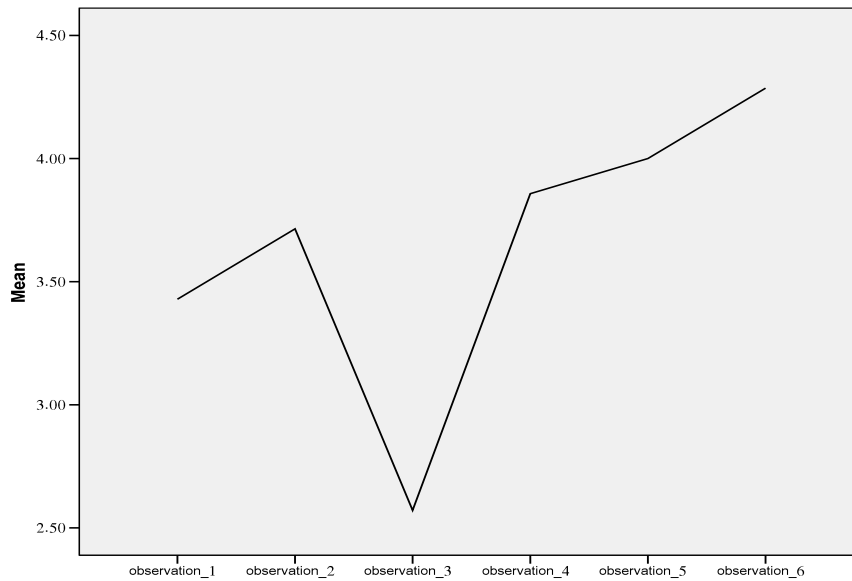
Fig:(11) Collective Progress of Pupils 1-6

Conclusion

Conclusion based on the data presented and discussed in the present chapter Tables (2-7) and figures (4-11) It can be concluded that:

1. IEA is effective in teaching English.

2. IEA is effective in teaching reading.

3. IEA is effective in teaching learners with LD.

4. IEA encourages learners participate and involvement in learning /teaching activities.

5. IEA encourages learners with LD to effectively and positively participate in learning English.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Chapter V
Summary, Conclusions, Recommendations

The study attempts the management of the lack of the reading comprehension skills of middle school Saudi EFL learners particularly those with learning difficulties using the instrumental enrichment approach.

The researcher adopted a quasi-experimental (control/experimental) methodology. The researcher administered the non-verbal intelligence test for the second preparatory stage in Taif. Then, the pre-reading comprehension test was administered to identify students with learning difficulties in two groups. IE approach was taught for 5 weeks for experimental group. The post-reading comprehension test was administered for the two groups. The teacher used observation card to record the progress of learners with learning difficulties. Finally, the mean scores of the students pre-post test were statistically analyzed.

Conclusions:

Based on the data presented and discussed in the chapter four. Tables (2-7) and figures (4-11) It can be concluded that:

1. IEA is effective in teaching reading.
2. IEA is effective in teaching learners with learning difficulties.
3. IEA encourages students` participation and involvement in learning activities.
4. IEA encourages learners with LD to effectively and positively participate in learning English.

Based on the above, the present study provides evidence to:

❖ the effectiveness of the IE approach in the enhancement of reading comprehension skills for students with English language learning difficulties.

❖ the effectiveness of the IE Approach in the enhancement of the reading comprehension skills for normal students.

❖ the effectiveness of using IE Approach in the enhancement of reading comprehension skills.

❖ the effectiveness of using IE Approach in helping students with reading comprehension difficulties.

Recommendations:

Based on the results of the present study, the following are recommended:

- To adopt IE Approach in teaching English language.
- To adopt IE Approach in teaching students with English language difficulties.
- To train EFL teachers in using IE Approach in their teaching.
- To use IE Approach in teaching other subjects.
- To encourage EFL teachers use IE Approach in teaching learners with learning difficulties.
- To adopt IE Approach in teaching reading comprehension in all educational stages.

Suggestions for further research

The following are some areas for further research:

- Adopting IE Approach in enhancing other English language skills. i.e. listening, speaking, writing.

- Adopting IE Approach in special education at different stages.

- Designing materials using IE Approach.

- Designing training program for teachers on how to implement IEA.

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APPENDICES

Unit 10

Memories

In this unit you are going to:

- talk about past events and experiences.
- describe people's characters.
- listen to someone, describing others.
- read about a special memory.
- write a paragraph about a special memory.

Unit 10 Lesson 1

Discussion

- Which of these do you remember?
  - _ Your first friend
  - _ Your first cooking class
  - _ Your first teacher
  - _ Your first bicycle / toy.

Conversation

A. Listen and practise.

Dina: Fauziah, meet Fatin my first friend ever.

Fauziah: Hi, Fatin. When did you meet Dina ?

Fatin: I met her at the nursery school. We went to school together.

Dina: Do you remember our first day at school ?

Fatin: Uh-huh, it's a fond memory I have.

Fauziah: Tell me about it.

Dina: Our moms were good friends. They took us to school and introduced us there.

Fatin: Dina was a shy, well-behaved, four-year-old.

Dina: And you were a happy and friendly little girl. When our moms slipped out of the room, I felt very sad.

Fatin: I did too. Then, we ran and put our arms around each other and cried loudly, Ma-Ma!

B. Is it important to have friends? Why?

_____

C. List four words that describe Dina and Fatin.

_____   _____

_____   _____

Lesson 1

Grammar

Past Tense		Regular verbs	
_ When **did** you **meet** Dina?	_ I **met** her at the nursery school.	slip	slipped
_ What **was** she like?	_ She **was** shy and well behaved.	study	studied
		work	worked
_ When **did** you **go** to a camp?	_ I **went** two years ago.	Irregular verbs	
_ **Did** you **do** anything special?	_ Yes, we **did**. We **went** on a school trip yesterday.	do	did
		go	went
		have	had
_ Where **did** you **study** for the exam?	_ I **studied** in the library. I **worked** hard to learn it.	meet	met
		see	saw
		teach	taught

A. Complete the conversations. Then, practise with a partner.

1. A: When _____ you _____ (meet) Hasan?
   B: I _____ him last week. He is a shy person.

2. A: _____ you _____ (do) any thing special last weekend?
   B: Yes. I _____ (go) for a picnic and met many of my friends there.

3. A: How _____ you _____ (pass) this difficult exam?
   B: A clever friend _____ (help) me study.

B. In groups: - Talk about your first day at school. Ask questions and give true answers.

- How old were you?   - What school did you go to?
- What was your teacher like?   - What did you do?

- Say who had the funniest experience in your group and why?

Vocabulary

A. Look at the pictures. Read the adjectives. Can you think of three more character adjectives that describe people? Write them on the lines below.

friendly   happy   talkative   shy   naughty

- _____   - _____   - _____

B. Choose at least three adjectives to describe a friend.

My friend is _____ , _____ , and _____ .

Listening

- Listen to a teacher talking about her, students. Tick the adjective used to describe each student.

Name / Adjective	shy	happy	talkative	naughty
Maryam				
Ameera				
Fatima				
Salma				

Conversation

A. Listen and practise.

Hatim: Dad, grandfather sent this old photo album for you yesterday.

Rashed: Let's look at the pictures.

Hatim: Where's this? Where are you here?

Father: That's me with your uncles in front of our camp in Riyadh . We used to spend a week in the desert every spring break.

Rashed: Did you enjoy yourselves?

Father: It was great!

Hatim: How did you spend your time?

Father: We used to get up early in the morning to jog. Then, we had a big breakfast. Our mom made the most delicious "henaini" for us.

Hatim: Sounds like fun.

B. Do you collect little things that remind you of special moments? Why ?

Grammar

Direct Object	
Mom cooked bread. (v.) (o.) We all ate it. (v.) (o.) Grandfather sent this album. (v.) (o.)	(bread _ it _ this album) are all objects. (o) The object comes after the verb. (v)

A. Read the sentences. Then, underline the verbs and circle the direct objects.

1. Nasir collected stamps.

2. He bought a new album.

3. He put the stamps in it.

4. He took the album to school.

5. He showed it to his friends.

Lesson 3

Direct and Indirect objects

Some verbs can take two objects: a direct object (D.O.) and an indirect object (I.O.)

Hatim gave the album to his father.

    (V.)   (D.O.)   (I.O.)

Our mom made "bread" for us.

    (V.)   (D.O.)   (I.O.)

Verbs that take indirect objects: (two objects)

give   buy   lend   show   order   pass
send   write   make   tell

B. Read the sentences. Then, circle the direct object and put a line under the indirect object.

1. Nadia painted a picture for her aunt.
2. She showed it to her dad.
3. Her father was happy. He sent it to his sister.
4. Her aunt wrote a thank - you note to them.
5. She also gave some money to Nadia.
6. Nadia bought an interesting book for herself.

C. Choose three verbs from the box above. Use them to tell your partner about something you remember.

Writing

A. Complete the chart with words from the list. Add one more word to each category. Then, compare with a partner .

Childhood memories

Places   Hobbies   Things

summer camp   bicycle
paint   sleeping bag
swim   desert
tent   collect stamps
zoo   fun fair
   circus
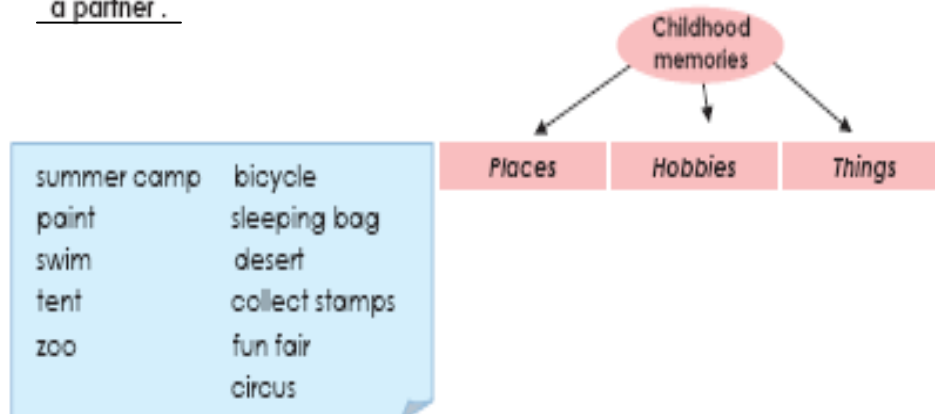
B. In pairs: Use the words in the chart to talk about a childhood memory. Try to remember something special like " I went to .... on holiday ", not something routine like "I went shopping". It should be a time when you were scared, embarrassed, happy or sad.

C. Complete the chart below. Tell the story to your partner in three minutes. Be sure to say who, what , when and where.

Event	People

Unforgettable memory

Place	Things
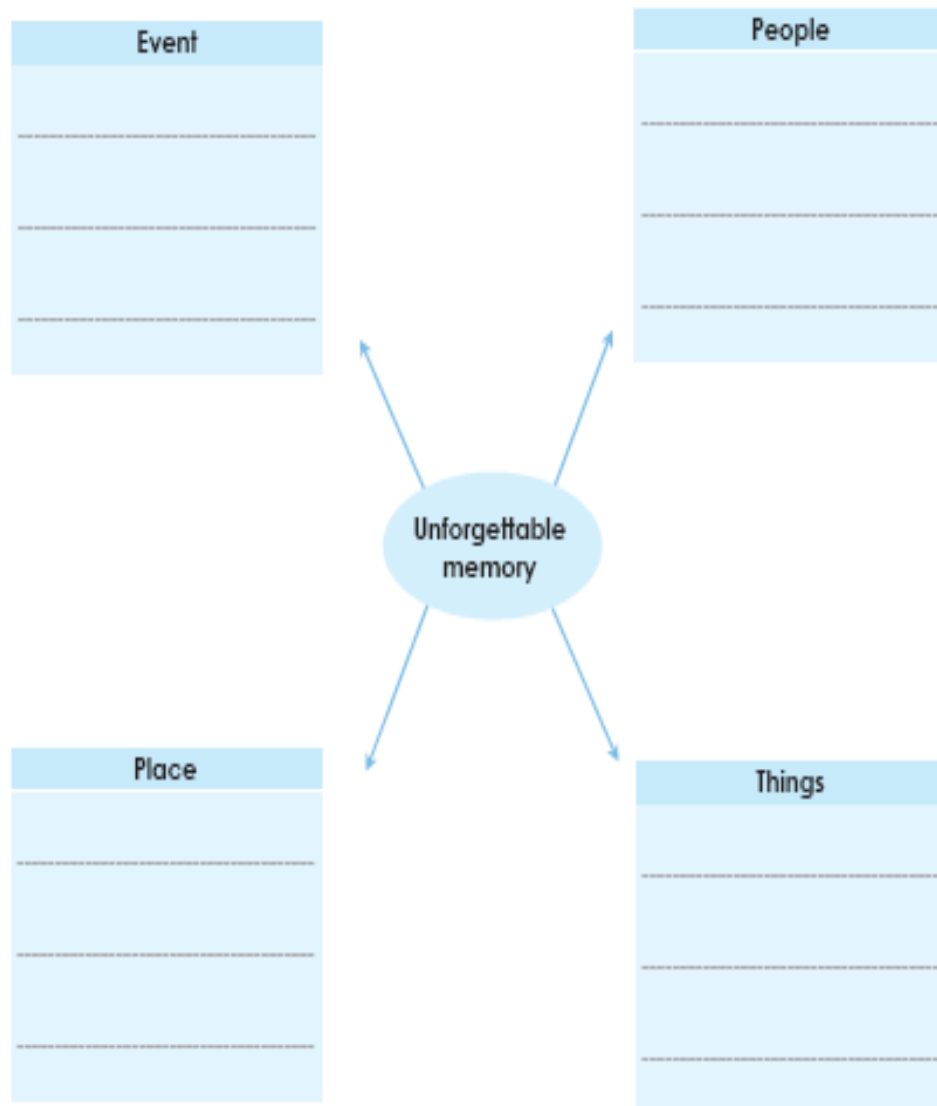
D. Turn to your work, book page 9. Then write a paragraph a bout your special memory .

Unit 10 Lesson 4

Phonics

| Short u as in cup | Short o as in cot |

A. Listen and repeat.

1.	hut	hot
2.	bucks	box
3.	cluck	clock
4.	cup	cop
5.	jug	jog
6.	luck	lock

B.

Short o sound is also written as:

wa _ wash, watch, wallet,
       wasp, waffle, wand.

C. Tick the word you recognize from the box above in each sentence you hear.

D. Read the paragraph. Write the words with the short u and short o sounds in the table.

The clock struck ten and woke the baby up. I lifted him up from the cot and gave him a hug. Then, I washed my hands and poured the milk from the jug into the cup. The baby refused to drink it because it was too hot. I left him to play with the toy pup while I was cooling the milk. He was quiet and caused me no trouble.

Short u	Short o

Grammar Summary

Past Tense

Yes/No Questions

Did	I you we they he she it	go to school? play?	Yes,	I you we they he she it	did. (affirmative)
			No,		didn't. (negative)

Wh / Questions

What		I you we they he she it	give the girls?		I You We They He She	gave them presents. wrote it last week. saluted it in the Hall of Flags.
When	did		write the letter ?			
Where			salute the flag ?			

Direct Object

Subject	Verb	Direct Object
The girl	loved	her country.
We	passed	the Hall of Flags.
They	saluted	the flag.

Indirect Object

Subject	Verb	Direct Object		Indirect Object
The guide The girl I	gave told showed	postcards the story the picture	to	the principal. her parents. Salem.

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Lesson 4

Circle the direct object and underline the indirect object in each sentence. Then write questions.

1. Nuha showed her wedding pictures to us.

   _____ ? (What)

2. I got some ice cream for the children last night.

   _____ ? (When)

3. Badr broke the news to his father in the car.

   _____ ? (Where)

4. I gave the money back to him.

   _____ ? (Yes/No)

5. He did not send the box to Ali.

   _____ ? (Yes/No)

Listening

_ Listen to Majid talking about a special childhood memory. Put the events in order.

........Majid climbed up the tree to   .... Majid decided to get the
         get the mangoes.   mangoes.

.... Majid's mother got him a basket   .... Majid broke his leg.
         full of mangoes.

.... Majid was in class.   .... Majid saw mangoes on a tree in
                                                     the back yard.

.... Majid fell off the tree.   .... Majid waited until after school.

Speaking

In groups: Play " Tell your group". The teacher will give you instructions . Follow them carefully .

Unit 11

At the Doctor's

In this unit you are going to :

- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people, talking about their illnesses.
- read someone's diary.
- write your diary.

Unit 11 Lesson 1

Discussion

- Do you know these places?
- Why do people go there?
- What is the difference between them?
- When was the last time you went to a hospital? Why?

Conversation

A. Listen and practise.

1. Receptionist: Dr. Habeeb's clinic.

   Talal: Hello, this is Talal Asa'ad. Can I make an appointment with Dr. Habeeb on Monday the 16th?

   Receptionist: When would you like to come?

   Talal: In the evening.

   Receptionist: Can you come at five?

   Talal: That'll be fine.

2. Dr. Habeeb: Hello, Mr. Asa'ad. What's the problem?

   Talal: I have a terrible earache. It really hurts.

   Dr. Habeeb: Let me take a look. Your ear is infected.

   You should use these ear drops thrice a day.

   You shouldn't use your cell phone. You'll feel better soon.

   Talal: Thank you, doctor.

B. Before going to the doctor, do you give charity or ask Allah to cure you?

Grammar

Should as Advice	
Should	Shouldn't
You should stay at home.	You shouldn't talk on the cell phone.
You should go to bed.	You shouldn't go to work.

A. Complete the conversation between Lama and her little brother Sari.
   Use should / shouldn't.

   Lama: You _____ eat chocolate. You must lose weight.

   Sari: I can't. I love chocolate. Maybe I _____ eat too much.

   Lama: You _____ also exercise.

   Sari: Exercise? You know I don't like to exercise.

   Lama: But you like playing football. Maybe you _____ play it more often.

   Sari: You're right. I really should.

   Lama: Last but not least. You _____ eat junk food.

   Sari: No way! I like hamburgers. You know something. Maybe I _____
         diet, I like the way I am.

B. In pairs:
   1. Look at the complaints. Then give advice using should or shouldn't.

e.g.

A: I have a bad cough.

B: You should drink lemon and honey.

C. Choose an illness. Make an appointment with a receptionist, using time expressions .
   The receptionist fills the cards. Exchange roles.

Illness: _____	Illness: _____
Doctor: _____	Doctor: _____
Date : _____	Date : _____
Time : _____	Time : _____

Unit 11 Lesson 2

Vocabulary

A. Match the pictures with the words.

☐ chicken pox   ☐ food poisoning   ☐ dizzy
☐ sunstroke   ☐ swollen ankle   ☐ cough

1.

He has a _____

2.

She feels _____

3.

She's got _____

4.

He has _____

5.

He's got a _____

6.
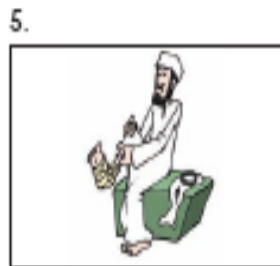
He has a _____

B. In pairs: Choose an illness. Describe it to your partner (don't name it).
Your partner guesses the illness and gives you an advice.

Listening

A. Listen to some people describing their health problems . Match each person's
name with the problem and time . Write the numbers in the boxes.

Name	Problem	when
1. Basil	☐ dizzy	☐ this morning
2. Asim	☐ sunstroke	☐ last week
3. Ibraheem	☐ chicken pox	☐ yesterday
4. Dalal	☐ food poisoning	☐ last month

B. Compare your answers with a partner.

Reading

A. Do you write a diary?

B. Read Mariam's diary. What is the main idea? Choose the right answer.
- Mariam's week at home.
- Mariam's school day.
- Mariam's little brother.

June

15 Saturday

When I got up, I felt ill. I went back to bed. Mom called the doctor. But he couldn't come because he was busy.

---

16 Sunday

The doctor came at 11o'clock. He said I had the flu. He wrote a prescription. Dad went to the pharmacy and got the medicine. It tasted horrible.

---

17 Monday

Dad bought me some really nice flowers. I put them in a vase but my little brother broke the vase and cut himself. Mom took him to the hospital. I took my medicine again.

18 Tuesday

Waleed got out of the hospital. Mom and dad were very worried about my brother. What about me!

---

19 Wednesday

I felt better. I could get up. Grandmother came in with a big box of chocolate. I love chocolate.

---

20 Thursday

The weekend!! I can go back to school on Saturday. I am very HAPPY!

C. Name the day.
- Mariam didn't go to school. ──────────
- Mariam felt her parents cared more for her brother. ──────────
- Mariam was happy to go to school. ──────────
- Mariam's father brought her flowers. ──────────
- Waleed hurt himself. ──────────
- Mariam got a box of chocolate. ──────────

D. Match the words to their meanings.
1. pharmacy   - a written instruction by the doctor for a medicine.
2. prescription - some thing for keeping flowers.
3. a vase   - a place where you buy medicine.

Unit 11 Lesson 3

Conversation

A. Listen and practise.

Principal: Why were you absent last week?
Waleed: I was ill.
Principal: What was wrong?
Waleed: My ankle was swollen. I fell off my bike.
Principal: What did you do?
Waleed: I saw a doctor. He bandaged my
ankle and asked me to stay in bed.
Principal: Did you follow his advice?
Waleed: Yes, I did.
Principal: How does it feel now?
Waleed: It's much better, thank you.
Here's a letter of excuse from my father.

Dear Mr. Akbar,
My son Waleed was unable
to attend school last week. He
twisted his ankle and it swelled
up. He had to stay in bed.

Kindly excuse his absence.

Yours Truly,
Saleh Al-Ali
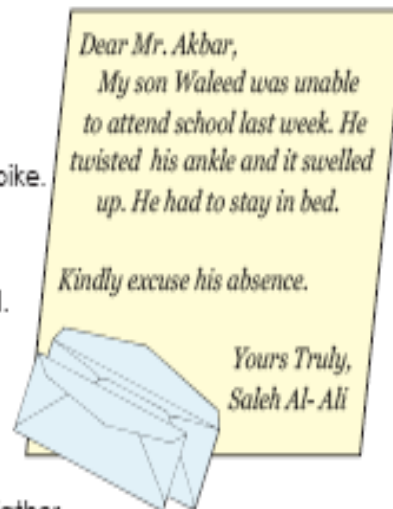
B. How do you catch up with your lessons when you're absent?

Grammar

Questions with the Past Tense of 'Be'

Where were you last week?	I was at home.
What was wrong with your ankle?	My ankle was swollen.
	Yes, they were.
Were Layla and Noor in the dispensary at 5.30p.m. ?	No, they weren't.
	Yes, she was.
Was Mariam at the clinic yesterday?	No, she wasn't.

A. Complete the conversations with the past tense of 'Be'.

1. A: Why _____ you late for class?
   B: Sorry, I _____ at the school clinic.
   A: _____ Salem with you?
   B: No, he _____ . I _____ alone.

2. A: _____ you at the dispensary?
   B: Yes, I _____ .
   A: _____ Maisa and Nuha there?
   B: Yes, they_____ .

B. Look at the illnesses in the vocabulary section on page 24.

1. Think about the last time you had any of the illnesses. Where were you? Was it very painful? Did you go to the doctor? Was the medicine good?

2. Your partner tries to guess the illness by asking questions about what happened to you. Every time he/she names the illness, he/she wins a point.

Writing

A. 1. Imagine you were ill last week. What was the matter?
   2. Write your diary for the week.

13 Saturday	17 Wednesday
14 Sunday	18 Thursday
15 Monday	19 Friday
16 Tuesday	

B. Turn to your workbook page 13. Choose one day from your diary and write a paragraph about it.

Unit 11 Lesson 4

Phonics

Bull / took.

A.

> This sound is written as u/oo
> u: pull - full – put.
> oo: wood – book – foot.

B. Listen and repeat.

C. Listen again. Circle the letters that stand for the vowel sound in the word you hear.
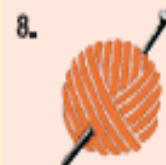
1. hood	2. bull	3. cook	4. push
5. book	6. bush	7. hook	8. wool

D. Read the paragraph, and then underline the words that have the same sound as in took and bull.

Last night I asked my mother if I could make dinner. So, I took my sister's cooking book. I got a chair and stood on it, and pulled the apron off the hook. I cut, rolled and baked, but no one enjoyed my food. I don't blame them because it was full of salt. My father looked at me and smiled, then I understood that it's all right to try and fail.

Grammar Summary

Past Tense of Be (was / were)

Yes / No Questions

Was	I		
	he		yesterday?
	she	at the dispensary	last week?
	it		an hour ago?
Were	we		
	you		
	they		

Short Answers

Yes,	I	was.
	he	
No,	she	wasn't.
	it	
Yes,	we	were.
	you	
No,	they	weren't.

Wh-Questions

What	was	the matter?
Why		she in the hospital?
Where	were	you last week?
How many people		in the clinic?

Giving Advice

| He / She / It | should | see a doctor. |
| We / You / They | shouldn't | take this medicine. |

1. Complete the conversation. Use the past tense of the verbs in the box.

do - be - take- have

A: Sameera _____ really ill last week.

B: Oh! What _____ the matter with her?

A: She _____ a backache and she couldn't leave home.

B: _____ you visit her?

A: Yes, I did, and I _____ some flowers for her. They _____ beautiful.

Lesson 4

2. In pairs:

Imagine you are Sameera.
Call the doctor's clinic, make
an appointment. Your partner
is the receptionist. She makes
an appointment card.

Patient's name: _____

Doctor: _____

Date: _____

Time: _____

Listening

Listen to the conversation and complete the sentences.

Doctor	Patient
_____ the matter ?	- _____ a terrible sore throat.
_____ have a fever ?	
_____ got the flu.	- My body _____
You _____ stay in bed and _____ panadol.	I _____ really tired.

Speaking

In pairs then in groups : Play Ouch ! The teacher will give you instructions . Follow
them carefully .

الصورة ١

اختبار الذكاء غير اللفظي

اقتباس وإعداد

الدكتور عطية محمود هنّا

أستاذ الصحة النفسية المساعد بكلية التربية بجامعة عين شمس

الاسم ....

المدرسة ....

السنة الدراسية .... الفصل ....

تاريخ الميلاد ....

السن ....

تاريخ الاختبار ....

الدرجة	....
العمر العقلي	....
العمر الزمني	....
نسبة الذكاء	....

في كل مستطيل من المستطيلات الأربعة التالية تجد خمسة أشكال واحد منها يختلف عن الأربعة الأخرى أو لا يتفق معها أو لا يتمشى مع أي شكل آخر . والمطلوب منك أن تضع × على هذا الشكل .

أمثلة : أنظر المستطيل (ا) ثم استخرج الشكل المخالف وضع عليه علامة × وقم بنفس الشيء بالنسبة للمستطيلات ب ، ج ، د
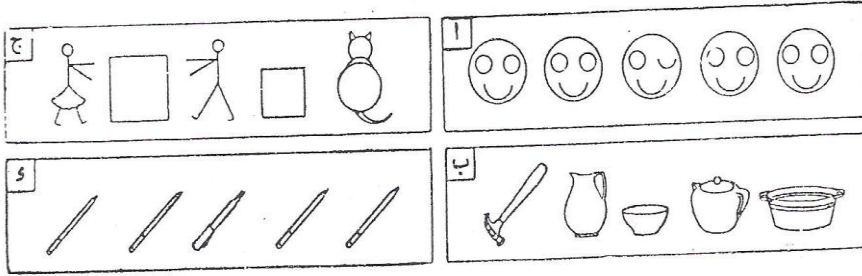
لا تفتح هذه الكراسة حتى يؤذن لك

وعندما يؤذن لك افتح الكراسة وقم بنفس العمل ، أي ضع علامة × على الشكل المخالف في كل سؤال .
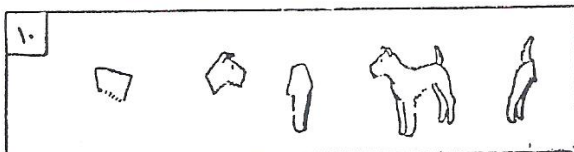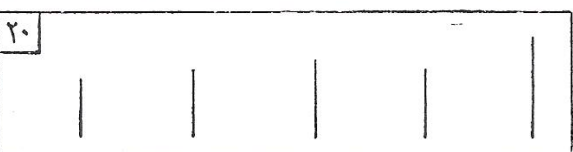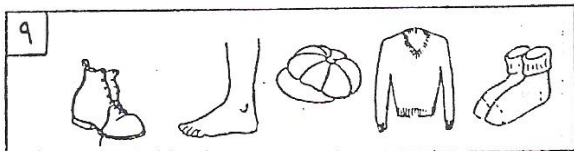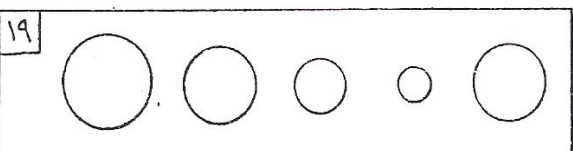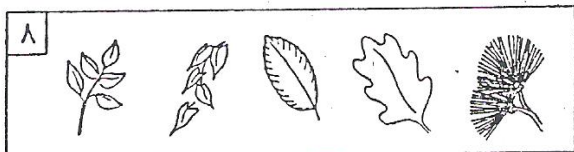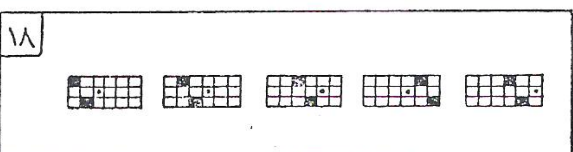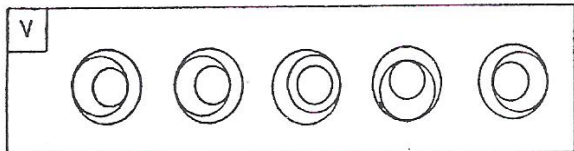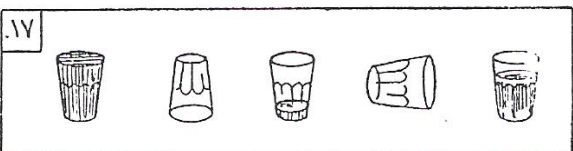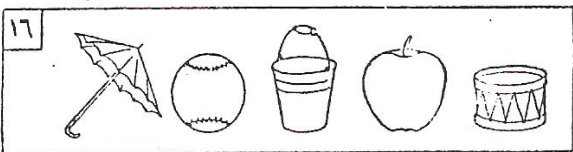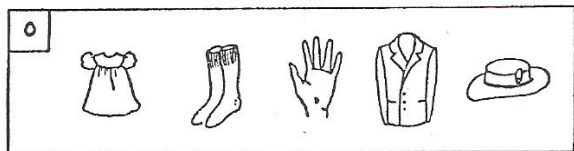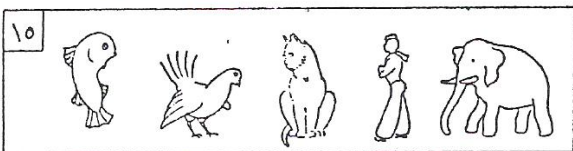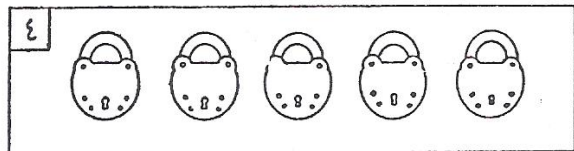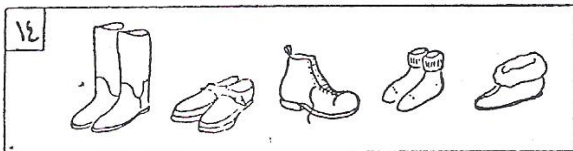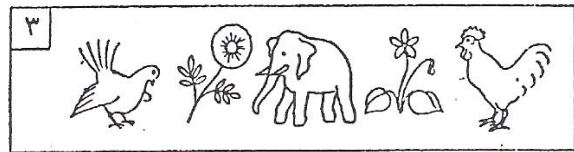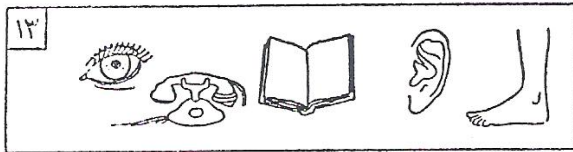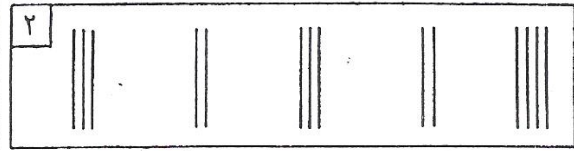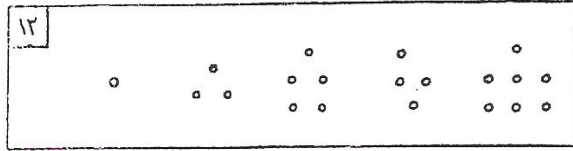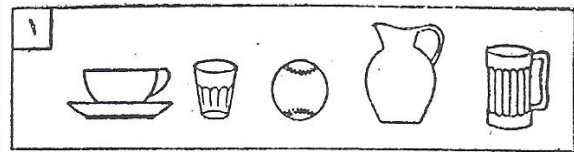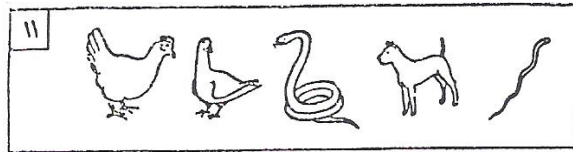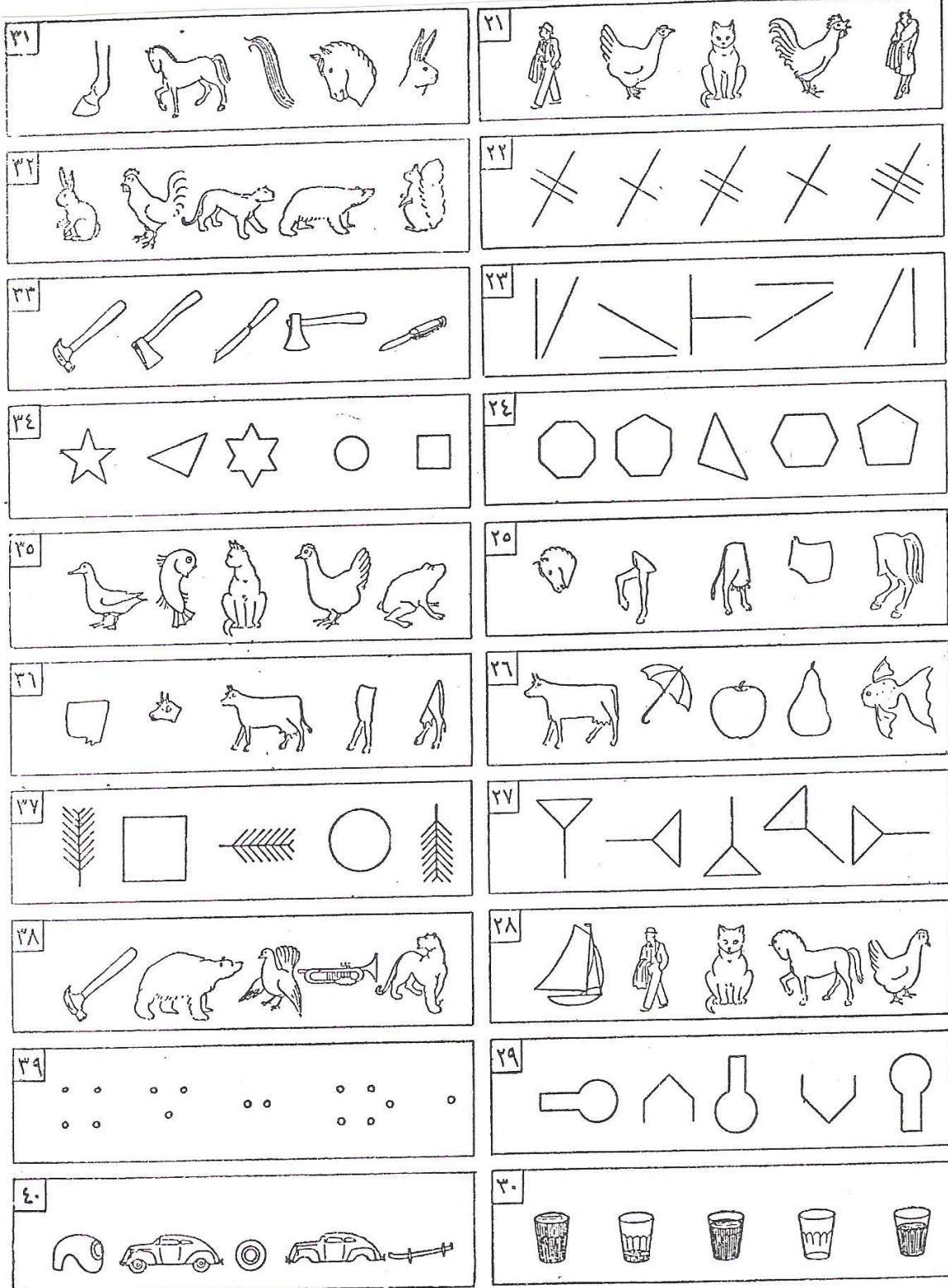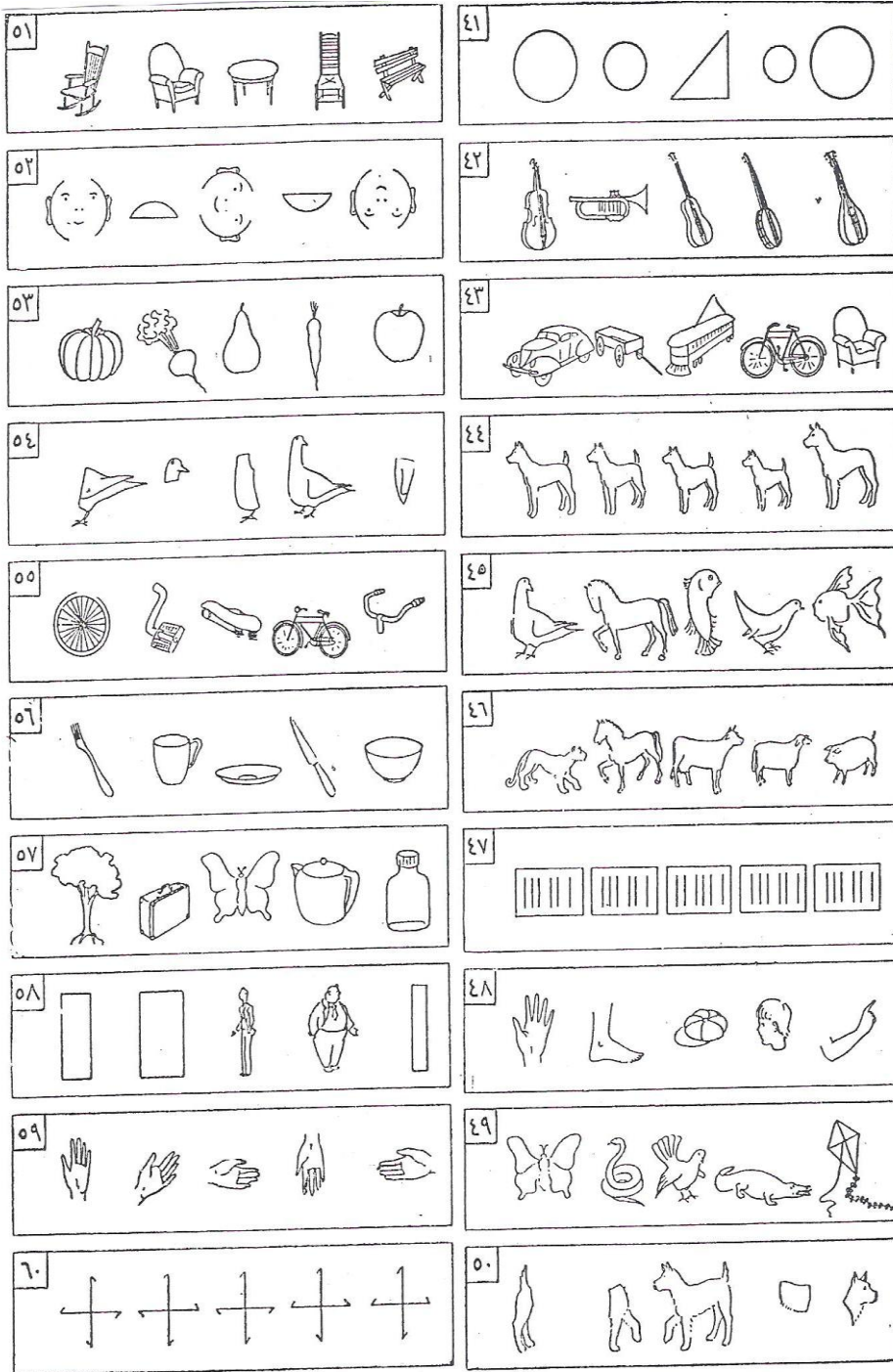
 Name:…………………   *Class……………………..*

1. <u>Comprehension</u>

Read the following passage, then answer the questions below:

It was five o'clock in the evening when Rene Wagner came home from work. She walked into the living room and looked at the three children. The children are 14,13,and 9 years old. They were watching TV.

The living room was a mess. There were empty glasses and dirty socks on the floor. There were cookies on the sofa. Games and toys were everywhere. Rene was angry." This place is a mess! "She told her children." I can't work all day and then do housework all evening. I'm not going to do housework! "And so, Rene didn't do housework. She didn't clean. She didn't wash dishes. She didn't wash clothes. Every evening she sat on the sofa and watched TV. After two weeks, every plate, fork, and glass in the house was dirty .All the children's clothes were dirty, too Every garbage can was full. The house was a mess.

Then, one day Rene came home from work and got a big surprise. The kitchen was clean. The children had cleaned the kitchen!
The next day, the living room was clean, and the children were washing their clothes.

Rene told her children, Ok, I'll do housework again. But you have to help me. Now Rene and her three children do the housework together. Then they all sit on the sofa and watch TV!

1. Based on the information you read above, which of the following can be the best title for the story:

　　1. Rene Wagner.　　　　　　　2. No more housework!

　　3. Rene Wagner's family.　　　　4. Rene Wagner's work.

2. Tick (✓) the ideas which can be discussed in the story:

☐　　1. Rene Wagner came home from work at 5 o'clock.
☐　　2. Rene Wagner with her children went shopping.
☐　　3. The house was a mess.
☐　　4. Rene Wagner taught her children.
☐　　5. Children cleaned the house.
☐　　6. Rene `s family was happy in their life.
☐　　7. Rene did housework and the children helped her

3. According to the information in the story put (✓) or (✗)

1. Rene didn't do housework (　　)
2. Rene had five children (　　)
3. Rene was angry (　　)
4. The living room was cleaned (　)

1. Subject	2. Verb	3. Complement
1.1 Rene	2.2 are	3.3 a mess
1.2 The children	2.4 told	3.5 on the sofa and Watched TV
1.3 The living room	2.6 had cleaned	3.1 home at 5 O'clock
1.4 Rene	2.3 was	3.4 her children I Can't work all day.
1.5 She	2.5 sat	3.2 14-13 and 9 years old.
1.6 The children	2.1 came	3.6 the house

4. Guided by your answer of the above table, complete the paragraph:

Rene came ....at 5 o'clock. She walked into the living room and looked at her three children. They .... 14,13 and 9 years old. They were watching TV. The.................... was a mess. There are empty glasses and dirty socks on the floor. She told her.................. I can't work all day and do................. I'm not going to do house work. She sat on the .... and watched TV. One day Rene came home from work and got a big surprise. The children had................... the kitchen. She told her children I'll do housework again but you have to help me.

2. <u>Grammar</u>

A. Choose the correct word:

1. (Did-Do) you go to the school yesterday?
2. Mariam (is-was) ill last week.
3. Where (were-was) you last day?
4. When did you (write- wrote) your homework?
5. I (meet-met) my friend in the library last weekend.

B. Do as shown between the brackets:

1. The girl loved her country (Underline the direct object)
2. The guide gave postcards to the principal.(Underline the indirect object)
3. You see a doctor. (Use should)

3. <u>Vocabulary:</u>

A. Write the correct words under the correct picture:

talkative - chicken pox - happy - medicine

B. Choose he correct word to finish the sentences below:

memories

family
flag

exhibits

salute

1. A piece of cloth with a colored picture on it to represent is called a country…………………

2. Things for everyone to see are called ………………..

3. The word …………… refers to a group of people who are related to each other.

4. Things you remember from the past about something are called …………………

5. A soldier moves his right hand to his head to …………….. his officer.

C. Complete the missing letters:

wo_ derful sea

h_ spital

flo_ers

we_kend

Ph_rmacy

d_ary

Good luck

Ability of item discrimination	Coefficient of easiness	Coefficient of difficulty	Correct responses	Incorrect responses	Item
0.42	0.23	0.77	7	23	1
0.49	0.57	0.43	17	13	2
0.40	0.80	0.20	24	6	3
0.48	0.60	0.40	18	12	4
0.49	0.43	0.57	13	17	5
0.40	0.80	20	24	6	6
0.47	0.67	0.33	20	10	7
0.47	0.67	0.33	20	10	8
0.40	0.80	0.20	24	6	9
0.50	0.50	0.50	15	15	10
0.50	0.50	0.50	15	15	11
0.48	0.40	0.60	12	18	12
0.48	0.60	0.40	18	12	13
0.48	0.63	0.37	19	11	14
0.48	0.37	0.63	11	19	15
0.49	0.53	0.47	16	14	16
0.48	0.37	0.63	11	19	17

0.49	0.57	0.43	17	13	18
0.49	0.57	0.43	17	13	19
0.48	0.37	0.63	11	19	20
0.46	0.70	0.30	21	9	21
0.47	0.67	0.33	20	10	22
0.40	0.80	0.20	0.24	6	23

Ability of item discrimination	Coefficient of easiness	Coefficient of difficulty	Correct responses	Incorrect responses	Item
0.40	0.80	0.20	0.24	6	24
0.40	0.80	0.20	0.24	6	25
0.47	0.67	0.33	20	10	26
0.49	0.47	0.53	14	16	27
0.46	0.30	0.70	9	21	28
0.48	0.63	0.37	19	11	29
0.47	0.67	0.33	20	10	30
0.17	0.97	0.03	29	1	31
0.40	0.80	0.20	24	6	32
0.40	0.80	0.20	24	6	33
0.40	0.80	0.20	24	6	34
0.40	0.80	0.20	24	6	35
0.48	0.63	0.37	19	11	36
0.47	0.67	0.33	20	10	37
0.46	0.70	0.30	21	9	38
0.48	0.63	0.37	19	11	39

0.48	0.63	0.37	19	11	40
0.40	0.80	0.20	24	6	41
0.40	0.80	0.20	24	6	42
0.40	0.80	0.20	24	6	43
0.30	0.90	0.10	27	3	44
0.49	0.57	0.43	17	13	45

Kingdom of Saudi Arabia

Ministry of Higher Education

University of Taif

Faculty of Education

Dept. of Curricula and Educational Technology

Dear Prof/Sir / Ms,

    As part of my Master's study in curricula and methods of teaching English, I plan to conduct a research to assess the effectiveness of the Instrumental Enrichment (IE) approach on the enhancement of reading comprehension skills of preparatory stage learners with English language learning difficulties. The purpose of this research is to:

1. Identify the reading comprehension skills required for preparatory stage English language learners.
2. to enhance reading comprehension skills of learners English language learning difficulties.
3. Assess the effectiveness of the Instrumental Enrichment (IE) approach on the enhancement of the reading comprehension skills of learners with English language leaning difficulties.

    Please, guided by the given validation checklist, read through the enclosed sample materials and pre-post test to either approve or suggest the needed improvement.

                Thank you for your co-operation.

Validation Checklist

1. **The Objectives**

Aspects	Approved	Needs improvement
Clarity		
Variety		
Measurability		
Grading		
Relevance to the topic		
Appropriacy (in terms of students' level).		

Comments / Recommendations For Improvement :

_____

_____

_____

_____

_____

2. <u>The Learning Activities</u>

Aspects	Approved	Needs improvement
Relevance to the topic		
Grading		
Variety		
Flexibility (for integration of other activities).		
Appropriacy (in terms of students' level)		

<u>Comments / Recommendations For Improvement :</u>

_____

_____

_____

_____

_____

_____

_____

_____

3. The Teaching Techniques

Aspects	Approved	Needs improvement
Variety		
Grading		
Flexibility (for integration of other techniques)		
Relevance to the topic		
Appropriacy (in terms of students' level)		

Comments / Recommendation For Improvement :

_____

_____

_____

_____

_____

_____

_____

_____

4. The Assessment Tasks

Aspects	Approved	Needs improvement
Relevance to the target skill		
Variety		
Grading		
Flexibility for integration of other tasks		
Appropriacy in terms of students' level		

Comments / Recommendation For Improvement :

_____

_____

_____

_____

_____

_____

_____

_____

Jurors of the Instrumental Enrichment Approach

❖ Miss, Hana Ali, lecturer in applied linguistics, head of English language department, Taif university

❖ Dr. Hamdy El-banna, Professor in Methods of teaching science. Taif university.

❖ Dr. Eid Ali , Associate professor ,EFL ,Taif university

❖ Sir, Hashm Mohammad, lecturer in English language, technical college.

❖ Dr, Marwan Arafat, assistant professor , in EFL, Taif university.

❖ Dr. Aza Hela, assistant professor in educational psychology, Taif university.

❖ Dr. Mervat Al-Hadidy, associate professor , EFL, Taif university.

❖ Sir, Turki Al-Qurashy, a scholarship student in Manchester university.

❖ Planning and Development Center in the Ministry of education in Taif city.

❖ Misses Samera Al-Harthi , Principle of 38th preparatory school.

❖ Misses Zahra Al- shhary, English language teacher in 38th preparatory school.

❖ Dr. Mohammed Eisa, Associate professor, Taif university.

❖ Dr. Waleed, associate professor in educational psychology.

item	correlation	Significance
1	0.40	0.05
2	0.42	0.05
3	0.45	0.01
4	0.51	0.01
5	0.42	0.05
6	0.45	0.01
7	0.57	0.01
8	0.51	0.01
9	0.42	0.05
10	0.56	0.01
11	0.55	0.01
12	0.53	0.01
13	0.54	0.01
14	0.54	0.01
15	0.55	0.01
16	0.57	0.01
17	0.69	0.01

18	0.52	0.01
19	0.54	0.01
20	0.52	0.01
21	0.53	0.01
22	0.49	0.01
23	0.55	0.01
24	0.53	0.01
25	0.54	0.01

Appendix vi

item	correlation	Significance
26	0.59	0.01
27	0.62	0.01
28	0.54	0.01
29	0.61	0.01
30	0.52	0.01
31	0.46	0.01
32	0.39	0.05
33	0.45	0.01
34	0.48	0.01
35	0.45	0.01

36	0.42	0.05
37	0.45	0.01
38	0.48	0.01
39	0.45	0.01
40	0.51	0.01
41	0.42	0.05
42	0.44	0.01
43	0.43	0.05

Date	
Class	
Period	
Unit	10
Lesson	1

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read to identify the adjectives of personal characteristics p1 2. Write sentences using adjectives of personal Characteristics.	The teacher asks the students to: • read the conversation p1 silently. • circle the adjective of personal characteristics • list adjective of personal characteristics • dramatize words describing personal characteristics. • describe pictures using adjectives of personal characteristics.	Describe pictures using adjective of personal characteristics p2	Illustration
3. Read the conversation to identify the sample tense verb form p3	The teacher asks the students to: • read the conversation p3 silently. • circle the verb form. • list the verb form. • classify the listed verbs into present –past tenses. • make sentences. • complete the mini-dialogue.	Complete the mini-dialogue using past form tense.p4	Illustration

Unit 10
Lesson 1

1.1. Read the following conversation to circle the character adjective. Follow the example.

Dina: Fauziah, meet Fatin my first friend ever.

Fauziah: Hi, Fatain. When did you meet Dina?

Fatin: I met her at the nursery school. We went to school together.

Dina: Do you remember our first day at school?

Fatin: Uh-huh ,it` s a fond memory I have.

Fauziah: Tell me about it.

Dina: Our moms were good friends. They took us to school and introduced us there.

Fatin: Dina was a (**shy**) , well -behaved, four-year-old.

Dina: And you were a happy and friendly little girl.

When our moms slipped out of the room, I felt very sad.

Fatin: I did too. Then, we ran and put our arms around each other and cried loudly, Ma-Ma!

1.2. Re-read the conversation to list the above circled character adjectives.

   shy …………….. …………………………

   …………………. …………………………

1.3. Pronounce the above listed words to show their meaning.

1.4. Guided by the listed words in 1.2 describe the following pictures.

She is a shy girl.

She is………………

She is………………

She is…………………

She is………………..

2.1. Read the following conversation to underline the verb form follow the example:

Dina: Fauziah, <u>meet</u> Fatin my first friend ever.

Fauziah: Hi, Fatain. When did you meet Dina?

Fatin: I met her at the nursery school. We went to school together.

Dina: Do you remember our first day at school?

Fatin: Uh-huh ,it` s a fond memory I have.

Fauziah: Tell me about it.

Dina: Our moms were good friends. They took us to school and introduced us there.

Fatin: Dina was a shy ,well -behaved, four-year-old.

Dina: And you were a happy and friendly little girl.

When our moms slipped out of the room, I felt very sad.

Fatin: I did too. Then, we ran and put our arms around each other and cried loudly, Ma-Ma!

2.2. Re-read the conversation to list the verb form.

meet……………..…   ………………………

…………………….   ……………………….

2.3. Classify the listed verbs into present-past tenses:

Present	Past
Meet	Met

2.4. Guided by the above underlined verbs, make 4 sentences:

• I met my friend in the garden.

• ……………………………..

• …………………………….

• …………………………….

2.5. Complete the following dialogue:

Where…………you meet your first friend?

I…………my first friend in the kindergarten.

What ……………she like?

She was…………………………………….

Date	
Class	
Period	
Unit	10
Lesson	2

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read to identify the meaning of character adjectives.	The teacher asks the students to: • study the pictures p1 • read the definition of each word. • choose the correct number and write it. • discuss their answers.	Study the pictures to describe them by using above adjectives. p2	Illustration
2. Read to differentiate between positive and negative adjectives.	The teacher reads the adjectives loudly p3 She asks the students to: • read the adjective. • decide which adjectives are (p) positive N or (negative) • discuss their answers.	Describe your Friend p3	categorization

Unit:10
Lesson:2

1.1. Read the words carefully to write a suitable number:

1. happy
2. shy
3. talkative
4. friendly
5. shy

1.1.1. Behaving towards someone in a way that shows you like them.

④ 4

1.1.2. Having feelings of pleasure because something good has happened to you.

◯

1.1.3. Someone who is talkative talks a lot.

◯

1.1.4. Nervous and embarrassed about meeting and speaking to other people.
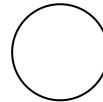
1.1.5. A naught child does not obey adults and behaves badly
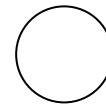
1.2. Guided by the above adjectives, describe these pictures:

....

....

 ....

1.3. Read the adjectives loudly, to decide whether adjective is (N) Negative (bad) or (P) Positive (good):

talkative-happy-friendly-shy-naughty

P (Positive)	N (negative)
Happy	Shy

1.4. **Describe your friend:**

My friend is………………,……………………,…………………..

Date	
Class	
Period	
Unit	10
Lesson	2
Topic	A Memorable Day

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read the passage p1 to identify the main and supporting ideas.	The teacher asks the students to: 1. study the map p1 to • identify and list the famous cities in Washington DC. 2. In groups, • the students make a list of famous places in Washington DC. • identify their locations. • decide which places they know (K) and places they do not know (DK) • discuss their answers.	Study the Saudi map p4 to: 1. list the famous Saudi cities. 2. list the neighbor countries and their location by using words like (west-north-east-south-northwest-southeast)	Orientation in space.

Date	
Class	
Period	
Unit	10
Lesson	2
Topic	A Memorable Day

Objectives	Procedures	Evaluation	Instruments for enrichment
2.Identify the meaning of the words p5	The teacher asks the students to: 1. read the words and arrange them alphabetically p5 2. read them aloud. 3. find out words in the grid. 4. identify the meaning of the words. 5. discuss their answers with the teacher.	1. Circle the Correct picture to Complete Sentences p3 2. Complete the chart by referring to the passage. p6	Illustration
3. Read the passage to summarize it.p7	The teacher asks the students to: p7 1. read the table and match the words. 2. In groups, • fill in the blanks. • form sentences using the above words. • complete the paragraph, guided by the above step. • discuss their answers.	Complete the paragraph guided by your answer by the above step.p8	Numerical progression

Unit:10
Lesson:2

1.1. **Study the following map :**

Washington DC Map - ©2006 Destination360
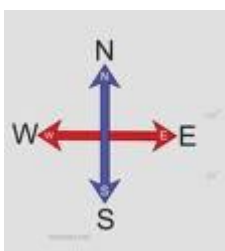
1.2. Complete the following by referring to the map:

- ⬤ W……………….
- ⬤ National Z……………
- ⬤ J………………….
- ⬤ National A…………..
- ⬤ T…………….

1.3. Complete the following chart by referring to the map then write (K) if you know the place referred about (DK) if you do not know the place referred about:

Famous place	Location	K \ DK
W	Central	
	North	
J		
	Central	
T		

One of my happiest memories is of my elementary school days in USA.I was nine Years old when my family moved to America. I liked life in the United States and got used to it easily. However, I was always proud of being a Saudi national. One day, the school took us on a field trip to the John F. Kennedy center in Washington DC. The center was full of interesting things to see. I listened carefully to what the tour guide and our teacher had to say about the exhibits. To leave the center, we had to pass the Hall of Flags. The guide told us that the flag of every country in the world hangs in this hall. Hurriedly my eyes searched for the Saudi flag. I simply stood under it and saluted it. My teacher and classmates were touched by my patriotism. They spent the rest of the day telling everyone how wonderful it was for a child to love his country so much. It was a memorable day indeed.

1.4. After reading the passage, which of the following can be best title for the passage:

Ahmad`s family.
Ahmad`s memorable day
Ahmad`s friends.
Ahmad`s trip.

1.5. Tick(✓) the ideas which can be discussed in the passage:

☐   A   Ahmad visited Washington University.
☑   A   He had happiest memories.
☐   A   He went to supermarket.
☐   A   He felt patriotism when saw Saudi flag.
☐   A   He went to the garden with his family.
☐   A   He had a field trip to J.F Kennedy center.

1.6. Circle the correct picture to complete the following:

1.6.1. Ahmad visited…………………In Washington D.C
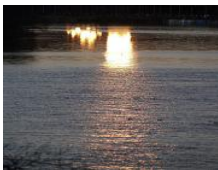
Sea   Kennedy J F. Center   White house

1.6.2. Ahmad was…………..when he moved to America.

Baby   boy   old man

1.6.3. Ahmad saw ……………….. in the hall of the center.

Saudi flag   Egypt flag   Kuwait flag

1.7. Study the following map:
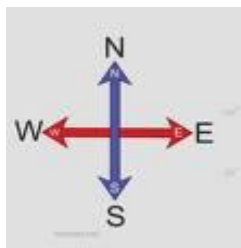
1.7.1. Complete the following table by referring to the map:

Famous Cities	Location in relation to Riyadh
	South west
Hail	
	East
Taif	
	North

Neighbor Countries	Location to Saudi Arabia
Iraq	
	West
Yemen	
	North East

1.7.2. Read the following list of words, arrange them alphabetically.

wonderful, Washington, story, interesting, family, proud, patriotism, memorable, day, guide, elementary, trip.

……………….

elementary.

……………….

……………….

interesting.

……………….

……………….

proud.

....

trip

Washington.

……………....

1.7.3. Read them aloud.

1.7.4. Study the following grid. read horizontally (left to right),vertically (top to bottom)to find the words list it above in the following grid , follow the given examples.

	1	2	3	4	5	6	7	8	9	10	11	12
1	w	a	s	h	i	n	g	t	o	n	S	t
2	o	p	a	t	r	i	o	t	i	s	m	k
3	n	r	f	a	m	l	l	y	d	a	y	t
4	d	o	s	t	o	r	y	m	f	l	a	g
5	e	u	g	u	i	d	e	v	x	u	i	l
6	r	d	h	c	e	n	t	e	r	t	f	o
7	f	m	e	m	o	r	a	b	l	e	u	z
8	u	p	q	f	a	m	i	l	y	c	h	l
9	l	e	l	e	m	e	n	t	a	r	y	p
10	i	n	t	e	r	e	s	t	i	n	g	h

1.8. Referring to the above passage complete the following chart:

Word	Meaning	Part of speech
Exhibits	Things for everyone to see.	N
Salute		V
	feeling pleased about something you have done	**Adj**
Memories		N
	group of people who are related to each other.	N
Hang		V
	a piece of cloth with a colored picture on it to represents a country.	N

1.8.1. Study the following table and match the words:

1. **Subject**	2. **Verb**	3. **Complement**
1.1.Ahmad	2.3.moved to	3.4.by Ahmad`s patriotism
1.2.He	2.5.saw	3.2.proud of his nationality
1.3.He	2.2.is	3.3.America to study elementary school.
1.4.His teacher and classmates	2.4.were touched	3.1.his early childhood in Saudi Arabia
1.5.He	2.1.spent	3.5.the Saudi flag in the of the center.

1.8.2. Guided by your answer of the above table, fill in the blanks to have a meaningful paragraph:

Ahmad………………his early childhood in Saudi Arabia. He is

……………………. Of his nationality. He moved to ……………..to

study elementary school ………………were touched by Ahmad`s

patriotism. He saw …………………in the hall of the center.

1.8.3. Form sentences using the above words as shown in the following example:

A.	4.U.S.A	9.traveled to	8.Ahmad		
B.	10.life	6. He liked	1.in the United States		
C.	5. proud of	2.a Saudi national	7.He is	12.of being.	
D.	11.took us on	13.a field trip	9.The school		
E.	6.J.F.Kennedy center	20.visited	4.He		
F.	0.saw	14. in the center	5.He	10.exhibits.	
G.	9.felt	8.when	15.patriotism	6.saw	18.the Saudi flag 7.He

A. 8+9+4   Ahmad traveled to U.S.A
B. 6+10+1
C. 7+5+12+2
D. 9+11+13
E. 4+20+6
F. 5+0+10+14
G. 7+9+15+8+7+6+18

1.8.4. Guided by your answer by the above step, complete the following paragraph:

Ahmad ………………to U.SA. He liked ……………in the United States. He felt proud of being a …………..national. The school took us on……………trip. He visited J.F Kennedy……………He saw exhibits and he……………patriotism when he saw the Saudi.

Date	
Class	
Period	
Unit	10
Lesson	3

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read the Conversation to identify the past events. p1	The teacher asks the students to: • read the conversation silently p1 • underline the past events • list the past events. • complete the paragraph. • discuss their answers.	Read the sentences to complete the paragraph.p3	Illustration
2. Read the sentences to classify the past verb direct and indirect object. p3	The teacher asks the students to: • read the sentences p3 • circle the past verb. • underline the direct and indirect object. • classify the Sentences into (V) Verb DO direct Object and IO indirect object. • use the table to make five sentences. • discuss their answers.	Guided by the above sentences make five sentences	Categorization

Unit 10
Lesson 3

1.1. Read the following conversation, to underline the past events follow the example:

Hatim: Dad ,<u>grandfather sent this old photo album for you yesterday</u> .

Rashad: Let's look at the pictures.

Hatim: Where is this? Where are you here?

Father: That is me with your uncles in front of our camp in Riyadh. We used to spend a week in the desert every spring break.

Rashad: Did you enjoy yourselves?

Father: It was great!

Hatim: How did you spend your time?

Father: We used to get up early in the morning to jog. Then, we had a big breakfast. Our mom made the most delicious "henaini" for us

Hatim: sounds like fun.

1.2. Re-read the conversation to list the above underlined past events.

....

....

....

....

1.3.   Read the sentences to complete the paragraph:

3.They used to spend a week in the desert.	1. Grandfather sent old photo album for Hatim father yesterday.	2. Hatim father with his uncles sat in front of their camp in Riyadh.

5. They had a big breakfast. Their mom Made "henaini"	4.They used to get up early in the morning to jog.
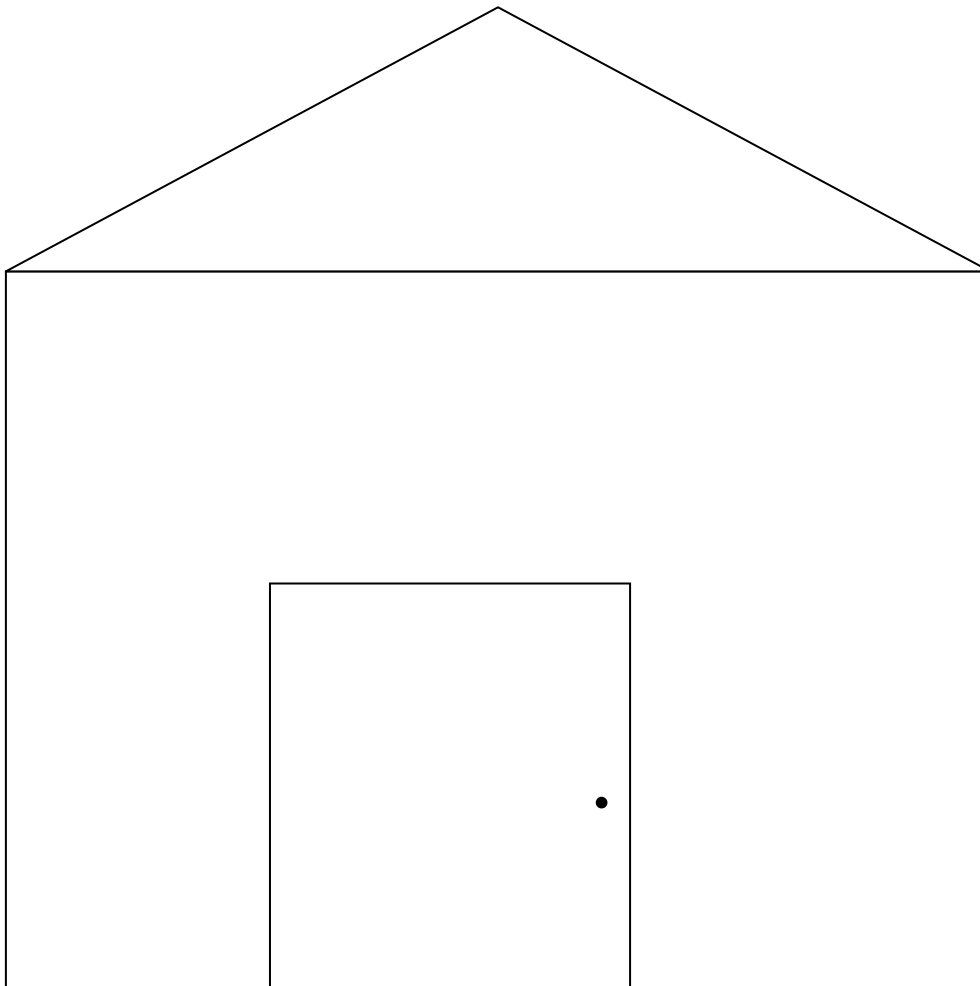
2.1. Read the following sentences to circle the past verb, underline the direct and indirect object follow the example:

o Mom (cooked) bread

o Hatim (gave) the album to his father.

o Nasir collected stamps.

o He put the stamps in it.

o Grandfather sent this album.

o our mom made bread for us.

o Nadia painted a picture for her aunt.

o She showed it to her dad.

2.2. Classify the above sentences into verb (V) Direct object (DO)

Indirect object (IO)

V	DO	IO
cooked	Bread	
gave	the album	to his father

2.3. Guided by the above table, make 5 sentences.

…………………………………………..
…………………………………………..
…………………………………………..
…………………………………………..

Date	
Class	
Period	
Unit	10
Lesson	4

Objectives	procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able: 1. read the passage p1 to compare between the short u and short o sounds.	The teacher asks the students to: • read the passage silently. P1 • underline the short u and short o words. • list the words. • classify the words into short o and short u.	Classify the words into short o and short u. p1	Categorization
2. Read the passage p2 to identify past tense form.	The teacher asks the students to: • read the sentences silently p2 • underline the past form. • list the verbs. • classify the verbs into present- past.	Classify the verbs into past-present form. p2	Categorization
3. Read the sentences p2 to classify the words into verb, direct object and indirect object.	The teacher asks the students to: • read the sentences p2 • circle the past verb. • underline the direct and indirect objects.		

Objectives	Procedures	Evaluation	Instruments for enrichment
	• Classify the words into V,DO,IO • use the table to write four sentences.		

Unit:10
Lesson :4

1.1. Read the passage to underline the short u and short o sounds as follow in the example:

The <u>clock</u> <u>struck</u> ten and woke the baby up. I lifted him up from the cot and gave him a hug. Then, I washed my hands and poured the milk from the jug into the cup. The baby refused to drink it because it was too hot. I left him to play with the toy pup while I was cooling the milk. He was quiet and caused me no trouble.

1.2. re-read the passage to list the underlined words:

clock   stuck
……………   ………………
……………   ………………
……………   ………………
……………   …………………

1.3. Classify the words into short u and short o:

Short u	Short o

2.1. Read the sentences carefully to underline the past verb tense.

1. <u>Did</u> you go to school? Yes, I did
2. What did you give the girls? I gave them presents.
3. Did he play the football ? No, he did not
4. When did we write the letter? We wrote it last week.

2.2. Re-read the sentences to list the underlined verbs. did

………………..   …………………

………………..   …………………

………………..   …………………

2.3. classify the verbs into present – past forms.

Past	Present
Did	Do

2.4. Read the sentences to circle the sample past, underline the direct and indirect object:

1. We (passed) <u>the hall of flags.</u>
2. The girl told the story to her parents.
3. They saluted the flag.
4. I showed the picture to Salem.

2.5. Classify the words into verb, direct object and indirect object:

V	Do	ID
Passed	the hall of flags	

2.6 Guided by the following table, write 4 sentences.

…………………………………………………………

…………………………………………………………

…………………………………………………………

…………………………………………………………

Date	
Class	
Period	
Unit	11
Lesson	1

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read the conversation p1 to identify the main and supporting ideas.	The teacher asks the students to: • read the conversation p1 silently. • underline the main and supporting ideas. • list the main and supporting ideas. • complete the mini-dialogue.	Guided by the above ideas complete the following dialogue p2.	Family relations
2. Read the Conversation p2 to underline Should\shouldn't	The teacher asks the students to: • read the conversation p2 silently. • underline should \ shouldn't . • write the sentences. • make two sentences using should\shouldn't • discuss their answers.	Make two sentences using should\shouldn't p2	

Unit:11
Lesson:1

1.1. Read the following conversation to underline the main and supporting ideas:

1. Receptionist: Dr. Habeeb`s clinic.

   Talal: Hello, this is Talal Asa`ab. <u>Can I make an appointment with</u>

   <u>Dr.Habeeb on Monday the 16th</u> ?

   Receptionist: When would you like to come?

   Talal: In the evening.

   Receptionist: Can you come at five?

   Talal: That' ll be fine.

2. Dr.Habeeb:Hello,Mr. Asa`ab. What's the problem?

   Talal:I have a terrible earache .It really hurts.

   Dr.Habeeb: Let me take a look. Your ear is infected.

   You should use these ear drops thrice a day.

   You shouldn't use your cell phone. You `ll feel better soon.

   Talal: Thank you, doctor.

1.2. Re-read the conversation to list the main and supporting ideas:

┌─────────────────┐
│ Talal makes an │
│ Appointment with│
│ Dr.Habeeb on   │
│ Monday the 16th.│
└─────────────────┘

┌──────────┐   ┌──────────┐
│   │   │   │
│   │   │   │
└──────────┘   └──────────┘
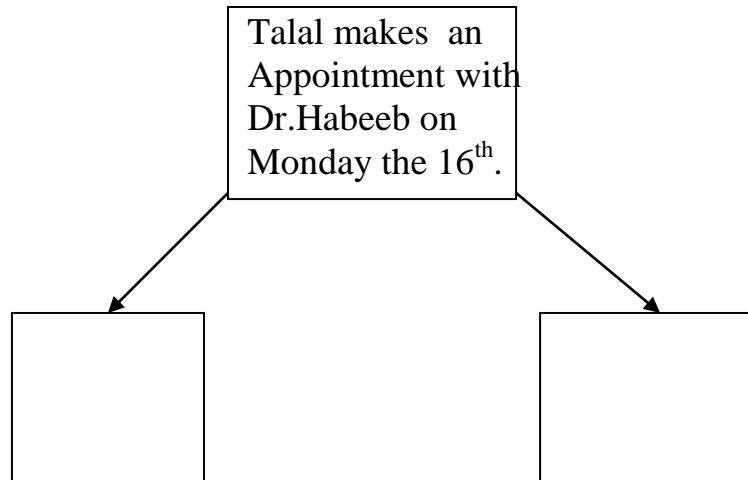
1.3. Guided by the above ideas complete the following dialogue:

Receptionist: Dr. Ahmad clinic.

Huda: Hello, this is Huda sa`ad .Can I make

………………………………………….................

Dr. Ahmad, Hello Ms Huda. What……………………

Huda: I have………………………………………..

2.1. Read the following conversation to underline should as advice follow
the example:

1. Receptionist: Dr. Habeeb`s clinic.

 Talal: Hello, this is Talal Asa`ab. Can I make an appointment with

Dr.Habeeb on Monday the 16th ?

 Receptionist: When would you like to come?

 Talal: In the evening.

 Receptionist: Can you come at five?

 Talal: That' ll be fine.

2. Dr.Habeeb:Hello,Mr. Asa`ab. What's the problem?

 Talal:I have a terrible earache .It really hurts.

 Dr.Habeeb: Let me take a look. Your ear is infected.

 You <u>should</u> use these ear drops thrice a day.

 You shouldn't use your cell phone. You `ll feel better soon.

 Talal: Thank you, doctor.

2.2. Re- read the conversation to write the sentences:

      Should   shouldn't

………………………..   ………………………….

2.3. Guided by the above words, make two sentences should\shouldn't.

      Should   shouldn't

…………………………   …………………………..

Date	
Class	
Period	
Unit	11
Lesson	2

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read the words to identify the names of Illnesses. p1	The teacher asks the students to: • read the words silently. p1 • match them to their pictures. • complete the sentences using the names of illnesses.	Complete the sentences using the names of illnesses. p1	Illustration

Unit:11
Lesson:2

1.1. Read the words to match them to their pictures:

1. swollen ankle

2. sunstroke

3. dizzy

4. chickenpox

5. cough

6. food poisoning

2

☐

☐

☐

☐

☐

1.2. Re-read the words to complete the sentences:

1. He has a…………………………………
2. He feels………………………………….
3. He has got………………………………….
4. He has……………………………………..
5. He has got a ………………………………
6. He has a……………………………………..

Date	
Class	
Period	
Unit	11
Lesson	2
Topic	Mariam`s week at home

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will Be able to: 1. Read the diary to sequence the events.	The teacher asks the students to: • study the calendar.p1 • write the suitable day and date for each event. • Compare between the events in three days. • discuss their answers.	Arrange the days alphabetically and complete the table. p3	Comparison
2. Spell the words correctly.	The teacher asks the students to: • read the words. P3 • complete the missing letters and write them in suitable places. • discuss their answers.	Complete the missing letters.p3	Categorization

3. Read the words to complete the paragraph.	The teacher asks students to: • Study the pictures. p5 • in groups, read the words. • think of the suitable word and complete the paragraph. • read it orally. • discuss with the teacher	Study the pictures and arrange letters to make meaningful word. P6	Illustration

Unit:11
Lesson:2

June						
Sat	Sun	Mon	Tues	Wed	Thu	Fri
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1.1 Study the calendar by referring to the suitable day and date:

1.1.1 Mariam was ill on…sat…….date…15…………………………

1.1.2 The doctor came at 11 o'clock on……………. date………..

1.1.3 Mariam father bought nice flowers on………….date……….

1.1.4 Mariam felt better on …………………………..date.

1.1.5 Waleed got out of the hospital on………………date………

1.2. Compare between the events in the three days:

Sat	Sun	Mon
Mariam was ill.		
	Mariam had flu.	Mariam father bought flowers.

June

15 Saturday

When I got. I felt ill. I went back to bed. Mom called the doctor .But he could not come because he was busy.

16 Sunday

The doctor came at 11 o'clock. He said I had the flu. He wrote a prescription. Dad went to the pharmacy and got the medicine. It tastes horrible.

17 Monday

Dad bought me some really nice flowers. I put them in a vase but my little brother broke the vase and cut himself. Mom took him to the hospital. I took my medicine again.

18 Tuesday

Waleed got out of the hospital. Mom and dad were very worried about my brother. What about met!

19 Wednesday

I felt better. I could get up. Grandmother came in with a big box of chocolate. I love chocolate

20Thursday

The weekend !! I can go back to school on Saturday. I am very happy!

1.3. **Circle the correct picture to complete the following**:

1.3.1 Mariam had………………..

flu	headache	stomachache

1.3.2 Mariam father bought some………………**.**

books	dresses	flowers

1.3.3 Mariam`s grandmother came in with a ……………..

necklace	doll	box of chocolate

1.4. Read the days carefully, arrange them alphabetically:

Thursday, Sunday, Tuesday, Monday, Wednesday, Saturday.

Saturday   …………….

………………. Tuesday

………………. Thursday

 Friday

1.5. Complete the following chart by referring to the calendar:

Event	Day
Mariam Mom called the doctor	
	Wed
Her parents were worried about Waleed	
The doctor was busy	
	Sun

2.1. **Classify each of the following words in the related square:**
dairy-pharmacy-medicine-weekend-hospital-prescription-doctor-vase-grandmother-flowers.

d	a	i	r	y					

p			r				

			i				e

w					

h						

p					r			i		

d					

v			

g					m					

f						

2.2.**Study the following pictures to complete the paragraph**:

Mariam

doctor

medicine

vase of flowers

School

On Saturday, Mariam felt ill . Her mom called the…………… He could not come because he was busy. He came next day and gave Mariam ……………On Monday, Mariam father bought some flowers. Waleed broke a………………….On Saturday, Mariam was happy because she goes back to ………………

2.3. Study the following pictures, rearrange the letters to make meaningful words:

1.a-s-e-v

…vase……..

2.r-a-g-d-n-o-m- h-t-r-e

……………………….

3.e-m-d-i-n-c-e-i

……..……………

4-m-a-p-h-r-c-a

……..…………….

Date	
Class	
Period	
Unit	11
Lesson	3

Objectives	Procedures	Evaluation	Instrument for enrichment
By the end of the lesson students will be able to: 1. Read the conversation p1 to identify the question about health problem	The teacher asks the students to: • read the conversation p1 silently. • write the question and answer about health problem • complete the dialogue using the above question.	Complete the following dialogue. p1	
2. Read the conversation to underline past verb. p2	The teacher asks the Students to: • read the conversation. p2 • underline the past verb. • Classify the verbs into Past-present tenses. • write two sentences using past form.	Write two sentences using past verb p2	categorization

Unit:11
Lesson:3

1.1. Read the conversation to write the underlined question and answer about health problem:

Principal: Why were you absent last week?

Waleed: I was ill.

Principal: <u>What was wrong</u>?

Waleed: <u>My ankle was swollen</u>. I fell off my bike.

Principal: What did you do?

Waleed: I saw a doctor. He bandaged my ankle and asked me to stay

in bed.

Principal: Did you follow his advice?

Waleed: Yes, I did.

Principal: How does it feel now?

Waleed: It's much better, thank you.

Here's a letter of excuse from my father.

…………………………………………
…………………………………………

1.2. Guided by the underlined question and answer the mini-dialogue:

Principal: Why were you absent last week?

Nada: I was ill.

Principal: What …………………

Nada:…………………………….

1.3. Read the conversation to underline the past tense follow the example:

Principal: Why <u>were</u> you absent last week?

Waleed: I was ill.

Principal: What was wrong?

Waleed: My ankle was swollen. I fell off my bike.

Principal: What did you do?

Waleed: I saw a doctor. He bandaged my ankle and asked me to stay

in bed.

Principal: Did you follow his advice?

Waleed: Yes, I did.

Principal: How does it feel now?

Waleed: It's much better, thank you.

Here's a letter of excuse from my father.

1.4. Re-read the conversation to list past tense :

were   …………………

………………   …………………

………………   ………………....

1.5. Classify the listed verbs into past\ present tenses:

past	present
were	are

2.1. Read the sentences carefully, underline the past tense of be:

 1. Where <u>were</u> last week?   I was at home.

 2. What was wrong with your ankle?   My ankle was swollen.

 3. Was Mariam at the clinic yesterday?   No, she wasn't.

 4. Were Layla and Noor in the dispensary at 5.30 p. m?   Yes, they were.

2.2. Re-read the sentences to list the underlined past verbs:

   ……………………   ……………………
   …………………...   ……………………
   ……………………   ……………………

2.3. Make 2 sentences using past verb:

   ………………………………….
   ………………………………….

Date	
Class	
Period	
Unit	11
Lesson	4

Objectives	Procedures	Evaluation	Instruments for enrichment
By the end of the lesson students will be able to: 1. Read the passage p1 to identify oo and u sounds.	The teacher asks the students to: • read the passage p1 silently. • underline the words that have oo and u sounds. • list the words. • classify the words into oo-u sounds.	Classify the listed words into oo-u sounds. p1	Categorization
2. Read the sentences to underline the past form.p2	The teacher asks the students to: • read the sentences p2 silently. • underline the past verb form. • list the past verbs. • classify the verbs into past-present tenses. • write two sentences using past verb form.	Write two sentences using past verb form. p2	Categorization

Date	
Class	
Period	
Unit	11
Lesson	4

Objectives	Procedures	Evaluation	Instruments for enrichment
3. Read the sentences p2 to underline should\shouldn't.	The teacher asks the students to: • read sentences p2. • underline should shouldn't. • list the words. • write two sentences using should\ shouldn't	write two sentences using should-shouldn't.	

Unit:11
Lesson:4

1.1. Read the passage to underline the words that have u\oo sounds follow the example:

Last night I asked my mother if I could make dinner. So, I <u>took</u> my sister's cooking book. I got a chair and stood on it, and <u>pulled</u> the apron off the hook. I cut rolled and baked, but no one enjoyed my food. I don't blame them because it was full of salt. My father looked at me and smiled, then I understand that it's all right to try and fail.

1.2. Re-read the passage to list the words that have u\oo sounds:

took   pulled

…………………   ……………….………

………………...   ……………..…………

…………….……   ……………….…..…..

1.3. Classify the words into u\oo sounds:

oo sound	u sound
took	pulled

2.1. Read the sentences to underline the past verb:

1. <u>Was</u> she at the dispensary yesterday? Yes, she was.
2. were you at the dispensary yesterday? No, they were not.
3. What was the matter?
4. How many people were in the clinic?

2.2. Re-read the sentences to list the past form.

Was   …………………..

……………….....   …………….………

…………….……   ……………….....

2.3. classify the verbs into past –present tenses.

Past	present
was	is

2.4.Make 2 sentences using past form.

………………………………..

……………………………….

2.5. Read the sentences to underline should\shouldn't.

• He should see a doctor.

• you shouldn't take this medicine.

2.6.write the words.

………………….   ………………….

2.7.write 2 sentences using should\shouldn't.

…………………………………………

…………………………………………...

Monitoring Checklist	1	2	3	4	5	6
Interaction with colleagues						
Responding to the teacher						
Voluntary participation.						
Proportion of correct answers						
Speed of response.						

ARABIC SUMMARY

ملخص باللغة العربية

مقدمة:

لم يعد خفياً أن اللغة الانجليزية هي العلوم التكنولوجيا، وهي اللغة الأساسية في دراسة الطب، الصيدلة، الحاسب، وأداة للتواصل مع الشعوب الأخرى ونقل المعرفة والمعلومات وتبادل الخبرات فهي اللغة الدولية في جميع بلدان العالم. فتعلم اللغة يزيد من ثقافة الفرد ووعيه بالأحداث العالمية، أيضا يساعد الفرد على قراءة الكتب الأجنبية وترجمتها إلي اللغة العربية. والاستفادة من الكتاب والباحثين الغرب. ولذلك اهتمت المملكة العربية السعودية بدراسة اللغة الأجنبية في جميع المراحل الدراسية بداية من الصف السادس الابتدائي، وكذلك في جميع التخصصات بالجامعات. ولكن عند تصفح المقررات الحالية في المرحلة المتوسطة نجد أنها قديمة لا ترعي الفروق الفردية بين التلميذات، كما تفتقر إلي التنوع في الأنشطة وخاصة تلك التي تناسب التلميذات من ذوات صعوبات التعلم، فهي تركز علي تلقين المفردات وقراءة الجمل بدون اهتمام بصعوبات التعلم وخاصة في الفهم القرائي. وقد اهتم الخبراء ومطوري المناهج بتطوير المقررات الحالية وذلك باستخدام النظريات الحديثة في التربية وعلم النفس ومنها تطبيقات مدخل الإثراء الو سيل   ي، وأجمعت الدراسات على أن الإثراء الو سيلي يساعد على تطوير العمليات العقلية، ويساعد على التعلم الذاتي، وزيادة التحصيل الأكاديمي والتغلب على صعوبات التعلم، كما أن الإثراء الو سيل ي يتيح للمتعلم دوراً ايجابياً في عملية التعلم ويجعله نشيطا فعالاً مستقلاً،وينمي لديه مهارات التفكير.

مشكلة الدراسة:

تحددت مشكلة الدراسة في تدني مستوى مهارات الفهم القرائي لدى تلميذات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الإنجليزية مما يعكس عدم كفاية أساليب التدريس والأنشطة المستخدمة في هذا المقرر.

أسئلة الدراسة:

أجابت الدراسة المقترحة عن السؤال التالي:

ما فاعلية مدخل الإثراء الوسيلي في الارتقاء بمهارات الفهم القرائي لطالبات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الانجليزية؟

وتفرع عن السؤال السابق ما يلي:

١. ما مهارات الفهم القرائي باللغة الانجليزية اللازمة لتلميذات المرحلة المتوسطة ؟

٢. كيف يمكن استخدام مدخل الإثراء الوسيلي في إعداد وتدريس وحدة تجريبية مقترحة للارتقاء بمهارات الفهم القرائي لتلميذات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الانجليزية؟

٣. ما فعالية الوحدة التجريبية المقترحة في الارتقاء بمهارات الفهم القرائي لتلميذات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الانجليزية؟

أهداف الدراسة:

هدفت الدراسة المقترحة إلى:

١. تحديد مهارات الفهم القرائي باللغة الانجليزية اللازمة لتلميذات المرحلة المتوسطة.

٢. استخدام مدخل الإثراء الوسيلي في إعداد وتدريس وحدة تجريبية مقترحة للارتقاء بمهارات الفهم القرائي لتلميذات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الانجليزية.

٣. قياس فعالية الوحدة التجريبية المقترحة في الارتقاء بمهارات الفهم القرائي لتلميذات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الانجليزية.

منهج البحث:

التصميم: تبنت الدراسة الحالية المنهج شبه تجريبي (ضابطة–تجريبية)

الأدوات: قامت الباحثة باستخدام:

١. اختبار مقنن في الذكاء للدكتور عطية محمود هنا (1961)

٢. اختبار الفهم القرائي باللغة الانجليزية، من إعداد الباحثة.

عينة الدراسة: طبقت الدراسة المقترحة على عينة من تلميذات ذوات صعوبات التعلم في المرحلة المتوسطة في الطائف.

إجراءات الدراسة:

١. قامت الباحثة بمسح الأدبيات المرتبطة بموضوع الدراسة خاصة ما يتعلق بمهارات الفهم القرائي باللغة الانجليزية، وتطبيقات مدخل الإثراء الوسيلي في التدريس بعامة وتدريس اللغة الانجليزية بخاصة:

أ‌– تطوير الوحدة التجريبية المقترحة باستخدام مدخل الإثراء الوسيلي .

ب‌– إعداد اختبار الفهم القرائي باللغة الانجليزية.

٢. التحقق من صدق اختبار الفهم القرائي باللغة الانجليزية والوحدة التجريبية المقترحة بعرضهم على المحكمين المتخصصين وإجراء التعديلات المقترحة في ضوء آرائهم.

٣. حساب درجة ثبات اختبار الفهم القرائي باللغة الانجليزية.

٤. تطبيق اختبار الذكاء ومعالجة نتائجه في ضوء درجات الطالبات علي اختبار التحصيل في اللغة الانجليزية لتحديد الطالبات ذوات صعوبات التعلم في اللغة الانجليزية.

٥. اختيار عينة الدراسة وتصنيفها إلى ضابطة وتجريبية.

٦. التطبيق القبلي لاختبار الفهم القرائي لكل من المجموعة التجريبية والضابطة.

٧. تدريس الوحدة المقترحة للمجموعة التجريبية.

٨. التطبيق البعدي لأدوات الدراسة.

٩. معالجة وتحليل ومناقشة النتائج وإعداد تقرير الدراسة.

نتائج الدراسة:

توصلت الدراسة إلى النتائج التالية:

١. توجد فروق ذات دلالة إحصائيا بين متوسط درجات تلميذات المجموعة التجريبية وبين متوسط درجات تلميذات المجموعة الضابطة في التطبيق البعدي لاختبار الفهم القرائي لصالح تلميذات المجموعة التجريبية.

٢. توجد فروق ذات دلالة إحصائيا بين متوسط درجات تلميذات المجموعة التجريبية في التطبيق القبلي لاختبار الفهم القرائي وبين متوسط درجاتهن في التطبيق البعدي لصالح التطبيق البعدي.

٣. توجد فروق ذات دلالة إحصائيا بين متوسط درجات رتب تلميذات ذوات صعوبات التعلم في المجموعة التجريبية وبين متوسط درجاتهن في المجموعة الضابطة في الاختبار البعدي لاختبار الفهم القرائي لصالح تلميذات المجموعة التجريبية.

٤. توجد فروق ذات دلالة إحصائيا بين متوسط رتب درجات التلميذات ذوات صعوبات التعلم في المجموعة التجريبية في الفهم القرائي في التطبيق القبلي والبعدى لصالح التطبيق البعدي.

٥. توجد فروق ذات دلالة إحصائيا بين متوسط درجات التلميذات العاديات في المجموعة التجريبية وبين درجاتهن في المجموعة الضابطة في التطبيق البعدي في الفهم القرائي لصالح المجموعة التجريبية.

بسم الله الرحمن الرحيم

فعالية مدخل الإثراء الوسيلي في الارتقاء بمهارات الفهم القرائي لدى تلميذات المرحلة المتوسطة ذوات صعوبات التعلم في اللغة الإنجليزية.

رسالة مقدمة استكمالا لمتطلبات الحصول على درجة الماجستير في المناهج وطرق تدريس اللغة الإنجليزية.

إعداد:

أماني محمد النفيعي

إشراف:

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