

## The Importance of Teaching Reading Skills of English Language Using Variety of Techniques in Jordanian Curriculum

Magda Abdullah Yasin Al-dmour

Ministry of Education || Jordan

**Abstract:** The study aims at shedding light on the application and impacts of the importance of teaching reading skills in English language using variety of techniques in Jordanian curriculum. These techniques of reading skills simplify the reading English text and help students in doing tasks that are presented by English teachers in Jordanian public schools, who teach Action Pack pupil's book. In order to achieve the objectives of this study, the researcher followed the analytical descriptive method in terms of applying the study tool, data collection and analysis. The study sample consisted of a group of seventh grade students from the Al-Aghware Directorate of Education, at two schools for girls of (128) students. The study found that there is an effect of the strategy of reading skill in simplifying reading texts and article, as the researcher recommended the need to work on these techniques to be used within the classroom language.

**Keywords:** reading skills, techniques, tasks

### أهمية تدريس مهارات القراءة في اللغة الإنجليزية باستخدام مجموعة متنوعة من التقنيات في المنهاج الأردني

ماجدة عبد الله ياسين الضمور

وزارة التربية والتعليم || الأردن

**الملخص:** هدفت هذه الدراسة إلى تسليط الضوء على أهمية تطبيق تأثيرات تدريس مهارات القراءة في اللغة الإنجليزية باستخدام مجموعة متنوعة من التقنيات في المنهاج الأردني. هذه التقنيات من مهارات القراءة تبسط وتسهل قراءة نصوص اللغة الإنجليزية وتساعد الطلاب على إنجاز المهام التي يقدمها معلمو اللغة الإنجليزية في المدارس الحكومية الأردنية أثناء تدريس كتاب الطالب Action Pack. ومن أجل تحقيق أهداف هذه الدراسة اتبع الباحث المنهج الوصفي التحليلي من حيث تم تطبيق أداة الدراسة، وجمع البيانات وتحليلها. تكونت عينة الدراسة من مجموعة من طلاب الصف السابع من مديرية التربية في الأغوار، في مدرستين للبنات (128) طالباً وطالبة. ووجدت الدراسة أن هناك تأثيراً في استراتيجية القراءة في تبسيط نصوص القراءة والمادة، حيث أوصى الباحث بالحاجة إلى العمل على هذه التقنيات ليتم استخدامها داخل غرفة الصف.

**الكلمات المفتاحية:** مهارات القراءة، التقنيات، المهام.

### Introduction

Reading is one of the four skills in teaching English language since it is an essential part at the starting points of learning language. Each language has a receptive skill such as reading and listening, so teacher needs different techniques to teach those skills. Teacher focuses on these techniques that facilitate the process of teaching and also the process of learning too.

According to (Adams, Treiman & Pressley, 1998; Yopp & Yopp, 2000) study which shows that reading as a receptive skill needs to be started from the letters, sounds, words and sentences. students need to recognize the 26 letters and their sounds according to their locations in the word or it can be in an isolated location like the pronoun "I"

After the student gets the sounds of language and connects them in their existence, there is a need to pronounce them correctly that build on amount of time in practicing and training especially the vowels.

(Ofsted, 2004) indicates that students should know the purpose of learning, we read this text or articles for work or pleasure so for example if they read for pleasure the reading text will be magazines, holiday brochure or letters from friends, also the kind of the reading skills can be headlines newspaper, or poetry. in other hand the reader needs to decide or chooses the reading activities that meet the reading skills kind.

Renn (1999) examined the relationship of reading comprehension scores in a second-grade classroom where reading instruction was provided using the traditional directed reading approach (DRA), to the reading comprehension scores in a second-grade classroom where reading instruction was provided using the directed reading thinking activity approach. Also, Almanza (1997) investigated a study which compared the effectiveness of cooperative learning and the directed reading thinking activity through asking students to read stories. Fifty three students from sixth grade were taught stories. Findings, based on a reading comprehension test, indicated that the majority of children scored higher in the cooperative reading groups than their counterparts from the directed reading activity groups. The study suggested the use of cooperative learning as an instructional strategy in reading skills.

### **Statement of Problem**

Learning English language like learning other languages, it needs different techniques in order to teach the language skills like reading to asses that students achieve the basic units to read well. Using different techniques and supported activities of reading are the teachers demands and students needs to prove that learning language is well achieved.

This study proves that using these techniques of reading skill build the ability of the students to learn English language and support teachers' methods of teaching reading skill. Since there are many students suffer from answering reading text (pre questions, comprehension questions and post questions),this study present techniques that help learners to answer questions based on practicing these techniques inside the classroom.

### **Purpose and Research Question**

The purpose of this study is to examine different techniques of reading skills as a tool to be applied by English teachers to enhance teaching English language reading skill and facilitate the process of

learners learning English language. To achieve the purpose of this study, this research addresses the following questions:

1. What are the effects of using different techniques of teaching reading skill in learning English language?
2. To what extent do using different techniques of teaching reading skill contribute in supporting instructional strategies?
3. To what extent do using different techniques of teaching reading skill contribute in the process of learners learning?

Addressing these questions will help the teachers apply these techniques of reading skill to recognize their effective roles in improving the process of teaching and learning. Data will be elicited from a group of English language teachers and learners at South Al-Aghware District of Education. The investigated book is Action Pack pupils book where students learn many different kind of texts like story, article, newspaper, poster and advertisement.

### Significance of the Study

The current study highlights the importance of applying the different techniques of reading skill in teaching English language. it demonstrates how these techniques affect the process of learning for the students to simplify the reading texts. Also this study shows that these techniques of reading skill within teaching English language is not accidental or arbitrary. It follows a regular and systematic method to guide both teachers and learners to achieve the certain purpose which is reading English text following certain technique.

### Operational Definition

**Reading skill:** It is a process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information" (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 6. Cited in Stanley, 2007.)

**Teaching:** Teaching practice is kind or form of work-integrated learning that needs a period of time when students are working in the relevant organization to receive specific outcomes in order to apply theory in practice. Researchers such as Marais and Meier (2004:220), Perry (2004:2) and Maphosa, Shumba & Shumba (2007:296) describe teaching practice as an integral component of teacher training.

**Classroom language:** Classroom language is the daily language that is used in classroom like giving instructions, for example "raise your hand" or "stand up/ sit down". This used language inside the classroom teachers ask student to follow or imitate takes time to be learned, also these basics reduces the using of their mother tongue and practice the using of the target language, from another hand it makes the language classroom environment more authentic.

### Limitation of the study

- Limitation of the place: this study was conducted in South Al-Aghware District of Education.
- Limitation of the time: this study is related to the academic year 2018/2019.
- Limitation of human: this study is limited to two females' schools. Each school contains four teachers.

### Theoretical Framework

Reading is considered a sign reflects that the learner has mastered the language in certain percentage measured by his ability to understand what is the purpose of reading.

English as a second language has divided into four skills, (reading, writing, speaking, listening) reading and listening are receptive skills while speaking and writing are productive skills.

Many studies show that reading is a skill should be taught from the early stages. At the elementary stage teacher teaches reading by starting from the letters and their pronunciations where he focuses on analysis and synthesis. At this stage teacher follows certain techniques to teach students how to read the written form of the language. He starts from the isolated components of the language which are derived from the word itself by using perceived things to help learner connects the word with its meaning. At the intermediate stage teacher deals with reading skill in situations and certain settings, where students want to learn reading to find more vocabulary and the structure inside the paragraph itself. At this stage, a student shows his ability to read without spelling it at the same time he looks for more information about the purpose of the reading like finding main-sub ideas, answers for questions, meanings or the reference pronouns. This stage is the second block in teaching reading skill.

At the advanced stage teacher's role becomes less like the previous stages. This third block in teaching reading skill is an advanced one since it enriches the students and teacher's experiences in finding answers for open questions or summarizing the whole text using certain techniques, all the stages depend on each other to build the learners learning of the English as a second language. During all the stages teachers could use the schema theory which tries to explain how learners use their prior knowledge to understand and get new information from the text (Rumelhart, 1980). This theory means that written text does not carry meaning by itself, it only leads learners to construct meaning from the patterns of the prior knowledge. Which are called schemata (singular: schema).

A text about housing, for example, would trigger our schematic knowledge about the different types of living places such as flat, apartment, tent or cottage. Also the learner before reads the text about housing, he knows that:

- Bedouin lives in a tent in the desert.
- Farmer lives in a cottage in a village.
- Urban lives in a city and has an apartment or a flat.

Schema theory is closely related to two other important theories, namely top-down and bottom-up processing, the cognitive processing. It refers to the use of background knowledge to predict what the reading text talks about, it is guided by the learner's prior knowledge and expectations. The students construct meaning from the basic units of language, including letters, letter clusters, and words. At the interactive model (Rumelhart, 1977; Stanovich, 1980, cited in Abraham, 2000) stressed both what is on the written page and what a reader brings to it using both top-down and bottom-up skills. Teacher who uses this model knows that there is an interaction between both the text and the learner during the reading process.

According to the intensive and extensive reading, there is distinction between the two forms of reading intensive and extensive one. The intensive reading relies on the deconstruction of a text in order to get as much information as possible. So by reading intensively, the learner concerns with every detail related to the text, so he deals with vocabulary and grammar tasks to understand the reading text. While Extensive reading refers to reading without concerning with every detail such as new words because the focus is on the overall meaning of the reading text and the reader finds out the meaning of necessary words for their understanding of the reading text.

### **Follow up and Evaluation**

Students work individually, pairs or in groups, so as a class, teachers take some notes by observation spontaneous or systematic ones like...

- A. Write up on the blackboard which reading skills were practiced by each groups' students. To do this teacher think back to the questions they asked their students.
- B. Which words were learnt by students? which of these words will be most useful for further reading tasks?
- C. Discuss how you could improve your students' reading ability. Do they need more extensive reading, reading for pleasure? What kind of skills do they need to pass their final exams? How could you help?

### **Reading Skills**

Using reading skills helps teachers to develop a deeper understanding of the process of reading itself. It shows that by breaking reading down into enabling skills, teachers can be more successful in teaching students how to read with understanding and efficiently. Moreover, reading skills help students to practice the language needed for meaningful reading activities in class and help teachers prepare worthwhile reading materials for students of all levels. Here are some reading skills:

1. Recognizing words and phrases in English script
2. Using one's own knowledge of the outside world to make predictions about and interpret a text.
3. Retrieving information stated in the passage.

4. Distinguishing the main ideas from subsidiary information
5. Deducing the meaning and use of unknown words; ignoring unknown words / phrases that are redundant that contribute nothing to interpretation.
6. Understanding the meaning and implications of grammatical structures.
7. Recognizing discourses markers like therefore +conclusion, however +contrast.
8. Recognizing the function of sentences –even when not introduced by discourse markers.
9. Understanding relations within the sentence and the text (words that refer back to a thing or a person mentioned earlier in the sentence or the text like which, who, it)
10. Extracting specific information for summary or note taking.
11. Skimming to obtain the gist, and recognize the organization of ideas within the text.
12. Understanding implied information and attitudes.
13. Knowing how to use an index, a table of contents and understanding layout, use of headings.

### **Introducing a Reading Passage**

In real life when we pick something up to read, we usually know roughly why it was written and what it is going to be about. We rarely read anything in a vacuum, knowing nothing whatsoever about the subject. Reading passages in language textbooks are taken out of their normal contexts, so we have fewer clues as to what they might be about, and the task of reading with understanding is, therefore, more difficult. Pictures and titles help readers to predict the subject matter, but students need both guidance and motivation in order to read with purpose and satisfaction. The way teacher introduces a reading passage can be vital. A good introduction should make the students want to read the passage, and get the students, minds working on themes close to the one in the passage, to make them read the text in the light of what they know already about the topics. An introduction which poses questions is more likely to make students want to read than one which gives all the answers and summaries the story or information; then there is no point in the students reading it for themselves.

### **Preparing Elementary Reading Activities –Word Cards**

#### **Aims**

At the early stages it is important to make the task of learning to read as easy and interesting as possible. Students need lots of practice before they are able to recognize words and phrases quickly, and even the most interesting reading book or textbook gets boring if they have to read the same things more than once.

## Materials

If you use different types of reading cards, like familiar ones (trees, the tree, the house, bus stop, they're ten, she's thin, he's a thin boy and a photos of animals), it is possible to set up a variety of games and activities that students will enjoy. At the same time, they will be learning to recognize words and phrases, to read with understanding and develop speed. The cards can be used again and again in different games and with different classes, and once they are prepared, there is no further preparation or marking to be done. The fact that the students have successfully completed the task set shows that they have understood. When they finally read from their books they will find it easy.

## Preparation

You will need light colour card or strong paper; folders or envelopes large enough to store sets of cards in, rulers, dark coloured felt tipped pens or markers and scissors. Decide how big each card should be: large enough to be read clearly in groups but small and near enough to store. When deciding what to write on the cards, remember that students should only be asked to read words they can already say and understand, so you will need to use only words and phrases with which they are familiar.

## Activities and Word Games

There are many activities that teachers can use to help and improve students' reading. One of these activities is matching word to picture, students match the word to the correct picture as quickly as possible. Teacher prepares for example six pairs of small cards, a word on one card, a picture illustrating it on the other, using words your students will need to be able to read in their textbooks. Then teacher mixes each set up and store in a labelled envelope and writes the words the envelope contains on the outside of the envelope, with the instructions to the students: 'Find a picture to match each word, then write the words down'.

Other activity is word families or lexical sets in which each envelope can contain any number of words on separate cards belonging to one word or family lexical set, e.g. names of animals, kinds of food, colours, clothes and places. Teacher mixes words from two or three envelopes together; the students read them and sort them out back into sets as quickly as possible. This can be done competitively.

## Preparing Reading Activities - Elementary to Intermediate – Sentence Cards

### Matching Sentences to Pictures or Wall Charts

Teacher displays two or more pictures or wall charts, students read and sort sentences into two columns, according to which picture they are about. This can be done with small pictures like maps. Teacher finds suitable pictures to suit the vocabulary that students know orally and need to read. For example, teacher writes six sentences about each picture on cards then store them in labelled envelopes

which containing or referring to the correct picture. When using teacher mixes the sentence cards from two or more envelopes; students sort them as quickly as possible according to the picture they refer to.

### Matching Questions and Answers

Based on a picture or short text students look at the picture, or read the text, then find all the question cards then find a card with a suitable answer for each question. This gives students practice in recognizing referential words like he, she and discourse markers like because and in order to. Teacher chooses a suitable magazine picture or short text and mount it on card the right size to fit in the envelope then teacher writes, on separate cards six questions and six or more answers. The answers should be natural sounding answers, not too long; because to have long answers the repeat or look like the question would make the matching too easy. It is good idea to provide two extra answers that do not match any questions, then students cannot get the last ones right unless they really understand all of them.

### Classroom language

#### Elementary reading tasks

#### Flash cards or blackboard

1-

We will use	some flash cards with	Your names Words and pictures	On. Look!
-------------	-----------------------	----------------------------------	-----------

2-

Give me	the	card word sentence picture	Which says..... Which goes with this word/sentence.
Show me point to pick out			

3-

I want to read	The cards these	Out loud to me Silently to yourselves To your classmates In your group	And then
----------------	--------------------	---	----------

4-

Match the words to the right pictures.	
Find the sentences about this picture	Like this .....
Match the questions to the right answers	

5-

Could you open your	Reading text Work Book	And find	The lesson we are on at the moment. Page .... The story called..... The word which means.....
---------------------	------------------------------	----------	--

6-

Look at	exercise	At the In the middle Under ...by	the	Picture photo	On page..
---------	----------	--	-----	------------------	-----------

7-

Can you read the instructions What do you have to do	For this exercise
---	-------------------

8-

You have to	Match questions to answers Find the right word for each gap Order the sentences into a good paragraph
-------------	---

### Checking Students Have Understood

9-

Alright	Do you all know	What to do? How to read this?
---------	-----------------	----------------------------------

10-

Alright	Does anyone have any questions? Any questions? Any problems? Shall I go over it again?
---------	---

### Intermediate and advanced reading comprehension

Teacher will find a reading comprehension passage in her text book and adapt the language in the following tables to refer to her text, filling the blanks with relevant words from the text. after practicing and rephrasing her instructions, using the alternatives expressions from each table. If the teacher is not clear or understood, students can interrupt and ask.

**Introducing the Text**

11-

Right! Ready?	What about Look at	the	Title Heading Picture First sentence	?	what	Could it be about Do you think it is about
------------------	--------------------------	-----	--	---	------	---

12-

Yes, perhaps Well, I don't know. Erm .....	What do you think? Do you agree?
--	-------------------------------------

13-

What do you know Do you know anything Who can tell me something	About .....
---	-------------

14-

Have you ever	Seen Heard of Been to	.....?
---------------	-----------------------------	--------

**A-Beginning to read**

15-

Alright	So now you know	A bit about it What to expect.
---------	-----------------	-----------------------------------

16-

Before	You begin reading	You'll need to understand ..... Tell me what .....means Could someone explain..... Look at this question. Make a note of these questions
--------	-------------------	--

**B-If the student doesn't understand .....**

17-

.....?	well	.....?	Doesn't matter now Is not important here. You can guess later on.
--------	------	--------	---

18-

Now read the	First paragraph 1 <sup>st</sup> section	Silently	and	Find the answer to this Pick out important points Jot down relevant information.
--------------	---	----------	-----	--

19-

Finished	so	Then discuss it/them with your classmate Write down a question to ask the class
----------	----	--

20-

Now	Will you all	Think of Write down	Some 2 5	Questions to ask	Me Your classmate The other group
-----	--------------	------------------------	----------------	------------------	---

### C-Talking about the Text in Detail

21-

In line number 4. The tenth line from the top The 2 <sup>nd</sup> line in paragraph 2 Near the bottom The sentence beginning .....	what	Does the author mean by.....? Can he mean by.....? Do you think which refers to? Does the word however tell us?
	Why does he	Use the word moreover? Repeat the words.....?
Can you say / explain that in your own words		

22-

Difficult? You don't know?	Never mind	Look at the sentence After. Before.
		See if you can guess What could it be? guess
Try to	Think work	It out for yourselves. think! Is it .....or .....

23-

Let's recap quickly		
So what	Do you think the author	Wanted to tell his readers? Will say next? Will go on to say next?
Kind of people is the author writing for, do you think?		

### Teaching Practice

1. Decide what are the outcomes of the lesson. These will depend on what the passage has to offer.  
Decide which reading skills, which words you will teach.
2. Plan an introduction to the topic and prepare any visual you need.
3. Decide which words are vital to pre-teach, and which are not.
4. Make up one or two sign-post questions, so that students read with a purpose.
5. Write three comprehension questions or true/ false/ non-stated items, to check general understanding.
6. Prepare some questions for more intensive reading, and practice in reading skills.
7. Decide on patterns of student/teacher interaction and how to vary the lesson.
8. Discuss the type of follow up activity that would be appropriate for the passage.

### Sample reading article

This extract is on page 48 Action Pack for seventh grade and is taught by English teachers within the Jordanian curriculum, module four.

### A-For Class Discussion

1. Why is it important to study ancient places?
2. Choose one location from the world you would like to visit?
3. Would you like to go alone or with a friend?

### The wonders of the ancient world

A long time ago, people liked to visit new and different places. Jordan was an important place with a rich history. It was a centre for travelers from all around the world. Many people visited it and the markets were very busy with buyers and sellers. People started to write about what they saw in their journeys across the land.

They made a list to describe the best places in the world to visit. Anyone who wanted to see new and beautiful locations around the world visited the areas mentioned in the list. This is how the list of the seven wonders of the world was created.

### B- Quick reading for information

Find out .....

1. Why was Jordan an important place in ancient times?
2. Why did many people in the past travel around the land?
3. How was the list of the seven wonders of the world created?

This extract is suitable for intermediate school students. In this extract the teacher makes the class read rapidly to get the general idea (extensive reading) whereas at the second time the teacher is treating the article in more detail (intensive reading).

### Extensive Reading

The teacher has already discussed wonders with her class in preparation for the lesson. She begins by making them predict or guess what the article will be about. She then asks them to read the first paragraph quickly and find out two items of information which will show her whether the students have understood the general idea.

Teacher: look at the article, the first time, and the picture, and tell me what you think it will be about.

Students: ships. map.... roads.... land

Teacher: who can remember what we talked about last lesson? Look at the first line.

Student: wonders

Teacher: yes, now look at the title. How it matches with the wonders?

Student: something amazing

Teacher: perhaps, or? Yes?

Student: describing famous places around the world or places that are visited by many people.

Teacher: perhaps! Let's find out now what the article wants to tell us.

Students: please, what does centre mean?

Teacher: centre? Umm –well, if you read the first paragraph you might be able to guess that. It doesn't really matter if you don't understand every word. So, I want you to read the first paragraph silently and complete these two sentences. I'll write them up.

1. Put a point at the ..... of this circle.
2. ....is someone who buys things. (seller/buyer)

Just write the two words not the whole sentence. Ok

Alright! read it quickly. Silently! start now. Only the first paragraph! I'll give you two minutes.

### Follow up

The teacher checks that most students have written the right words, he discusses them, then asks them what the next paragraph could be about; writing list of places mentioned the names of the places. They read it quickly to see which is correct.

### Intensive Reading

This time the teacher is treating the article in detail, more intensively.

The teacher has checked that students have got the general idea, and then can follow the article using the picture to help them. The students have guessed the meaning of centre, buyers, sellers, and the teacher showed them the meaning of the word 'list'. They have just read the whole text a second time, knowing that they would have to answer the questions below the text afterwards.

Teacher: so you have all read it again, now, finished? Good. Ok. Now in pairs ask each other the questions under the article. Just questions 1-3. See if you can agree on the answers. One to three. In pairs. In twos! Start now. I'll give you two minutes (teacher wanders around) right, before we check your answers, I want you to answer my questions. Ready? Think, then raise your hands up. Er – first two lines- which words show you there is an example give, an example?.....yes

Student: such as

Teacher do you agree? Is this right?

Student: yes

Teacher yes good. Such as. so what is the created list? is it important?

Student: important, created list.

Teacher yes. Good. Right! second paragraph line number one anyone who what does it refer to?

Student: people?

Teacher: what do you think?

Student: person

Teacher: ok- who? read it carefully.

Student: anyone...

Teacher: yes.

### Follow up

The teacher asks three or four more detailed questions to draw attention to grammatical relations, then goes on lexical items, e.g.

Look at paragraph one and pick out:

- a. Two opposites in meaning
- b. Qualities of visited places ...two

## Design and Methodology

### Sample of Study

The sample of study consisted of Jordanian students at South Al-Aghware Directorate of Education for seventh graders in Tawaheen Al- Sokar Secondary School and Al-Hadetha Secondary School (128) female for the academic year 2018/2019. The number of the teachers who were chosen to conduct the tasks was (4) female. The students in the above schools have almost started learning English at the

same age and attended the school since the beginning of their early school days. None of the students had spent time in an English speaking country. Also, none had attended private classes for learning reading texts except learning them by traditional ones assigned in the curriculum of the ministry of education in Jordan. The subjects were chosen randomly regardless of their school achievement in all subjects, especially English language.

### The Data of the Study

The data of the study consisted of the reading articles of the Action Pack 7. The researcher shows the effectiveness of using reading skills extensive and intensive reading as the showing tables above in both schools. The sample of the study consisted of 128 (60 in section A and 68 in section B). The A sections in both schools were assigned as experimental group whose teachers received workshops and activities following extensive and intensive reading skills. While the b sections in both schools were the control group whose teachers were taught by traditional reading skills. Table '1' shows the distribution of the sample of the study in the control and experimental groups. See table (1)

School name	Control group	Experimental group	Total
Twaheen Al-Sokar	30	30	60
Al-Hadetha	33	35	68
<b>Total</b>	63	65	128

### The Instructional Material

The material adopted in this study was the English textbook (Action Pack 7) pupil's book. This book consists of six modules; each module consists of six reading texts. The researcher conducted post exams at the end of each semester to find out the effectiveness of the used reading skills. The test based on answering the comprehension questions of a chosen texts.

### Instrument of the Study

This study aims at investigating the using of reading skills in teaching English language reading passages. For this purpose, an investigation of reading skills in reading texts that are carried out indicating how to use these skills in teaching English language passages following certain ideas. At the end of the semester there was a comprehensive test of multiplied choices for an article that has been chosen from the English Action Pack for seven graders to find out the effectiveness of the used reading skills through the academic year 2018/2019.

### Reliability of the Application

During the application, a setting where the students could express themselves comfortably was established through asking and answering. While students were participating, they took exams and this

made the analysis more reliable. Moreover, field notes were taken and observation results were written up. During the data analysis process, the data collected from the participants were analyzed by the researcher and an independent related field expert (English supervisor). In order to establish their reliability, the data were analyzed in different time periods.

### Reliability

To establish test reliability, a test was conducted on a pilot sample consisted of 30 students to check the suitability of the test to the level of the students. This sample was excluded from the sample of the study. Two weeks later the same test was conducted again. Reliability coefficients of the scores of the two tests were computed and then calculated using Pearson correlation coefficients which was obtained as (0.75) and this value was appropriate for the purpose of the research.

### Statistical Analyses

In order to answer the questions of the study, the researcher used SPSS Software (version 15) to analyze the scores on t- test, pre-test and post- test. To confirm the equivalence of the groups, a t-test was conducted to identifying the differences in 7th graders level in English language reading skills according to the experimental and the control groups achievements on the pre-test.

**Table (2) The results of the experimental and control groups on the pre-test**

Method	means	Standard deviation	Number of students	Dif	Degrees of freedom	t value	T significant
Control group	10.66	5.08	63	1.15	100	1.102	0.273
Experimental group	.9.51	5.24	65				

As shown in table (2), there were no statistical significant differences at ( $\alpha= 0.05$ ) in reading comprehension among English seventh graders due to the instructional strategy (reading skills compared with the conventional strategy).

**Table (3) t-test results for identifying the differences in seventh graders achievement in learning reading passages in both control and the experimental groups.**

Method	means	Standard deviation	Number of students	Dif	Degrees of freedom	t value	T significant
Control group	13.10	4.24	63	3.160	95	3.432	0.001
Experimental group	9.94	4.82	65				

As seen in table (3), there were statistical significant differences between the control and experimental group at ( $\alpha= 0.05$ ) in seventh graders' achievement scores on reading skills on the post –test

in favor of the experimental group as (t) calculated value that reached (3.432) at ( $\alpha= 0.001$ ) which was statistically significant at ( $\alpha= 0.05$ ) with the experimental group having the highest mean score.

### Findings

The researcher explains in the previous results, which are characterized by different techniques of reading skills, that the used techniques of extensive or intensive reading help students in learning English texts through the used classroom language. They simplify different levels of reading texts, especially if the teacher used some moral support also they ensure students continuity to solve the tasks that teacher presents during the lessons.

### Results

At the end of the study, it was found that the enrichment reading program applied in the present study to improve reading skills contributed to the development of word recognition skills and understanding reading comprehension of the students who having difficulties in answering reading questions. The findings of the study are presented under two headings: the findings relating to word recognition skills and the findings relating to reading comprehension.

### Recommendations

Based on the findings of this study, the study recommends that:

1. The curriculum designers incorporate directed reading skills activity through cooperative strategies in Action Pack Pupils' Book.
2. The English teachers of elementary and secondary classes use the practical guidelines on how to teach reading tasks, and taking into consideration the fact that reading skills require the acquisition of several skills.
3. Researchers carry out further investigation for the effect of using several reading skills, also they focus on the support of the used classroom language at different levels of English classes, and different language skills in the Arab World.
4. Rewrite teacher's book to include techniques that simplify teaching reading skills and unit the used strategies for using reading skills techniques by teachers. Also accept the comments that return back from teachers through using these techniques.

### References

- Abraham, P. (2000) Skilled Reading: Top-Down, Bottom-Up, Field Notes, Vol. 10, No. 2 (Fall 2000) Publisher: SABES/World Education, Boston, MA, Copyright 2000. Retrieved from <http://www.sabes.org/sites/sabes.org/files/resources/fn102.pdf> on August, 18 2017.

- Adams, M. J., Trieman, R., and Pressley, M. (1998) Reading, writing, and literacy. In I.E. Sigel and K.A. Renniger (Eds.), Handbook of child psychology, (4): child Psychology in Practice (pp. 275-355). New York: Wiley.
- Almanza, T. (1997). The Effects of the DRTA and Cooperative Learning Strategies on Reading Comprehension. (ERIC Document Reproduction Service No. ED 405 565).
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers: The report of the commission on reading. Washington, D. C.: National Institute of Education
- Many, J. & Flyfe, I. (1996). The Effect of Using Directed Reading Thinking and Writing Activity on Scottish Elementary Students. Journal of Adolescent and Adult Literacy
- Marais P & Meier C 2004. Hear our voices: student teacher's experience during practical teaching. Africa Education Review, 1:220-233.
- Ofsted (2004) Reading for Purpose and pleasure: an evaluation of the teaching of reading in primary schools London: Ofsted
- Perry R 2004. Teaching practice for early childhood. A guide for students. Available at <http://www.Routledge.com/catalogues/0418114838.pdf>. Accessed 18 July 2007.
- Renn, C. (1999). The Effects of the Directed Reading Thinking Activity on Second Grade Reading Comprehension. M.Ed. dissertation, Grand Valley State University, Michigan, USA. Retrieved September 16, 2008, from Dissertations & Theses: A&I database. (Publication No. AAT 1395108).
- Rumelhart, D.E. (1977). Toward an interactive model of reading. In: S. Dornic (ed.), Attention and performance VI, (pp. 573-603). Hillsdale, NJ: Lawrence Erlbaum
- Stanovich, K.E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency.
- Sung-Hyun, M. (2003) The Effect of Interesting Text on the Reading Comprehension of Korean College EFL Students: A Comparison of Seductive Details and Interesting Elaborations. Ed.D. dissertation, The University of Texas, Austin, USA. Retrieved September 16, 2008, from Dissertations & Theses.
- Tancock, S. (1994). A literacy lesson framework for children with reading problems. The Reading Teacher journal.
- Tierney, R., Readance, J., & Dishner, E. (1990). Reading Strategies and Practices: A compendium (3rd Ed.). Boston: Allyn & Bacon.
- Yopp, H. K. and Yopp, R. H. (2000) Supporting Phonemic Awareness Development in the Classroom. The Reading Teacher, 54(2), 130.