

The Impact of Repeated Reading Strategy on Improving Reading Comprehension and Vocabulary Development in English language among Sixth Grade Students in Jordan

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Abstract: This study aims to find out the impact of the repeated reading strategy on improving reading comprehension and development vocabulary in the English language of the sixth-grade students in Jordan. The study was applied to 60 students of the sixth-grade students in Wadi Al-Seer secondary girl's school. On section consisting of 30 students was classified as an experimental group, whereas another section consisting of 30 students was classified as a control group. The experimental group was taught a short story by using the repeated strategy. To measure the effect this story on improving reading comprehension and development vocabulary the researcher used two tools: they are reading comprehension test, which is an essay test consisting of 10 questions and vocabulary test, which also is an essay test consisting of 10 questions. After conducting the study and conducting the appropriate statistical analyses, the results of the study revealed that there is a statistically significant difference at the ($\alpha = 0.05$) between the two means for the performance of the participants in reading comprehension and vocabulary. This result is ascribed to the teaching strategy and to the group members who received teaching the story by adopting the repeated reading strategy.

Keywords: Repeated reading strategy, Reading comprehension, Vocabulary Development

أثر استراتيجية القراءة المتكررة في تحسين الفهم القرائي وتنمية المفردات باللغة الإنجليزية لدى طالبات الصف السادس الأساسي في الأردن

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وزارة التربية والتعليم || الأردن

الملخص: هدفت هذه الدراسة إلى الكشف عن أثر استراتيجية القراءة المتكررة في تحسين الفهم القرائي وتنمية المفردات في مادة اللغة الإنجليزية، لدى طالبات الصف السادس الأساسي في الأردن، طبقت الدراسة على 60 طالبةً من طالبات السادس الأساسي ممن يدرسن في مدرسة وادي السير الثانوية صنفت إحدى الشعب مجموعة تجريبية تكونت من (30) طالبةً، والشعبة الأخرى مجموعة ضابطة تكونت أيضاً من (30) طالبةً. درس أفراد المجموعة التجريبية قصة وفق استراتيجية القراءة المتكررة. ولقياس أثر هذه الاستراتيجية في تحسين الفهم القرائي وتنمية المفردات، أعدت الباحثة أداتين هما: اختبار الفهم القرائي وتألّف من (10) سؤالاً، واختبار المفردات وتألّف أيضاً من (10) سؤالاً. وبعد إجراء الدراسة وإجراء التحليلات الإحصائية المناسبة. أظهرت نتائج الدراسة وجود فرق ذي دلالة إحصائية عند مستوى ($\alpha = 0.05$) بين المتوسطين الحسابيين لأداء أفراد الدراسة على الفهم القرائي والمفردات تعزى لاستراتيجية التدريس ولصالح أداء الطالبات اللواتي درّسنّ القصة باستراتيجية الاستراتيجية القراءة المتكررة.

الكلمات المفتاحية: استراتيجية القراءة المتكررة، الفهم القرائي، تحسين المفردات.

Introduction

Our present time is the era of explosive knowledge; it is the era of emergence of new technologies for learning and teaching with the aim to improve the educational process. And as a result of these rapid and continuously increasing changes in the field of knowledge, which are almost beyond contemporary human capabilities, there is a need to pay attention to reading in general; reading is the key to knowledge in order to keep pace with the cognitive development and obtain renewable information. Therefore, reading is a must for effective reading, and students' future has become contingent on students' good ability to read and learn how to make good reading.

Several scholars in the field of education stressed that reading is among the most important skills to be taught at schools; they perceive the successful reading as a the most important common denominator in various fields of the educational curriculum.

In the educational field, there are significant indicators which indicate that there is a relationship between reading and comprehension, because the readers level of concentration increases and his/her thinking is activated (Komb, 2007). A student with poor reading skills, or a student who has mistakes in reading, will have changes in the meaning and the whole reading comprehension will therefore vary.

Reading Comprehension is the ultimate goal of reading; this appears in the form of responses on part of the reader that expresses his/her comprehension of the material they are reading. This requires the reader to be familiar with the skills necessary to identify words and expressions in a text, and to determine the connection between the paragraphs and ideas of the text being read, as well as the methods employed by the author to connect ideas with each other. Reading comprehension also involves knowledge of the main ideas, identification of the author's message and objective, and the text's theme and characteristics because comprehension depends first on identification of these words and ideas, and requires a degree of attention to extract the meaning and connect it with the previous experiences of the reader with respect to these new ideas and possession of new principles (Hawamdeh & Balheed, 2016).

There is no doubt that comprehension is the main objective of learning; a good reader reads and comprehends better than a poor reader, and effective reading helps in increasing the number of units we receive in our short term memory (STM) where the scope in which the reading occurs expands and thus the comprehension increases (Gharaibeh, 2000). The reading and comprehension by a poor reader is little because he/she has the potential to forget the very beginning of paragraph or the starting sentence due to a deficiency in the short term memory, which will ultimately lead to decreased comprehension. Rasinski (2000) adds that it is important for students to have the ability to extract meaning out of a written subject or comprehend what they are reading, while not ignoring the reading rate.

Learning new vocabularies is considered an essential element in learning English language; vocabularies are the reservoir which increases the learner's ability to communicate and express new ideas, since one of the objectives around which the use of English languages revolves is the use of language for

communication and conversation. And remembering vocabularies is a fundamental pillar in mastering language skills (Basrah, 2005).

Knowledge of vocabularies affects the reading comprehension; the level of knowledge of vocabularies is among the crucial building blocks of comprehension whenever the linguistic reservoir of learner is increased. It was discovered that the early knowledge of vocabularies predicts a high level of early reading comprehension as there is significant correlation between vocabulary knowledge and reading comprehension. This means that if students do not have a sufficient and continuous development in knowledge of vocabularies, then their ability to comprehension of texts will be greatly affected, knowing that a reader needs to know 95% of the vocabularies in order to sufficiently understand the text, and to be able to guess the meaning of other unknown words from the context (Sedita, 2005). Moreover, acquiring new vocabularies will lead to acquiring information and achievement of academic success - it is a cumulative interactive process; the more the person knows vocabularies and meanings, the easier he/she will learn new vocabularies and understand the text being read by him/her. Also, acquiring new vocabularies will help in enrichment of previous experiences on which a reader relied in exercising the act of effective reading (Arab, 2009).

Several studies (like Macalister, 2010) indicated that assimilation and reading comprehension can be improved and vocabularies can be developed through various strategies like: extensive study and repeated study, which will ultimately lead also to improving the reading rate.

Repeated reading strategy (RRS) is among the most common strategies; this strategy was widely recognized since the publication of the report National Committee for Reading in 2000 in the United States of America. The report recommended direct teaching of readers to increase knowledge of phonological awareness and training, and training in reading comprehension and fluency, and it is one of the most effective methods of improving reading (Abdulhaleem, 2006).

Jaffal's Study as well as other studies showed the importance of RRS in the reading comprehension and improvement of vocabularies. By using this strategy, a student reads the text several times, which will lead to automatically thinking about the meaning of the text and this leads to improvement in the comprehension, in addition to knowing new vocabularies and expressions while repeating various paragraphs and reducing errors every time the texts is read, and this will ease acquiring new vocabularies. This means that a student will possess the skills of understanding and fluency at the same time (Mackenzie, 2013 and Cohen, 2011).

The RRS is an automatic method for improvement of reading skills whether it was used silently or loudly. It can also increase the students' drive towards learning the language especially if the student received feedback from teacher. RRS is appropriate for all levels of students especially those who suffer from learning difficulties, and this strategy is more beneficial if it was used in the basic grades of learning process (i.e. elementary levels) (Drigys, 2007).

The Problem of the Study

Several studies proved that the reading skills are associated with problem solving skills, critic thinking, and writing and innovation skill; therefore, a poor reading skills might lead a student to misunderstand what they read and commit mistakes, which will reflect on their level of academic achievement because of the reading comprehension that is basically related to reading.

Therefore, the problem of the current study is related to student's suffering in the reading comprehension in English language texts, which can be ascribed to various factors including, the weak attention by English language teachers to deliberate and direct training on basic reading skills and reading comprehension by use of effective methods and strategies, as well as the poor participation by students in educational activities that enable them of employing these skills throughout the stages of their study (Olaymat, 2013).

As for the second party of the study problem, it is related to the suffering by many students of weakness in language vocabularies and how to use them in various linguistic communication conditions (Al Mustarihi, 2013) during learning stages. This problem is ascribed mainly to teachers of language to non-native speakers who don't manage to use the appropriate strategies; these strategies can promote students' levels in language in general and in reading comprehension in particular.

The main problem is related to the detection of effectiveness of using repeated reading strategy in the reading comprehension and development of vocabularies reservoir, given the concrete importance of these two elements in learning English language.

Purpose of the Study

The aim of this study is the detection of effectiveness of using repeated reading strategy in the reading comprehension and development of vocabularies reservoir for female students in the 6th grade in Jordan.

Question of the Study

The study aims to answer the following question:

- Are there any statistically significant differences at the level of significance ($\alpha = 0.5$) among 6th grade female students in improvement of reading comprehension and learning vocabularies that are ascribed to the RRS?

Hypotheses of the Study

Based on the study question, the following hypotheses will be validated:

- 1- There are no statistically significant differences at the level of significance ($\alpha = 0.5$) among 6th grade female students in reading comprehension of English language that are ascribed to RRS.

- 2- There are no statistically significant differences at the level of significance ($\alpha = 0.5$) among 6th grade female students in vocabularies learning that are ascribed to RRS.

Significance of the Study

The importance of this study will emanate from the outcomes that will result out of it, and the reflections of these outcomes on teaching methods of reading in English language (second language), which are represented by the following:

- 1- Conducting the present study will contribute to highlighting RRS as a new strategy that can be employed for the improvement of reading skills, and therefore the educational linguistic goals can be achieved;
- 2- Enlightening members of English language curriculum committee with the necessity to provide training opportunities regarding the contents of other curriculums;
- 3- Enlightening researchers regarding the amount of outcomes of study provided to them to conduct extended or complementary studies;
- 4- The use of theoretical literature that has to do with the educational literature, which will be beneficial for English language teachers and researchers;
- 5- There is a scarcity in Arabic studies that were conducted in the field of RRS;
- 6- This study comes consistent with the considerable development in educational fields in using methods that help students in acquiring new information and mastering skills in order to adapt to the contemporary changes.

Definitions of Terms

Repeated Reading Strategy

It is a set of teaching procedures that are planned and organized sequentially and will enable students of the study sample to exercise repeated silent and aloud reading for a short story texts (Birthday Balloons).

Reading Comprehension

In the present study, this term means the degree obtained by the students of the study sample in a test related to reading comprehension.

Vocabularies Development

In the present study, this term means the degree obtained by the students of the study sample in a test related to using and learning vocabularies.

Methodology of the Study

The quasi-experimental approach was used. This approach is based on two groups, an experimental group and a controlling group, as well as the pre and post application of the study tools in order to investigate the impact of the strategy on both dependent variables, namely: reading comprehension and vocabularies.

Limitations of the Study

- 1- The study sample was selected; it consists of a groups of female students in the 6th elementary grade.
- 2- The study sample was randomly selected from Wadi Al Seer Secondary School for Girls/Wadi Al Seer Directorate;
- 3- The study was conducted during the first semester of the academic year 2016/2017 and it took 18 classes;
- 4- The application was limited to a short story (Birthday Balloons) from the Book entitled (Early Years Stories for the Foundation Stages) by Mal Leicester.

Review of Literature and Related Previous Studies

Gabi, (2006) conducted as study entitled "Improvement of Reading Comprehension through Programs based on Directed Reading". This study relied upon the national tests used in measuring comprehension and reading speed (based on number of words per minute), and the results after being analyzed showed that there are statistically significant differences in the reading speeds and reading comprehension.

Abdulhaleem, (2009) conducted a study entitled: "use of RRS to increase fluency and its impact on identification and comprehension, and reading drive for 3rd grade elementary students who suffer from learning difficulties". This study aimed at testing the impact of RRS training program in the improvement of comprehension for a groups of students who suffer from learning difficulties in the schools of Asyout Governorate in Egypt. The statistically significant differences were found for the experimental group.

Al Ananzeh, (2010) conducted a study entitled "Impact of Free Study in English Language on Academic Achievement in Reading Comprehension and Vocabularies, and Trends of High School Students towards Learning English Language in UAE". This study aimed at investigating the impact of using free reading on the reading comprehension and vocabularies reservoir and trends of students towards learning English language. The free reading program was applied on the experimental group, and vocabularies acquiring test, and reading attainment test was applied on the two controlling and experimental groups. In addition, a questionnaire was developed in order to measure students' trends. These tools were used as a pre and post test. And the outcomes concluded that there are statistically significant differences in students' achievement in terms of vocabularies and reading, as well as in their trends towards learning English language. These differences came in favor of the experimental group.

Cater, (2012) conducted a study entitled "Impact of RRS on reading fluency and reading comprehension, and on student trends for the 8th elementary grade students". This study addressed the impact of repeated reading on comprehension, fluency and student trends for 15 male and female students in one of the schools of State of Valladusta for four and half weeks. The researcher used ALMSWEB and R-CBM to measure students' trends. The study showed an improvement in comprehension and fluency and students' trends.

Mackenzie, (2013) conducted as study entitled "Use of RRS for improvement of reading speed and comprehension by people with weak vision". This study aims was to determine whether the students who receive lessons on repeated reading show an increase in the level of reading and comprehension, and decrease in the level of errors in aloud reading. The variable standards and single theme tools were used. And the study outcomes showed that there is a functional relationship between reading speed, comprehension and repeated reading.

By reviewing the previous studies which addressed the impact of repeated reading on improvement of reading comprehension and learning of new vocabularies, the importance of this strategy in the educational process was ascertained. The researcher benefited from these previous studies in highlighting the study problem and its importance in building the study tools. Given the themes contained in the educational literature review, it was noted that there is a scarcity in the Arabic studies which addressed the issue of repeated reading, especially with respect to English language. Some Arabic studies focused on reading and its types in Arabic language, and the impact of reading on one of the suggested variables of the current study. This caused the researcher to address the subject matter of this study in order to identify the impact of repeated reading in improvement of the reading comprehension and learning of vocabularies.

Method and Procedures

Study Methodology

Study Sample

The study sample consists of 66 female students; they are two classes of 6th grade students randomly selected from Wadi Al Seer School. The students were intentionally divided into two groups: an experimental group of 33 students, and a controlling group of 33 students as well.

Study Instruments

- 1- An appropriate story in terms of the number of vocabularies was selected;
- 2- A short story (Birthday Balloons) from the Book entitled (Early Years Stories for the Foundation Stages) by Mal Leicester was selected.

- 3- The story was analyzed in order to build the paragraphs of the reading comprehension test; it was built in a manner to be objective (multiple choice test) and (article test).
- 4- The vocabularies test was built in order to be objective (multiple choice), and some paragraphs required that the test be in the form of an article.
- 5- The test was validated and the reliability coefficient was calculated.

Validity of the Instruments

The two tests of reading comprehension and vocabularies were presented in their initial form to a number of experienced teachers in the field of English language who hold a high degree in language curriculum and teaching methods. The tests were also presented to educational supervisors and they were asked to validate the degree of suitability of the test for the study purposes and check the accuracy of wording in order to be clearer. The two tests were amended in light of the minor suggestions provided.

Reliability of Instruments

Repetition reliability	Reliability of internal consistency
0.87	0.85

In order to ensure the reliability of the test, the method of test and re-test was used. The value of Cronbach Alpha in the test stages was (0.85) and in the re-test stages was (0.87), which suggests that the test is reliable.

The Procedures of the Study

The study was conducted according to the following procedures:

- 1- Review of the past literature related to the repeated reading;
- 2- Preparation of the study tools, and conducting measures related to the reliability and stability;
- 3- The study sample was selected;
- 4- The necessary approvals were secured in order to conduct the study;
- 5- Pre-application was conducted on the two groups of the study (the controlling and experimental) for integrity purposes;
- 6- The study was applied to the experimental group during the second semester at 18 classes, while the controlling groups was taught the targeted reading skills according to the usual method;
- 7- The strategy was applied under supervision by teacher; students were mentally and psychologically prepared by giving them an initial idea and general theme about the Story. The loud repeated reading was used individually and in small groups, and the peer method was also employed.
- 8- The post-application was conducted, and all variables and analyses were carried out in preparation for the presentation and discussion of results.

Study Variables

- 1- Independent Variable (which has two levels)
 - a. Repeated reading strategy (RRS)
 - b. Traditional method in teaching reading by use of English language curriculum.
- 2- Dependent variables (of two types)
 - a. Reading comprehension
 - b. Learning vocabularies

Design of the Study

In order to answer the question, the arithmetical averages and the pre and post standard deviations of two groups of the study (controlling and experimental) were calculated regarding reading comprehension and vocabularies development in accordance with the variable of teaching study strategy. Also, the ANCOVA analysis was used in order to extract the difference indicators and determine its trends in favor of any of the two groups.

Results of the Study

This study aimed at testing the impact of RRS on the improvement of reading comprehension and development of vocabularies in English language for 6th grade students in Jordan. The results were presented in light of the questions and hypotheses accompanying the study.

- At the beginning, the arithmetical averages and the standard deviations for the performance of students according to the results of the reading comprehension test and vocabularies development test in English language, pre and post the application of the repeated reading strategy, as shown in the table (1) below.

The table (1) arithmetical averages and the standard deviations for the performance of 6th grade students based on the group's variable (experimental or controlling).

Group	Number	Pre		Post	
		Arithmetical Average	Standard Deviation	Arithmetical Average	Standard Deviation
Experimental	30	7.680	2.187	8.750	2.067
Controlling	30	8.170	2.650	7.030	2.930

Table (1) shows the arithmetical average for the experimental groups before the application of the RRS which was (7.680). however, the arithmetical average of the experimental group increased after the application of the RRS; it amounted to (8.750). while the arithmetical average for the controlling group in the pre-measuring was (8.170), and in the post-measuring the arithmetical average for the controlling group amounted to (7.030). The table shows a virtual difference in the pre and post arithmetic average for

the performance of the 6th grade students, this is resulting from the application of the repeated reading strategy. In order to verify the virtual difference, that ANCOVA analysis was performed for the post-measurement of 6th grade students' performance in accordance with the RRS after neutralizing the impact of pre-measurement, as shown in table (2).

Table (2): Analysis of the variance associated with the post-measurement of the performance of sixth grade students according to the strategy of repeated reading after neutralizing the impact of their tribal measurement.

Variance Item	Total Squares	Degree of freedom	Mean total squares	F	Probability of error	Size of impact
Abusive behavior (companion)	358.801	2	179.401	175.568	0.00	86.0%
Strategy	70.561	1	70.561	69.053	0.00	54.8%
Error	58.244	57	1.022			
Total	4153.750	60				

- Table (2) shows that there is a statistically significant difference at the level of significance $\alpha = 0.05$ between the two methods of post-measurement for the performance of the sixth grade students (reading comprehension and vocabulary development). This difference is ascribed to the RRS. In order to determine in favor of which group the difference was, the arithmetic averages amending the post-measurement for students of the 6th grade were calculated (reading comprehension and vocabularies development) in accordance with the RRS and its standard errors, as shown in table 3.

Table (3) Amended Arithmetic Averages for the post-measurement of performance of 6th grade students (reading comprehension and vocabularies development) according to the RRS and its standard errors.

Program	Amended Arithmetic Average	Standard Error
Experimental	2.344	0.433
Controlling	0.164	0.409

Table (3) shows that the core difference was for the benefit of the experimental group who were taught to apply the repeated reading strategy compared to the members of the control group who were not taught in the RRS strategy.

The impact of the repeated reading strategy was 54.8%; this means that 54.8% of the improvement in reading comprehension and vocabulary development among sixth grade students was due to the implementation of the repeated reading strategy.

Discussion of the Results

In this study, the researcher carried out an investigation to whether there are differences in improvement of the reading comprehension and development vocabularies in English language for 6th grade student that can be ascribed to the repeated reading strategy. The outcomes of the study showed statistically significant differences at the significance level of ($\alpha = 0.05$) between the two arithmetic averages for the performance of the study sample on the tests of reading comprehension and vocabularies development that can be ascribed to the RRS. This indicates the effectiveness of this strategy in improving the skills of reading comprehension. This improvement may be attributed to the nature of the repeated reading strategy which allows students to repeat texts more than once, helping students to understand the contents and ideas well, and this is consistent with the outcomes concluded by Hawamdeh and Tallied (2016) and also consistent with the study of (Abdel Halim, 2009) and the study of (Macatester, 2016).

As for the vocabulary, the improvement is due to the repetition of words and vocabulary more than once in the same context which made them familiar to students, and this helped to improve the level of vocabulary reservoir. It also worked to build a cumulative vocabulary, and to the low mistakes committed by students, which led to build confidence in these students, reflecting positively on their level of achievement in the vocabulary test and in the reading comprehension test. This outcome is in line with the findings of Jaffal and Arab 2009, and is partially consistent with the study of Al-Ananza (2010), which showed statistical differences in the effect of free reading on vocabulary improvement.

The improvement that occurred is due to the ease and simplicity of the language used in the subjects, which helped the students to understand and understand the reading comprehension, and thus the acquisition of language vocabulary, which is a problem for many students in the English language, especially with the progress of the academic stages, as well as the role of the teacher in the guidance in helping students in how to apply Practical.

The study also supports the view that the recurrent and story-dependent reading strategy improves students' motivation and attitudes towards reading, and its effect is reflected on the students' involvement in their different levels (weak, medium, and high) in the educational process of reading, which also entails more acquired skills, and also Learn new vocabulary.

The use of vocal reading also helped students to identify the difficult syllables and words that they face for the first time, and try to explore them themselves in the beginning, but after repeated reading the text three times, their reading becomes easy and effective, as the silent reading has done more than once to more understanding of the read text, Which led to the emergence of positive results in this study.

Recommendations:

- Teachers should be encouraged to use the Repeated Reading Strategy in teaching the reading course;

- More studies should be conducted with respect to the impact of repeated reading strategy on the improvement of language skills in English language, and its impact in improving the language weakness for many students in the elementary levels.
- Various questions and trainings should be utilized and included in the school books so that a focus is placed on improvement of reading comprehension and vocabularies, as well as development of the basic skills.

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