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Reading Clinic to Improve At-Risk Seventh Graders' Reading Comprehension Skills in Gaza UNRWA Schools

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ * خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

* جِ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ * الَّذِي عَلَّمَ بِالْقَلَمِ * عَلَّمَ

الْإِنْسَانَ مَا لَمْ يَعْلَمْ.

صدق الله العظيم

(سورة العلق)

ABSTRACT

The purpose of this study was to examine the effectiveness of a proposed Reading Clinic program as a remedial intervention program to improving reading comprehension skills of at-risk students of grade 7 in UNRWA schools at Gaza. The main question guiding this study was: To what extent reading clinic program is effective in improving reading comprehension skills of at risk categorized students of grade seven at UNRWA Schools in Gaza?

Minor questions were:

1. What comprehension skills are necessary for middle school students to be successful readers?
2. What is a reading clinic as a remedial intervention reading program?
3. Does the use of the proposed reading clinic program improve the comprehension skills of seventh grade at-risk students?
4. From the participants' perspectives, does the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills?

To answer the first question, the researcher prepared a list of the most important reading comprehension skills for the seventh graders. Having reviewed the literature and the Ministry of Education handbook (1999), the researcher concluded that scanning, skimming, inference making, prediction /anticipation making and word recognition skills are the most necessary reading skills for the seventh graders. To answer the second question, however, the researcher reviewed the related literature, also visited many reading clinics available online and hence concluded that the reading clinic program is a remedial intervention program that aims at improving reading basic skills. Reading clinic programs scaffold reading instruction as to gradually allow students move from instructional reading practices to independent reading practices.

To answer the third question, the researcher collected data using an achievement pre-post test and two supportive tools; classroom teachers' observation checklist and a weekly assessment selection reading texts.

As the researcher ensured the validity and the reliability of her tools, she constructed her program and administrated it for 14 weeks; 12 weeks for tutoring and two weeks for administrating the pre-post test and to conduct the preliminary meetings

with parents, classroom teachers and the students themselves. The sample of the study was 21 girl students from Beach Prep. Girls “C” in UNRWA school in West Gaza Education Area. Data collected was analyzed using the SPSS using Willcson Z test and Eta square to measure the effect size. After the researcher had finished the program tutoring sessions, she administrated the post test. The post test results were compared with those of the per test and the comparison indicated statistically significant differences on students’ performance on each comprehension skill domain and the total test domains in favour of the post test, which means that the proposed reading clinic program was effective and helped students improve their reading comprehension skills. To answer the fourth question, the researcher constructed a student's self-assessment questionnaire by which she helped the participants to reflect on their experience in the reading clinic tutoring sessions. Results indicated that the participants perceived reading clinic tutoring instructions as supportive learning strategies that helped them improve their reading comprehension skills.

In the light of these findings, the researcher suggests the following:

1. Utilizing reading clinic programs to help at-risk students, to improve other reading comprehension skills, for example reading fluency and summarizing.
2. Utilizing reading aloud and cooperative reading instructions to support students build their basic reading skills.
3. Helping students to acquire scanning, skimming making predictions and word recognition as basic reading comprehension skills.

In order to extend the findings of this study, the researcher recommends the following:

1. A study should be conducted to investigate the effectiveness of reading clinic programs in improving other reading skills, for example decoding and reading fluency.
2. A study to examine the impact reading clinic program may have on teachers perception and professional practices in teaching at-risk students.

ملخص الدراسة

هدفت هذه الدراسة إلى التحقق من أثر استخدام برنامج العيادة القرائية في تنمية مهارات فهم المقروء لطلاب الصف السابع الأساسي والذين يبدون ضعفاً واضحاً في هذه المهارة في مدارس وكالة الغوث الدولية في غزة للعام الدراسي 2011 - 2012م. وقد حاولت الدراسة الإجابة عن السؤال الرئيس التالي:

هل يساعد توظيف برنامج العيادة القرائية على تنمية مهارات فهم المقروء لطلاب الصف السابع الأساسي؟

وقد تفرع عن هذا السؤال الأسئلة التالية:

1. ما هي أهم مهارات فهم المقروء الضرورية لطلاب المرحلة المتوسطة؟
 2. ما المقصود ببرنامج العيادة القرائية كبرنامج علاجي لمهارة فهم المقروء؟
 3. هل يعمل توظيف برنامج العيادة القرائية على تنمية مهارات فهم المقروء للطلاب الصف السابع الأساسي؟
 4. هل تساعد استراتيجيات تدريس القراءة التي يقوم عليها برنامج العيادة القرائية على تنمية مهارات فهم المقروء من وجهة نظر الطالبات المشاركات في البرنامج؟
- وللأجابة على السؤال الأول فقد عمدت الباحثة الى اعداد قائمة بأهم مهارات فهم المقروء اللازمة لطلاب الصف السابع وبعد أن حكمها المختصون خلصت الباحثة الى أن أهم هذه المهارات هي: التصفح، تحديد الأفكار الرئيسية، الاستدلال، التنبؤ وأخيراً مهارة ادراك المفردات. أما بشأن السؤال الثاني فقد خلصت الباحثة بعد الاطلاع على الادب التربوي وبعد زيارة كثير من المواقع الالكترونية للعيادات القرائية المنتشرة في دول العالم على ان العيادة القرائية هي عبارة عن برامج علاجية مكثفة تستهدف مهارات القراءة وتقوم على أساس تجزيء مهارات فهم المقروء الى مجموعة من المهارات الجزئية واستهداف هذه المهارات واحدة تلو الاخرى و يكون الانتقال فيها من المهارات البسيطة ثم الزيادة التدريجية في نسبة الصعوبة وصولاً الى المهارات الأكثر صعوبة وتعقيداً. كما يقوم برنامج العيادات القرائية على أساس تفريد التعليم والتعلم النشط وعلى اعتماد استراتيجيات القراءة الجهرية الموجهة والعمل بمبدأ التشخيص والتقييم المستمر لأداء الطالبات وتعديل استراتيجيات التعليم على ضوءها .. ي.والإجابة عن السؤال الأخير فقد أعدت الباحثة اختبار تحصيلي قبلي / بعدي،بالضافة الى ثلاث ادوات اخرى مساندة: استبانة تقييم ذاتي تعبئها طالبات العينة، بطاقة رصد يعبئها معلم الصف ومجموعة من الاختبارات القصيرة الأسبوعية لمراقبة أداء الطالبات ومتابعة مدى التحسن الذي يحرزونه وبعد عرض الأدوات على المختصين

وتحكيما تم تطبيق البرنامج على عينة من 21 طالبة من طلاب الصف السابع الأساسي. وقد استغرق تنفيذ البرنامج أربعة عشر أسبوعاً. وبعد تطبيق الاختبار البعدي تمت معالجة البيانات إحصائياً باستخدام البرنامج الإحصائي SPSS بإجراء اختبار وليكسون لعينتين تجريبيتين غير منفصلتين ومقياس (Eta square) لقياس حجم الأثر وقد خلصت الدراسة إلى النتائج التالية:

وجود فروق ذات دلالات إحصائية بين أداء الطالبات في الاختبار القبلي على مهارات فهم المقروء وبين أداء الطالبات على هذه المهارات في الاختبار البعدي لصالح الاختبار البعدي كما أشار إلى وجود حجم أثر كبير مما يدل على أن استخدام برنامج العيادة القرائية له أثر في تنمية مهارات فهم المقروء لطلاب الصف السابع.

أما للإجابة على السؤال الرابع فقد قامت الباحثة باعداد استبانة تقييم ذاتي تسمح للطالبات المشاركات بالتأمل في تجربتهن في برنامج العيادة القرائية وذلك لتقييم مدى نجاعة استراتيجيات التدريس التي تم توظيفها. وقد اشارت نتائج تحليل هذه الاستبانة الى اجماع طالبات العينة على نجاعة استراتيجيات التدريس ومساهمتها في تحسين مهارات القراءة الفاهمة.

وفي ضوء هذه النتيجة تقترح الباحثة:

1. العمل على مساعدة الطلاب على اكتساب مهارات التصفح، تحديد الافكار الرئيسية، الربط والاستدلال، الاستنتاج وبناء التوقعات وكذلك ضرورة اكتساب وادراك المفردات كمهارات اساسية لفهم المقروء.
2. الاستفادة من استراتيجيات القراءة الجهرية في مساعدة الطلاب التغلب على صعوبات القراءة.
3. تفعيل استراتيجية تفريد التعليم في التعامل مع فئة الطلاب الذين يعانون من صعوبات في مهارة فهم المقروء

وفي مجال البحوث والدراسات المستقبلية وتوصي الباحثة بما يلي:

1. إجراء دراسات تتناول اثر برامج العيادة القرائية على تحسين مهارات قرائية أخرى كالطلاقة اللغوية والتلخيص.
2. إجراء دراسة بحثية تتناول مدى ديمومة أثر برامج العيادة القرائية في تحسين مهارات فهم المقروء.

DEDICATION

To the two greatest men in my life, my father whose sacrifices have made me the person who I am and to my husband whose words of encouragement empowered me all the way long.

To my mother, who taught me about true love and forgiveness.

To my brothers and sisters, who taught me about unconditional love and protection.

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To every Palestinian child who always deserves the best.

[[[I love you all, and to you I dedicate this humble project.

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Chapter I

INTRODUCTION

The ability to read is the gateway to knowledge; it is the gateway to understand ourselves and the world around us. Without the ability to read, life can be almost impossible. The futures of today's students depend on how well they can comprehend and thoughtfully use a wide variety of texts .It also depends on their ability to use reading skills to think critically and to convey their thoughts and opinions orally and in writing. Today, many service-related and information-based jobs have been developed and increased, and these jobs require higher level of literacy. Moreover, advanced vocational or academic training is required now for a wide variety of positions that previously high school dropouts might be able to take. Therefore, ensuring advanced literacy achievement for all students is indispensable for an economic necessity. More recently, using computers and accessing the Internet to get information have become a part of our life. In today's world of technology reading still a necessity that cannot be altered. Academically talking reading is central to success in school. As children progress through school, they are expected to be able to read in order to succeed academically. Most children learn to read and continue to grow in their mastery of this process. However, there continues to be a group of children for whom learning to read is a struggle .The researcher as English language teacher and later as English language supervisor has always noticed children who failed their English language achievement tests simply because they can't read. This observation has always been confirmed when those students perform better in reading comprehension tasks once they get help and have someone to read to them orally the text they are supposed to read and to comprehend. It is only logical then to focus on reading instructions as a preventive strategy. Gibson (2006) and Yawn(2008) have argued that learning to read is not natural and that it does not develop incidentally and requires human intervention and context. The researcher believes that this sounds true and fundamental as well .As English language supervisor in UNRWA schools,the researcher has always observed students who want to read, but cannot. Lack of basic reading skills block their way. Their performance is just like they need help and support that we should strive to offer.

The researcher believes that valuable reading practices can be encouraged. Teachers and other adults can provide the necessary building blocks for emergent readers. She also believes that assisted reading leads to independent reading;

independent readers require encouragement and practice just as early readers received. The researcher believes that we as teachers and educators have to believe in early literacy development as a basic start that our children have to possess and that we have also to be always ready to verify and update our teaching techniques and practices towards our students' needs.

Reading skills are essential to learning. We should expect little progress in students' achievements across different school subjects without the ability to read. We might not go far if we claim that there is no quality learning without quality reading instruction. It has been noticed that after several years of elementary education in UNRWA Schools ,many students still lack sufficient reading proficiency. This must not be surprising for reading is complex and the act of reading is intentional; it requires bringing together a number of complex actions involving the eyes, the brain, and the psychology of the mind that do not occur naturally (Shepared, 2008). Some students are intelligent and their performance on oral-aural tasks and activities is sometimes quite satisfactory, yet when some learning tasks requires some sort of independent reading ,they come to struggle, soon frustration occupies them and gets them to the point that they resist and do their best to avoid reading. This is very dangerous as –if continues- may touch the students' self- esteem and self-confidence. One responsibility ,the researcher believes teachers should endure, is how to modify reading instruction in a way it becomes more supportive. During her work, the researcher has noticed that most teachers rely on independent silent reading as a perfect reading instruction to teach reading comprehension. But actually independent silent reading could not help at-risk students to acquire basic reading skills.On the contrary it left them frustrated and very weak in terms of their reading skills. After so long time of failure ,the researcher thinks it is time to be more responsible and more responsive to this problem and to think about other reading instruction as alternative that might work. Students' performance on achievement tests, on classroom tasks and homework assignment is such that they need help and sustainable support as they approach reading comprehension texts.

Based on her experience as English language teacher and later as English language supervisor, the researcher has noticed that lack of explicit reading instruction is one of the most important source of students' reading vulnerabilities. Traditional teaching methods teacher appeal to be no longer supportive. Reading texts in **English for Palestine** are now more challenging and more complex than those used in the past. This complexity is justifiable as English language teaching should have its own

contribution as a school subject matter in building the student's Palestinian identity and character .English language teaching should help students think globally and effectively communicate knowledge and experience with the outside world. To meet **English For Palestine** reading texts challenges then ,teachers need to work hard on modifying their teaching techniques and to attempt explicit reading comprehension instruction as an opportunity they should not lose.

For many years, The Education Department in UNRWA has attempted several remedial intervention programs to address the needs of the low achievers but unfortunately ,none has focused on reading skills despite the calls from parents and teachers to care more about reading problems and deficiencies. The researcher has visited many website reading clinics and has reviewed their proposed their reading intervention programs ,thinks that the idea deserves considering and experimenting an intensive reading remedial program is a risk that should be taken.

Reading clinics can be used for both intervention and prevention purposes. Early intervention and prevention are key steps in addressing the needs of students identified as at-risk. Researchers in the area of reading argue that in order to prevent reading failure, efforts must begin early and assess dynamically (Grisham , 2002). The researcher thinks that children who are experiencing difficulties in learning to read need greater access to expert, intensive, and more personalized teaching if they are to progress in the continuum of literacy skills. One assumption underlying early literacy is that once children learn to read, they will be able to use reading to learn for the rest of their lives. Word recognition and decoding –as the researcher observed from UNRWA Schools students' performance on formal and informal tests- do not guarantee comprehension. The explicit development of reading strategies that enable students to think and learn with texts is paramount to their ability to access increasingly difficult texts.

There is a consensus among researchers and educators that the perfect place where children learn is their regular classes and among their peers, but when children show that they have problems in catching up and when they perform lower than their expected levels, then we need to intervene and to find better ways of helping those children overcome what blocks their way. Should the remedial reading program within a school building does not provide satisfactory results, the child must be referred for more specialized diagnosis. Such diagnosis can take place at a reading clinic. Diagnosis is given to the classroom teacher who must gear his instruction towards the students'

needs, in some cases reading experts in the reading clinic provide help to the classroom teachers and they prescribe instruction or reading material. Some reading clinics do not only diagnose and prescribe remediation; they actually provide tutoring sessions based on thorough and deep diagnoses of what causes reading disabilities. To the researcher's best knowledge, there are no reading clinics here in Gaza and the only remedial reading programs that we actually have are school and teachers-based remedial reading programs. According to the Education Development center In UNRWA Education Department, none of these could have helped students improve their scores in the English language unified exams. The researcher believe that we can adopt reading clinic remedial programs and borrow from them those empirically supported reading instruction .The merits reading clinic programs promise deserve to be attempted.

All in all ,in UNRWA Schools the number of students who are categorizes as at-risk is increasing at an alarming rate .Teachers reading instruction seems to be not adequate enough to help them overcome their reading deficiencies .And although the problem of reading difficulty is manifesting itself in students' academic progress as a barrier, there have been no real serious plans or programs to stop deviation .

The need for the study

The justification for choosing this subject was based on the researcher's desire to improve her students' comprehension skills. The intervention program used in this study was designed to target the skills most needed by middle school students. Many English language classroom tests, as well as achievement English language tests, and most of the homework that middle school students completed were dependent on some sort of reading comprehension. The researcher found that several of her students had trouble comprehending their textbooks and needed additional instruction and practice. Based on her own observations as an English language teacher for more than ten years and as English language supervisor for about five years in UNRWA Schools, the researcher noticed that many students fail their English language achievement test because of reading deficiency.In aural-oral practice, most of these students could manage, but when they need to work independently they very often struggle. Despite the fact that there are lots of remedial reading programs in our schools, none of these could help have students record tangible gains in the unified exams UNRWA has recently been administrating. With the improvement of these skills, the researcher hopes to enable her students

improve in both achievement testing and classroom achievement. Reading instruction utilized in our teaching remedial setting-as the Unified English Language Exam Results indicate- seems to be not supportive enough .Independent silent reading is the most common reading instruction teachers use in teaching reading. Students performance on reading tasks, however, shows that they need more supportive reading instruction. In this study the researcher hopes to help teachers improve their reading instruction using alternative teaching reading strategies.

Statement of the problem

The purpose of this study was to examine the effectiveness of a proposed reading clinic program as a remedial reading intervention program to improve the comprehension skills of at-risk students of grade seven. Students of grade seven are still building their reading basic skills ,when deficits are detected they must be figured out and dealt with as early as possible .Early intervention not only eliminates reading failure ,but at the same time open opportunities for further development. Unfortunately, the researcher noticed that many students of grade seven fail their English language achievement tests because of reading disabilities, yet there has been no serious attempt to address this problem. The situation is very likely to become worse as the number of students who join UNRWA Schools is expected to increase year after year. Teachers reading instruction utilized in reading remedial session seems to be not supportive enough to help students improve their reading comprehension skills.

Research questions:

The overarching concern of this study is to investigate the impact reading clinic may have on improving reading comprehension skills. The main research question guiding this study is:

To what extent is the proposed Reading Clinic Program effective in improving the reading comprehension skills of categorized at risk students of grade seven at UNRWA Schools in Gaza?

Research sub-questions are:

1. What comprehension skills are necessary for middle school students to be successful readers?
2. What is reading clinic as a remedial intervention reading program?

3. Does the use of the proposed reading clinic program improve the comprehension skills of seventh grade at-risk students?
4. From the participants' perspectives, does the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills?

To answer the third question, five additional questions were tested:

1. Are there statistically significance differences in the students' performance on scanning comprehension skill domain as measured by the pre-test and the students' performance on the same comprehension skill domain as measured by the post test?
2. Are there statistically significance differences in the students' performance on skimming comprehension skill domain as measured by the pre-test and the students' performance on the same comprehension skill domain as measured by the post test?
3. Are there statistically significance differences in the students' performance on making inferences comprehension skill domain as measured by the pre-test and the students' performance on same comprehension skill domain as measured by the post-test?
4. Are there statistically significance differences in the students' performance on making prediction comprehension skill domain as measured by the pre-test and the students' performance on the same comprehension skill domain as measured by the post-test?
5. Are there any statistically significance differences in the students' performance on word recognition skill domain as measured by the pre-test and the students' performance on the same comprehension skill as measured by the post-test?

To attempt these five questions the researcher developed the following hypotheses:

Research Hypotheses:

1. There are no statistically significance differences at (α 0.05) in the students' performance on scanning comprehension skill domains measured by the pre-test and the students' performance on scanning comprehension skill domain as measured by the post-test.

2. There are no statistically significance differences at ($\alpha 0.05$)in students' performance on skimming comprehension skill domain as measured by the pre-test and students' performance on skimming comprehension skill domain as measured by the post-test
3. There are no statistically significant differences at ($\alpha 0.05$) in students' performance on making inferences comprehension skill domain as measured by the pre-test and the students' performance on making inferences domain comprehension skill as measured by the post-test.
4. There are no statistically significant differences at ($\alpha 0.05$) in students' performance on making prediction comprehension skill domain as measured by the pre-test and the students' performance on making predictions comprehension skill domain as measured by the post-test.
5. There are no statistically significant difference at ($\alpha 0.05$) in students' performance on word recognition comprehension skill domain as measured by the pre-test and students' performance on the same comprehension skill domain as measured by the post-test.

To answer the fourth question, the researcher attempted the following seven questions:

1. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on reading aloud tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on reading cooperative strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on repeated reading tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on Explicit reading instruction tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

5. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on whole language tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on sensory engagement tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
7. Are there statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on sustained silent reading tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To address these questions, the researcher developed the following hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on reading aloud tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
2. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on reading cooperative strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
3. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on repeated reading tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
4. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on Explicit reading instruction tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
5. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on whole language tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

6. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on sensory engagement tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?
7. There are no statistically significant differences at ($\alpha \leq 0.05$) between the students pre responses on sustained silent reading tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

Purpose of study

This study aimed to examine the effectiveness of the proposed reading clinic program in improving reading comprehension skills of seventh graders of at risk - students. The researcher hopes that it will also serve as a guide for teachers who are looking for ways to help struggling readers. Further, it will serve as an aid to identify trends and issues surrounding clinical reading instruction. In-depth experimentation of reading clinic programs experienced in many parts of the world as an enterprise to help struggling readers is crucial to any attempt of understanding what kind of help we are supposed to offer and how best we should offer it.

Significance of the study

This study is significant in understanding what reading clinic is. A better understanding of how reading clinic can be utilized within the Palestinian teaching context and how it can be used to address students' weakness in reading is supposed to provide acceptable frameworks for teaching reading to students with noticeable reading deficiencies.

Reading clinics undoubtedly, is an area of work where instructional material is always a subject of constant reviewing and assessment. Working in co-operation with parents is a vital part of reading clinics programs. In fact, it can be seen as an ideal joint and a perfect picture of how community affects students' school life and this can serve as a model of partnership between school and parents.

Reading clinics can open a wide window towards further researches so the idea of establishing reading clinics can be negotiated, points of weakness and strength can be outlined, positive and negative outcomes can be put for further investigation.

Reading clinics can provide a good model for those who teach students with special needs, disabled, impaired and mental disabilities.

The proposed reading clinic program, if proved to be productive, local universities and institutions might need to think about incorporating within the practicum they offer their students special training, so as to have qualified reading experts ;teachers who are very likely to work with students with special needs.

Reading clinics have proved to be very much supportive to struggling readers in many parts of the world. Since we here in Palestine care not less for our students' development and growth, we need to take the risk and experiment reading clinic as a remedial reading intervention program. The collective effort and the co-operation this program entails will hopefully be a vital contributor to addressing one of the severest problems we have in education that is of reading.

Limitations of the study:

The guiding question for this research has been to what extent reading clinic is effective in improving the reading comprehension skills of at risk categorized students of grade seven at UNRWA Schools in Gaza?

For the purpose of the study, the following general limitations were recognized:

The study is limited to twenty one participants students. The study did not allow for generalization due to the small number of participants. Moreover, the sample of the study included only students of grade 7 from UNRWA schools. They are about 14-15 years old: one or two years older than their peers and who only had been exposed to **English for Palestine** prescribed textbook from grade one to grade six.

- The ultimate goal of the study is to increase student achievement, which requires student data and educational history examined for casual relationships. This study did not account for students' diversity in terms of social or economic status of their families nor their educational levels.
- Other limitations include generalizing individual students into one group and not considering the data to determine perceived effectiveness by gender and age, motivation and attitudes .
- The students who participated in the study have no decoding problems and their mastery of phonic and phonemic skills was satisfactory as measured by the diagnostic test their class teachers conducted at the beginning of the school year

and hence we cannot generalize the results of the study on students who have problems in decoding skill nor to those who do not have adequate mastery of English phonemes

- Complexity of process: reading is a complex process involving many different aspects(Cotter,2011). This study addressed a limited number of reading skills ;only five reading skills while reading literature includes much more (see appendix A)
- The data collected focused on assessing the perceived effectiveness of reading clinic program. The study provided intensive tutoring on reading comprehension skills and assessed the impact of that tutoring at the end of the program but did not assess the maintenance of that impact; in other words the study did not assess whether or not the improvement the students gained is an everlasting, life long one.

Definition of operational terms:

1. **At-risk students:** referring to a person or group whose prospects for success are marginal or worse.
2. **Reading clinic:** a proposed remedial reading intervention program based on a number of metacognitive reading comprehension skills and utilizes whole language approach and explicit teaching reading strategies to students who are categorized as at-risk students.
3. **Reading:** A process by which children can extract a sequence of cues from printed texts and relate these, so that they understand the message of the text. (Millorod,2001).
4. **7th graders:** Students who are in the 7th school year after kindergarten. Students are usually 13 – 14 years old; one or two years older than their peers. Traditionally, 7th grade was the first year of the preparatory school.
5. **UNRWA schools:** Schools that are funded and supervised by the United Relief and Works Agency and are under the authority of Gaza Field Office. UNRWA schools provide education for refugees from grade 1 to grade 9 (Elementary and Preparatory cycles).

6. **Comprehension Skills:** Comprehension is the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and metacognitive strategies.
7. **Reading Strategies:** Reading strategies are conscious and sub-conscious regulations used by readers to understand a text. They are represented in cognitive and metacognitive processes including prediction, skimming scanning, guessing meaning of words from context and inference reading strategy (Cotter, 2011).
8. **Skimming:** Skimming means reading a text quickly in order to get the "gist". So a reader forms a general idea before getting into the details of the text. (Harmer, 2005)
9. **Scanning:** Scanning means reading a text seeking for certain information; a name, a date or a number. (Harmer, 2005)
10. **Anticipate and predict :** ability to read between the lines to determine a character's motivation and personality, to discover themes, and to identify the main points.
11. **Intervention reading comprehension Programs:** program intended to help students develop increased reading understanding and comprehension.

Chapter

II

Chapter II

Literature Review (A)

Introduction

Children with poor reading skills face many challenges in their lives and may be at risk for cognitive, emotional and behavioral disorders. When students do not receive help in early elementary years, learning to read becomes increasingly difficult as they progress through school. Academic failure has long been identified as a main characteristic of children with poor reading abilities. Educators as a community are facing an alarming acceleration in the occurrence of disruptive and challenging behaviors that seriously impede instruction and student learning and a rapidly increasing percentage of students who have failed to acquire competent levels of reading ability (Blackburn, 2009). Without the ability to read to learn as they progress through school, it becomes extremely difficult for students with behavior problems to gain access to the core curriculum and participate in learning activities (Stobbe, 2001). Low reading achievement places children at risk for negative outcomes, including school failure, behavior problems, as well as peer and teacher rejection.

To truly have an impact on the literacy skills of children with language based learning disabilities, we must use effective reading instruction methods that will enable us to help students handle curricular demands. Two areas that have been identified are explicit instruction in word identification and reading comprehension.

This chapter investigates both areas and from multidimensional perspectives .It also establishes understanding of why and how we should interfere when children indicate reading vulnerability. This chapter encompasses three sections. Section One includes a brief presentation of reading as a basic language skill .Section Two displays a number of comprehension skills and strategies as perceived by researchers in the field , the last section focuses discussion on remedial reading program in general and reading clinics intervention programs in particular. These three sections together, the researcher believes, would establish deep understanding of reading complexity and researchers' effortless attempts to conquer this complexity so as to help every child develop not any cognitively ,but socially and culturally as well.

Section one

Reading

1- What is reading?

Millord (2001) defines reading as a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience. Carter and Nunan (1995) suggest that reading is private. It is a mental, or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Willis (2009) defines reading as the behavioral product of the interaction of multiple structures in the brain through distributed networks. Evidence is mounting for networks that appear particularly metabolically active to visual and auditory responses, relational processing, long-term memory storage, and for executive function processing. Grabe (1991) described Godman's perception of reading as an active process of comprehending [where] students need to be taught strategies to read more [efficiently ; guess from context, define expectations, make inferences about the text, skim ahead to fill in the context. Paran (1996, p.25) opposed Godman's view of reading as an "activity involving constant guesses that are later rejected or confirmed. This means that one does not read all the sentences in the same way, but one relies on a number of words – or 'cues' - to get an idea of what kind of sentence is likely to follow". Zhangas cited by Paran (1996) compared comprehension process to hypothesis testing (or draft-and-revision) where the reader arrives at the main idea after revising the initial hypothesis, provided the reader has adequate background knowledge. Moreover, research was greatly influenced by Stephen Krashen's hypotheses on language acquisition, and particularly the effect of "the Schema Theory" on studies dealing with reading comprehension. Today, a growing body of empirical research attests to the role of schemata in reading comprehension. Most of the research was made on reading comprehension of the first language. However, insights were adapted to suit second language reading comprehension studies. Most important of all, specific attention is given to interactive approaches to reading, which argue that reading comprehension is a combination of identification and interpretation skills. Grabe (1991.p. 375) listed five areas of current research he thought are still prominent: "schema theory, language skills

and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations”.

Many researchers such as Grabe (1991) attempted to understand and even to explain what reading is by perceiving reading as a process and then by analyzing this process into a set of component skills; consequently researchers proposed at least six general component skills and knowledge areas:

1. Automatic recognition skills.
2. Vocabulary and structural knowledge.
3. Formal discourse structure knowledge.
4. Content/world background knowledge.
5. Synthesis and evaluation skills/strategies.
6. Metacognitive knowledge and skills monitoring.

2- How do we understand more of what we read?

All of the techniques discussed above are designed primarily to increase rate of reading, but reading is a complex process of which the rate is only one factor. Rate of reading is a numerical expression of the amount of material covered in a unit of time. It is expressed in words per minute. Carter and Nunan (2009) exemplify that if a normal adult reading rate of 250 means that a normal adult should be able to cover 250 words of the material he is reading each minute. Just covering words or pages would mean little if we did not grasp some meaning from what we read. Comprehension, therefore, is an essential factor in good reading (Van Keer, 2004; Chen, 2009). Perfect comprehension, however, is not the ideal of good reading, since perfect comprehension would be almost synonymous with memorization of the material, and this is seldom essential. The degree of understanding is measured more commonly in terms of the understanding of the main ideas and facts expressed in the reading. In some reading, it is more important to get a fairly thorough knowledge of these facts than in others. Therefore, comprehension also should be flexible and should be adjusted to the type of material read and the purpose of reading (Sencibaugh, 2007). One hundred percent comprehension is seldom needed unless one is memorizing material. For most reading a 60 to 80 percent comprehension is adequate (Carter and Nunan, 1995). For light recreational reading, detailed comprehension is even less important. In studying, one should be concerned with more detailed comprehension but should not depend on reading alone (Pinto, 2009). Here you

need to use a balanced study approach that will make use of other techniques of understanding and remembering material.

One of the most important factors in improving comprehension is that of having a purpose for reading (Watts,2009). This purpose must be personalized to be effective. Mere reading of material because an instructor assigns it, or because your boss or your teacher wants you to read it, is not sufficient. You, personally, must see some reason for reading the material and must be looking for something in the material (Watts,2009). First of all, you should think before starting to read. Think about the subject matter covered in the material. What do you already know about it? What would you like to know about it? What do you know about the person who wrote the article? Is he an authority? Is he well-known for his prejudice on this subject? Will his presentation be biased? Can you depend on his statements being accurate and complete, or is he likely to try to persuade you to accept a certain point of view by presenting only partial facts or distorting views of the problem?(Cotter,2011).These are just some of the questions which you should ask yourself before starting to read, but thinking about them will help prepare you for reading the article with interest and concentration.After having spent a few seconds in thinking before starting to read, glance over the article quickly to look for clues. The headings and boldface print will tell you the direction that the article will take in presenting the ideas. This helps prepare you to recognize important points as they are presented.A third point in helping improve concentration and retention of material is to concentrate on small units, one at a time. Intense concentration on the portion between two headings with a slight pause to rest your eyes and think about the material before going on to the next section will provide relaxation as well as help to organize your thinking.Taking a few seconds after each unit, and a longer time at the end of the reading period to think over what has been read and to fix a mental impression will help you to retain that impression for a longer period of time. In short, an alternation of reading and thinking provides a greater comprehension of what is read.

3- Characteristics of good readers

The last 25 years have yielded most of what researchers know about reading comprehension. Most of the results are based on studies of how good readers interact with text. Researchers have found that good readers are active or strategic readers who use a variety of comprehension strategies **before, during, and after** reading a text.

Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating. Researchers believe that using such strategies helps students become metacognitive readers (Chen, 2009). Some people intuitively become strategic readers.

A skilled reader also brings many abilities and characteristics to the reading activity. These characteristics involve critical thinking skills and dispositions, including the ability and inclination to analyze what has been read, interpret the meaning of the text gather information from multiple sources, and solve confusion points while reading. A good reader must understand the purposes and goals for reading, how to achieve those reading goals, how to adjust the reading path, and what strategies to apply to maintain good comprehension. These abilities encapsulate at least three reader – based aspects of reading comprehension's, meta cognitive knowledge, self-regulation and motivational belief (Chen, 2009).

Lunzer and Garder (1979) believe that a good reader adjusts his rate of reading; he is effectively adjusting the rate of information- input. He is, therefore, reducing the cognitive strain in his interaction with the text. They further claim that experienced readers know how to search the text for additional clues to aid them in the understanding of difficult message, or if need be, how to find supporting material.

Flexibility in reading is another crucial element in identifying good readers (Alderton, 2010). For experienced readers, reading is a kind of conversation with the text. Their reading suggests a flow of questions and preliminary assumptions to which they can find answers and confirmation or contradiction in the course of further reading such reading is not interrupted. It implies more or less frequent pauses for reflection depending on the difficulty of the material, as well as backtracking, or rarely, anticipation skipping. Such flexibility needs to be learned. If the reader is to learn to ask questions, he must know what sort of questions is appropriate to ask. One obvious technique is to provide the questions for him, as is done in comprehension exercises. But there are three objections to this method. Carter and Nunan(1995) summarized these objections as follows:

First, Carter and Nunan argue that asking the right questions is far from easy, especially if the questions are brought together at the end of the passage, or if they precede it. The questions we want the reader to ask are likely to occur at any point. Second, ready-made questions are unlikely to give pupil the incentive to ask his

own, since they obviate the need to do so and positively distract him should he wish to do. Third, experienced teachers are aware that children rapidly learn to treat comprehension exercises for what they are as irrelevant chores that one must complete

Good readers are purposeful. They have a purpose for reading. They may read to find out how to use a food processor, read a guidebook to gather information about national parks, read a textbook to satisfy the requirements of a course, read a magazine for entertainment, or read a classic novel to experience the pleasures of great literature (Cotter, 2011).

Good readers are active. Good readers think actively as they read. To make sense of what they read, good readers engage in a complicated process. Using their experiences and knowledge of the world, their knowledge of vocabulary and language structure, and their knowledge of reading strategies (or plans), good readers make sense of the text and know how to get the most out of it. They know when they have problems with understanding and how to resolve these problems as they occur.

Good readers have strong listening comprehension skills. Comprehension develops through reading and listening to texts read aloud (Gibson, 2006). For young children and beginning readers, listening to someone read aloud provides opportunities for them to comprehend text they would not be able to read for themselves (Gibson, 2006; Van Keer, 2004). Developing children's listening comprehension helps them become more skillful at text comprehension (Gibson, 2006).

Good readers recognize that reading is more than decoding words. Decoding is the ability to sound out a written word and figure out the spoken word it represents. While children cannot understand text they cannot decode, it is also true that decoded words are meaningless unless they are understood (Cotter, 2011).

Good readers make connections. Good readers experience the wonderful sensation of getting lost in text. They relate what they read to other books, to their own experiences, and to universal themes and the world around them. These types of connections are called text-to-text, text-to-self, and text-to-world connections (Gibson, 2006).

Good readers think about their thinking. Good readers are aware of their own thought processes (Van Keer, 2004). Keer (2004) pointed out that explicit instruction in comprehension skills helps develop children's metacognition—the ability to think about their thinking. Good readers use metacognition to "think about and have control over their reading" (Cotter, 2011).

Good readers read a lot of good books. To be good readers, children need to read a lot. Keer (2004) points out that reading practice is a powerful contributor to the development of accurate, fluent, high-comprehension reading. Your work as a tutor not only provides additional learning time, but additional reading time for the children you work with. Increasing the volume of children's reading and helping them develop comprehension strategies are characteristics of effective reading support (Cotter,2011; Keer,2004).

4- Why struggling readers?

The concept of equalizing the opportunity for all students at the beginning of the educational experience became one important tenant of an early intervention theory. This aspect of early intervention as a preventive measure focused on environmental circumstances that are more closely aligned with social reform movements (Watts,2009).

Young children from literate-rich backgrounds perform consistently better than young children from literacy deprived backgrounds (Gonzalez and others,2002). Research evidences that children who experience language and are exposed to print are generally better prepared to experience success in academic setting (Kolata, 1998). Basic care for children that includes, foodshelter, needed health care, and the attention of a caring adult typically results in young students who are ready to learn. The deprivation of any of the basic human needs as well as the lack of exposure to language both spoken and written inhibits readiness for reading(Kolata, 1998). Advocates for young children have implemented guidelines and standards to ensure that the basic needs of children are met as the preparatory step to access learning when schooling begins for them.

Reading brain-based research comes from investigation of the brain's response to enriched environments proves that brain plasticity and growth is affected by the environment of where the child builds his reading abilities. There is evidence from neuroscience research that proves that enriched environments result in better brains .This of course leads to recommend strategies that may influence the development of the neural networks involved in reading .It also lead to explain reading difficulties from environment perspectives.

Clements (2009,p.5) adopted the causation theory to explain reading difficulties. He reported that environmental factors contribute to reading acquisition difficulties. In this respect ,he stated “Children who are poor and living in less than stable circumstances are less likely to possess the resource that would enable them to overcome multiple negative factors; limited proficiency in English, attention-deficit hyperactivity disorder, lack of motivation to learn, poor neighborhood, and ineffective classroom practices in their lives". The family environment is another area that may cause resistance to reading .Many parents are too busy to meet with teachers, or they may be unwilling to because they feel intimidated or fear a negative report about their child. Most parents want to be actively involved with their child’s learning but may not feel comfortable doing so, especially if they speak little or no English(Shaywitz, 2003). Other studies point to biological or intrinsic anatomic factors that cause learning difficulties. Shaywitz (2003, p.87) reported on the intricacies of neural functions of both impaired and non-impaired reading brains. She concluded, “Reading is a code and no matter who we are, each of us must somehow represent print as a neural code that the brain can decipher”.

Molly(2001P.25) discusses reading difficulties as an issue of motivation, she insists that "most of the students display the negative attitude towards reading... have made a decision not to read. Limited skills, little motivation to read and long histories of reading and school-related difficulties make working with this group of students a challenging if not daunting task. Reflecting on actual experience as a teacher and a researcher. Molly added:

"It seemed to me that I would never get them to read unless I could make reading meaningful, fun, and achievable for those students who had not been reading very well".

Molly's observation is in consistency with Blackburn's(2009) .Blackburn believes that some students leave school with ability to read but without the desire to read. Middle schoolers with negative attitudes towards reading share certain characteristics. These students do not associate any aesthetic value with reading. Blackburn notices that these children have few early reading experiences, which many motivated readers remember as pleasurable. Unmotivated readers’ early reading experiences are often school related, leading them to view reading as something done-solely for learner purposes. Frequently, uncommitted and unmotivated students do not

see themselves as readers. These students need opportunities to connect with texts in a personal way and opportunities to connect with others.

Some researcher attributed struggle with reading to language and linguistics factor .Celements (2009) explains that reading entails sufficient mastery of phonological awareness .In this respect Celement elaborates that if students have problems in their decodingskills, they are very likely to encounter reading difficulties.

According to Seidenberg and others(1982) who refute schema theory, besides schema mismatches, claim that an inability of many struggling readers to comprehend sentences or text can be due to a lack of ability to use strategies to interpret and process information. Seidenberg suggests that struggling readers need to learn strategies to develop schema for unknown words, even if they are commonly used words that readers may be able to recognize in isolation but cannot be processed in text. It is through the development of connections of schema and context that readers will improve their ability to read words with automaticity and comprehend meanings of the text, Seidenberg argued.

Hamour (2009) andMichele (2006) explained reading difficulties in terms of language skills. They both argue that Listening comprehension is an important foundation for reading comprehension: children use many of the same processes when reading atext as they do to understand stories read aloud to them. It follows then and from Hamour and Michele's observation that the comprehension difficulties experienced by poor comprehenders extend beyond the written word: their comprehension of spoken texts and their ability to produce coherent narratives is poor. In contrast to children with dyslexia-related difficulties, poor comprehenders do not show difficulties on tests of phonological awareness or in the speed and automaticity with which they can decode single words or non-words. Some studies have demonstrated that poor comprehenders use sentence context less when reading than good comprehenders, and they have some subtle difficulties reading unfamiliar exception words (e.g. *month* and *mould*). However, none of these word-level problems account for their comprehension difficulties(Hamour,2009) .

Reading difficulties have been also explained in terms of metacognitive strategies :that is lack of reading metacognitive reading strategies my lead to reading comprehension difficulties. Poor comprehenders experience a range of difficulties both in the metacognitive skills and control processes that aid the construction of a mental representation of text and in some of the oral language processes that underpin these;

many poor comprehenders also have limited working memory capacity (Alderton,2010 Hamour,2009). In addition, it is thought that poor comprehenders adopt a lower *standard of coherence*, that is, they are more likely to accept a lack of consistency within a text than those who comprehend well. Indeed, it is likely that a number of different cognitive profiles are associated with the behavioral manifestations of 'poor reading comprehension (Alderton,2010). Furthermore, the expert reader is active in applying a wide range of reading strategies and processes that are suitable for the different phases of reading including before, during, and after reading. These sub-processes help the reader remain actively involved in reading and interpreting the text to increase his reading comprehension (Alderton,2010;Carr,2010;Chen; 2009; KohSoo,2004; Millord,2001;Wise,2012).

Section Two

Comprehension

Introduction

Comprehension is the "essence of reading" (Gibson, 2006.p.5). It is a complex thinking process that requires the reader to construct meaning from the text.

The well-known children's author, Katherine Paterson(1981P.45)described the relationship between reader and writer this way,

Once a book is published, it no longer belongs to me... The work now belongs to the creative mind of my readers... It's a wonderful feeling when readers hear what I thought I was trying to say, but there is no law that they must. Frankly, it is even more thrilling for a reader to find something in my writing that I hadn't until that moment known was there.

1- What is comprehension?

Pinto (2009) argues persuasively that comprehension is a complex interactive process that involves using past experience to construct meaning in response to text. Needless to say, the development of student comprehension processes relies on a teacher's ability to provide rich experiences with a variety of types of text. Students should constantly read to promote word recognition vocabulary, and back ground knowledge, which increase the ability to comprehend. But reading alone may or may not produce skilled comprehension, therefore, good reading comprehension may need to be acquired through explicit instructional teaching methods. Teachers should be self-reflective and observant to ensure students can and do apply metacognitive reading strategies to their independent reading .

Pinto (2009) explained that the entire process of comprehension begins with the activation of relevant prior knowledge in order to facilitate interaction with the text. If readers' prior knowledge reflects events in the text, then they assimilate new information; if their background knowledge does not agree with the text, then readers must make accommodations, but comprehension goes far beyond that.

So it is very important to encourage higher-level thinking. In order to encourage deep critical thinking, it is essential for a teacher to ask questions requiring thoughtful responses, as opposed to literal, text-based questions. A teacher should ask inference questions and model thoughtful reactions to text in order to encourage critical thinking,

engage students in reading: various types of readers characterized by specific approaches they took to answer higher-level comprehension questions

Lunzer and Garder (1979) defined comprehension as a process of penetrating beyond the verbal forms of text to the underlying ideas, to compare these with what one already knows and also with one another, to pick out what is essential and new, to revise one's previous conceptions. But none of these events is observable."

Cotter (2011) defined comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. It consists of three elements; the reader, the text and the purpose of reading. It is the interaction between text, readers and purpose that leads to using reading comprehension strategies to increase comprehension.

Chen (2009) perceived reading as "The process of simultaneously extracting and constructing meaning through interaction and involvement with written language (P----). Chen explained that it encompasses a wide variety of skills and strategies, the central element of reading comprehension is a reader's ability to get the gist, point, or main idea from a text. From Chen's point of view without an ability to understand the meaning of a text, the reader is not able to make inferences, compare differences within and across the sections of a text, or engage in critical thinking about the textual ideas."

Vandervelde (2009) argued that comprehension is divided into three distinct skill areas: 1) literal interpretation skill 2) inferred interpretation skill 3) analytic and evaluative interpretation skill. The latter two skill areas are tied to the author's intentions; inferred and analytic readings, in this case, are not considered by the author himself or herself. Defining comprehension in terms of the author's probable intentions comes with its own set of complications – not the least of which is determining what the author's probable intentions were, a problem that is taken up below under a discussion of methods. But it offers needed constraints and is perhaps foundation for more intention-independent analyses.

2- Reading comprehension strategies

Reading without comprehension or understanding is not reading. Many children can pronounce words fluently but when asked what they have just read, they are unable to respond. Although they may score high in terms of reading rate or fluency, they are not really good readers. What makes a reader a good reader? A good reader is someone

who has a purpose for reading, whether it is to look for specific information or to read for pleasure. A good reader is involved in a complicated thinking process as she or he reads. There are strategies that we can teach children to help them become purposeful, active readers. Research has shown that readers who receive explicit instruction in these strategies make significant gains on reading comprehension tests. All readers, no matter what their skill levels, benefit greatly from direct instruction on how to interact with a text and process information. The rationale for the explicit teaching of comprehension skills is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding (National Reading Panel, 2000). Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read (Hock,2005). But what is meant by comprehension strategies?

Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension (Hock,2005). Research has proved that text comprehension can be improved by instruction that helps readers use specific comprehension strategies ;this means that students can be taught to use comprehension strategies (Pinto,2009).

How does a reader apply strategies when reading. A good reader is usually a self-regulated learner who is intrinsically motivated. He reads for interest in or curiosity and knowledge and learning, not because of the exterior awards. This reader sets up his personal goals before engaging in reading to get the gist and meaning. In addition, this kind of reader is usually a good comprehender who skillfully and effectively applies metacognitive strategies as tools to aid reading comprehension to a greater degree than a poor reader(Chen, 2009).

These strategies include setting purposes for reading, making predictions, monitoring reading and realizing when something is not making sense, questioning during reading, making mental pictures of what is being read, drawing on prior knowledge, understanding story structure, and summarizing what is read. These strategies help the reader make connections between the text and what they already know.

3-Characteristics of effective comprehension instruction

Hock, (2005) reminds us that reading comprehension instruction begins with teaching decoding skills. Research shows there is a strong predictive relationship between well-developed word recognition skills and reading comprehension. Both the ability to decode unfamiliar words and recognize a core group of words by sight in the primary grades predicts good comprehension in the later elementary grades. Once students can recognize a word, they should be taught to use context—the surrounding print meaning or pictures –to evaluate whether the word has been properly recognized (Wise,2012).

Students should be taught word meaning (vocabulary) if we are serious about improving their reading comprehension. This is especially true when students are taught word meanings that are related to reading selections (Sencibough, 2007; Mokhtari, 2006). As a part of extending children’s vocabulary development and reading fluency, research clearly recommends extensive reading of a wide range of reading materials (National Reading Panel, 2000; Irene, 2010; Salters, 2008). Within this environment of extensive reading of a variety of texts, children must be taught to activate their relevant background knowledge to understand and remember texts (Pearson & Anderson, 1984). They must also be explicitly taught comprehension strategies (National Reading Panel; Hock, 2005). Teaching what comprehension strategies are and how to use each one independently is necessary; however, they are insufficient for effective, evidence-based comprehension strategy instruction. Children need to be taught how to orchestrate or self-regulate their selection and use of multiple comprehension strategies to remember and learn from text (National Reading Panel, 2000; Reutzel, 2008).

Another characteristic of evidence-based reading comprehension strategy instruction is assuring that students are guided to practice the application of comprehension strategies across a variety of text types—narrative and expository—as there is some indication that students do not spontaneously transfer their ability to select and use comprehension strategies across these text types to receive teacher-guided practice and feedback in using comprehension strategies in collaborative, highly interactive setting that stress student motivation and collaboration (Stone,2008;National Reading Panel, 2000).

In summary, effective, evidence-based reading comprehension instruction recognizes the early need for children to learn to efficiently, effortlessly, and fluently

recognize words. Children need to read extensively and receive expert and explicit reading comprehension instruction from teachers that is focused on vocabulary and comprehension strategy acquisition (Hamour,2009). At some point, children need to be helped, through teacher-guided instruction, to select and use multiple comprehension strategies to process a variety of texts (National Reading Panel, 2000; Gibson, 2006). And finally, the conditions that support effective classroom comprehension instruction include rich interactions and collaborations among teachers and children around a variety of interesting texts (National Reading Panel, 2000; Pressley, 1995).

4- Classroom strategies to help struggling readers

4.1- Think-aloud

Comprehension is the very heart and soul of reading. Although learning to translate letters into words is extremely important, teachers must never lose sight of the ultimate goal of reading instruction—comprehending text! From the very beginning, teachers should help students apply meaning to print by providing effective comprehension instruction in listening and reading .Think-aloud modeling helps scaffolding instructions so that student can use the strategies independently.

Gardner (2010,P:) describes reading comprehension as “the process of simultaneously extracting and constructing meaning.” This process of comprehending entails four essential components: (1) the reader, (2) the text, (3) the activity, and (4) the situational context. The first three essential components of reading comprehension, the reader, the text, and the task occur within the fourth essential component of reading comprehension, the situational context. Obviously, the reader is the one doing the comprehending in reading, and the text is the reading material (e.g., fiction/ narrative text, nonfiction/expository text) the reader is approaching. The activity refers to what kind of comprehension task the reader is attempting .The situational context of reading comprehension can be thought of in at least two ways. First, there is the actual location or setting in which the reading of a text occurs—the home, the school classroom, the library, under a blanket at bedtime, and so on. There is little doubt that one’s purpose for reading a text is influenced by the setting in which one reads. The National Reading Panel also found that comprehension instruction is most effective when there is a great deal of text-focused talk set in vibrantly interactive and collaborative classroom context.

Gardner (2010) indicated that teaching children how to coordinate the use of a set or package of comprehension strategies as they read and discuss what they've learned with peers and with teacher yields particularly strong results for improving children's reading comprehension. When teaching multiple comprehension strategies, the goal is to teach children a "routine" for working through texts using a set of comprehension strategies. Recent research has also determined that teaching a combination of comprehension strategies as a set is, in some ways preferable to teaching a series of single strategies one at a time (Blackburn 2009). Read think aloud paves the way to better instruct children utilizing reading comprehension strategies and also helps model the reasoning processes through which understanding is achieved.

Other research evidence points clearly to the need for teachers to support students' ability to use comprehension strategies when reading a variety of text types (narrative and expository) and genres (fairy tales, realistic fiction, almanacs, encyclopedias, etc.) (Duke,2002). The key to successful reading comprehension instruction is for teachers to design and deliver carefully structured learning activities that support children while they are developing the ability to become self-regulated readers who can use multiple comprehension strategies to understand what they read (Pressley, 1995).

4.2- Text Talk

Edmonds (2006) recommended that teachers of younger students read aloud books that have stimulating and intellectually challenging content. Doing so allows younger students to grapple with difficult and complex ideas, situations, and concepts in text even when their word recognition abilities are quite limited. Talk around texts should give students a chance to reflect, think, and respond beyond simple answers to simple questions. Talk should be analytic, requiring that students think deeply about the content of the text and the language.

Teachers' talk during read-aloud experiences in the classroom often focused on clarifying unfamiliar vocabulary by asking a question such as, "Does anyone know what a tornado is?" Text talk was developed to help teachers further students' comprehension as well as to promote greater use of oral language in elaborated responses to text during discussion. Text talk has six components: (1) selection of texts, (2) initial questions, (3)

follow-up questions, (4) pictures, (5) background knowledge, and (6) vocabulary (Allen,2000)

4.3-Discussion and dialog

Discussion and dialog are critical aspects of effective comprehension instruction (Edmonds,2006). One widely recognized and recommended approach to discussion of and dialog about text is called **reader response**, which invites students to take a much more active role. Reader response theories suggest there are many possible meanings in a text, depending on the reader's background and interpretation of that text.

Although teaching comprehension strategies one at a time explicitly to students has been shown to be effective, students also need to learn how to effectively orchestrate, coordinate, and self-regulate the application of many comprehension strategies to construct meaning when reading a variety of texts. Real readers do not use comprehension strategies one a time; they do not use a single strategy for weeks at a time, as these are sometimes taught to students; and they do not apply a single comprehension strategy while reading an entire text. Teaching children to self-regulate their comprehension through the coordination and use of multiple comprehension strategies is exceedingly rare (Mulyani,2011).

To defend this outlook, Mulyani (2011)has elaborated:First, teaching for self-regulation requires teachers to gradually scaffold the responsibility and authority for determining what is worth knowing in a text or how the text might be interpreted, starting with the teacher's total control, moving to a shared control between teacher and students, and finally progressing to students' independent control. Second, multiple-comprehension-strategies instruction focuses on the *process* of constructing meaning from text rather than on the *product* of that construction. This means that teachers make explicit for students, usually through using think-aloud modeling, how one goes about making decisions about what is worth knowing in a text or how a text might be interpreted. The teacher must then make sure that students actually begin to adopt, adapt, and apply these reading comprehension strategies in their own reading. Finally, teachers must model for students in a collaborative, highly interactive setting how to strategically orchestrate, coordinate, and apply a collection of reading comprehension strategies to the comprehension of text. It is important for teachers to understand and convey to students that learning reading comprehension strategies is a means to an end

and not an end in and of itself. Reading comprehension strategies are essential tools for constructing meaning with text, checking on one's own understanding, and prompting one to take certain actions when experiencing difficulty in understanding a text.

In short, teaching multiple reading comprehension strategies requires a highly interactive, collaborative social setting for discussing text. Teachers need to promote independence through explicitly showing students how to select and apply each and every reading comprehension strategy in the set of multiple strategies. This means starting by teaching each strategy explicitly and then quickly moving to combine the use of the entire set of strategies when reading a text. This means that teachers need to explicitly and interactively model how to strategically coordinate multiple strategies while interacting around texts over time. And finally, teachers gradually release the responsibility and authority for using multiple strategies in collaborative settings to the students themselves while interacting over texts. (Mulyani, 2011; Beauchat, 2008).

5- Comprehension skills to help at-risk students

Risener (2003), Cain and Oakhill (2003) argue that there are six skills that are important for at risk students of grade seven to be successful. These are :activate prior knowledge, predict and anticipate synthesize and summarize information, identify text structure and type of reasoning, build vocabulary and develop fluency. A number of small-scale training studies conducted by the US National Reading Panel (2000) provide evidence that reading comprehension can be improved in poor comprehenders utilizing strategies include training in: scanning, skimming, inference making, anticipation and prediction making. Also the Panel stressed the importance of helping poor comprehenders acquire certain vocabulary knowledge.

For the purpose of this study, the researcher is going to discuss these skills as they are the target of improvement in the Reading Clinic Programshe proposed.

5.1 -Word recognition

The relationship between word knowledge and reading comprehension has been well documented in research; however, the nature of this relationship remains unclear (Heydebrand and others ,2007). Allen (2000) defined vocabulary as the knowledge of words and word meanings in both oral and print language in both productive (the ability to recall meaning of a word in speech and writing) and receptive (the ability to

understand a word by listening to it or in writing) forms. Receptive vocabulary requires the ability to match a word to its meaning, which is essential for reading. Since vocabulary is linked to understanding word meanings, it is also linked to understanding and comprehending language, both in oral and print forms.

5.2- Scanning and skimming

Scanning is the technique of reading by the sign posts or the clues set up by the author. By using these you can skip materials which are not of immediate interest to the reader and to locate more quickly those which he really wishes to read in detail. All devices such as chapter titles, sectional headings, bold face or italicized type, and underlining are clues to help the reader with this technique. Scanning can also be very effective as a preliminary step to read something more thoroughly ; it gives an overview of what the reader can expect in the material (Carr,2010).A student must develop the ability to use a text for independent study. To do this involves knowing how and when to use the table of contents, chapter titles, headings, summaries, footnotes, index, glossary, and appendix of a text. Technological aids, such as filmstrips, reading laboratories, records, tape recording, dial access system, television, and other self-teaching materials should be provided and skill developed in their use to facilitate independent inquiry and research by the students.

In scanning, a reader rapidly examines the printed page by letting his eyes scan the page with the purpose of finding an answer to a specific question, a specific date, or to locate a name or quotation. Scanning is not accelerated reading, but a continual looking then reading, then looking again until the desired information is located. Both skimming and scanning are useful skills and should receive greater teaching emphasis by teachers in all content areas (Delva, 1971).

Skimming is defined as locating the main idea of a selection quickly. Skimming is considered as a form of rapid reading by which the reader acquires specific kinds of information. There should be a purpose in using the skill of skimming. This skill involves the reader's ability to select relevant ideas and to skip irrelevant ideas according to the purpose for which he is skimming the material. The greater the reader's background of understanding of the concepts contained in the material, the greater his facility in using the process. Short and simple material, should be used when first

developing this skill. Longer and more difficult selections can be used as progress is made by the reader (Delva, 1971; Carr,2010).

When use Skimming and Scanning?

Skimming and scanning techniques should be used for pre-reading any textbook. The more difficult the text the more important it is to get an overview of the chapter, and to determine how it relates to the preceding and subsequent chapters. In reading and studying science texts, the skimming preview is equally important since the chapters are often so close packed with facts that a student could easily lose himself in the details and overlook the major ideas (Endres&Kleiner,1992). Scanning is an important skill to master in science too, for the vocabulary terms are so crucial to comprehension that if the student is unaware of the definitions before he attempts to read the chapter, he places himself in virtually the same position as one who attempts to read a foreign language book by looking up every other word (and promptly forgetting it). By scanning for the most important terms, and reading around them, one can usually find the definition without looking it up in a glossary, since terms are usually defined as they are introduced in context. So knowing the key vocabulary concepts, one's task in learning the major ideas and discovering the relevant supporting details is greatly simplified (Endres&Kleiner,1992).

Scanning skills also have value as a warm-up for more intensive reading (i.e., looking for an interesting idea or passage may serve to motivate you to complete an otherwise dull chapter).Both skimming and scanning skills are valuable too in reviewing the selection to make sure significant concepts have been mastered and the details are clear (Lynnette 2010). If the student is able to build adequate questions in his pre-skimming or intensive reading stages, he then can skim and scan to verify his answers. Also this serves to help him fix relevant points in his memory so that he can retain them longer. Scanning is also invaluable in locating specific information needed in writing research papers. The most effective technique for teaching a student to skim and scan is to control the amount of time he spends on the exercises. Students can be aided by teaching them to analyze the writer's organizational pattern. Such techniques as reading the first two and last two paragraphs, looking at topic headings and topic sentences and analyzing paragraph construction, make it simpler to guide the student to use these cues in locating the main idea (Rausch,2011).

There are some cautions that need to be observed in teaching skimming and scanning. First, the student must be certain of his purpose and the kind of information he is seeking prior to starting. Studies have shown that students who are scanning for answers to questions on specific details are likely to locate the information which they are seeking but are not apt to retain other content (King ,2011). Skimming for major points and concepts prior to reading helps the student develop a conceptual framework to organize and retain the facts that he will gain on a more intensive reading. Furthermore, post-reading scanning for facts or details as a review is a most useful technique to enhance retention (lynette,2011). It is well to caution the student that the information gained from skimming and scanning alone is usually not sufficient to enable him to pass college course examinations. However, developing effective skimming and scanning techniques will help him to reduce the amount of time he will need to spend on intensive reading(Kohsoo,2004;Egan,2010)

Reading Flexibility

Flexibility in reading means that an individual has learned to adjust his reading rate and techniques to his purpose for reading (Delva,19971). However, in reality investigators have not generally found that rates of reading vary much despite differences in difficulty level and purpose. Rapid readers altered their speed little regardless of the difficulty level, while slow readers tended to read even more slowly on difficult passages. This suggests that slow readers were more flexible in adapting reading rates to difficult material than were rapid readers. Reading rate and approach to reading seem to be habitual (Delva,19971).

An efficient reader does not read all printed material at a fixed speed. A flexible reader knows what he wants from the printed materials and adjusts his speed to the kind of material being read and to the purpose for which the reading is being done. When an efficient reader reduces his speed, he does so for a purpose. The material and his purpose require him to think more carefully and reflectively than he otherwise would. His concern becomes the rate of comprehending rather than the rate of reading the printed material (Alderton,2010).

Emphasis on speeding up reading does not increase comprehension. Further, the increase in rate in one type of reading situation is not likely to transfer to any great extent to other types of reading situations.

Proficiency in selecting relevant details is essential for a student to obtain greater understanding of content material. As a student reads he should learn to distinguish between relevant and irrelevant detail. It becomes necessary for the student to relate these ideas to each other and to the main idea of the paragraph and the entire selection(Egan,2010;Nikolove,2010) .

After mastering the selection of main ideas and relevant details, a student should learn to perceive relationships among sentences and ideas, make inferences in classifying ideas, determine cause and effect, make comparisons, make generalizations, evaluate and make judgments. To engage in a form of critical reading implies a higher level of thinking. Obstacles to critical reading form when a student has the opinion that anything in print is true or if they blindly accept the writing of an author without evaluation (Carr,2010) .The facets of critical reading are affected by a reader's experiential background and knowledge. The lack of experiential background and knowledge can be great barriers to critical reading, and they must be overcome if a student is to understand and evaluate the material being learned.

Chen, (2009) has the view that comprehending what is read presents significant challenges for many students, including students with learning disabilities. Explicit and highly structured reading skills are required, and so is the application of strategy knowledge in support of reading comprehension, no matter whether students are reading in a conventional print or online digital environment. Indeed most learning that results from reading, both with print and online, depends on the ability to read and understand information text.

5.3-Make inferences

Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience (Gould, 2008).Gould argued that language comprehension requires an understanding of both the surface structure of a discourse, that is, the words that are used in a text, their grammatical relations and the propositions they encode, and the inferential connections that help create discourse coherence. He defined inference as a conclusion that is drawn from world knowledge, discourse context, and/or prior experience and that is not explicitly stated in a given discourse. He explained that when there is a gap in the coherence of a particular text, either locally or globally, some type of inference must be utilized to fill the gap,

maintain coherence, and avoid partial comprehension misinterpretation .An inference could be as simple as determining that two instances of a word refer to the same object or as complex as computing that “the square root of the sum of three and one is two” ,Gould (2008) added. He further confirmed the fact that knowledge of how inferences are formed and maintained in memory is fundamental to an understanding of how language is processed. Gould (2008) categorized inferences into two families; 1) Bridging inferences (referential inferences, casual antecedent inferences) 2)elaborative inferences

He explained that bridging inferences are required for comprehension and text coherence and are drawn on-line. Bridging inferences connect adjacent segments of text together when there is a conceptual gap and only point back to earlier text occurring in the discourse. Causal antecedent inferences are a type of bridging inferences that also refer back to previously stated material, but in a casual manner only. Elaborative inferences –as categorized them-are of two types:

1. Backward elaborative inferences: ones that occur when there is not enough information in the text for the formation of backward inference.
2. Bridging elaborative inferences: or forward inferences elaborate on a discourse without contributing to local or global coherence of the text.

Van den Broek as cited by Gould (2008) made the interesting point that forward inferences are constrained by both a focal statement and antecedents, while backward inferences are constrained by a focal statement alone. This may help explain why backward inferences tend to be obligatory, while forward inferences are usually not mandatory. That is, since there are two points of constraint for backward inferences, they are required specifically by an antecedent that demands an anaphor, while the forward antecedents are constrained by only a focal statement, which is the inferring – eliciting statement itself.

Gould (2008) explained that there are a number of types of elaborative inferences, an example of semantic elaborative inferences would be to infer round form: "the girl rolled a tomato" or red form "the painter looked for the right color to paint a tomato". This suggests that semantic elaborative inferences are encoded in the text base. Another type of elaborative inferences Gould made distinction of is an instrumental inferences, for example, inferring" broom" from; "the boy swept the floor". Bridging inferences contribute to text coherence by identifying the connections among ideas, whereas elaborative inferences simply specify sensible extrapolations from text.

Bridging inferences have been indistinguishable from explicit text ideas on numerous measures, suggesting similar long term memory representations for the two, whereas elaborative inferences are inferior (Guan, 2007).

Causality is the glue that binds a story. Successful comprehenders perceive events not only as chronological, but as meaningfully connected elements of a coherent statement. This is known by researchers as situation model of the story, a construction that includes – along with the temporal order of and logical connection between events – such information as the goals of characters and the spatial relations of scenes. But the core of the situation model is the causal sequence (Briggs, 2008). Briggs (2008) argued that story events that can be arranged into a causal statement tend to be recalled in memory protocols, whereas those which cannot tend to be forgotten. He further added causal antecedent emotional state inference is one of the three skills that together make up reading comprehension. The other two are literal skills and analytic and evaluative skills (Briggs, 2008; Singer & others, 2004).

It is hypothesized that asking “why” questions about specific situations in narrative texts activates a search for casual information in the text base; and or casual information from the reader’s own knowledge base. In either case, if emotional information is activated and proves a match for the reader’s situation model and the focus text, a casual antecedent emotional inference is made (Briggs, 2008).

The literature has focused on the question of whether inferences are formed on-line. Gould (2008) used a sentence-retrieval task with cues that were either implicit or explicit. He found that, while sentences such as "the judge stirred his coffee in the morning" promoted the recognition of a highly probable instrument (i.e., spoon) a sentence like "The judge stirred his coffee with a butter knife in the morning" also promoted the recognition of the same high-probability instrument spoon, faster even than "butter knife" did, despite the explicit mention of a low-probability instrument.

Gould (2008) argued that these findings indicate that explicit recall cues do not necessarily lead to the determination of on-line inferences, but rather, may permit readers to word back from the cue to the action suggested by the cue. That is Gould (2008) found that the effect described above was mediated primarily by learned relationships from before the experiments. Readers need to check back the context stored in the working memory to fix the inferences made. Readers sometimes made an inference but quickly not maintained it across the gap between cue and recall task when they find out that it is not correct. Haganan (2008) stated that individual differences in

working memory capacity are associated with different inference generation propensities.

However, the relationship between inference generation and working memory, Hagaman explained were opposite of what was expected. Individuals with small working memory spans showed more evidence of drawing inferences than individuals with high working memory spans. Hagman (2008) study was an attempt to shed further shed light on the issue of inference generation process by looking at how individual inferences in working memory capacity and attention control affect inferential processing.

Hangman (2008) argued that there are three levels of mental representation to which inferences belong: the linguistic form, the text base, and an integrated simulation of the situation being described in the text, known as a situation model. According to Hangman (2008) the most basic level of representation is the linguistic form. Hangman explains when semantic meaning and relationships are extracted from the inferred from contextually relevant knowledge stored in long term memory, the resulting presentation of the text (the situational model) often contains all the necessary information needed for comprehension.

Hangman even elaborated that text comprehension is organized in cycles. With each cycle (starting at each new clause or sentence), a new propositional network is constructed and integrated with the ever-changing representation of the text. In each cycle, the newly constructed network is connected to the overall representation of the text by integrating the new propositions with those held over in a short-term buffer. The short-term buffer is limited in capacity and contains the most recently encountered propositions as well as the nodes representing highly connected prepositions. The connections between nodes in the short term buffer are made stronger via argument overlap (i.e., the repetition of a concept in multiple sentences), inferential processes, and reference – these processes strengthen the connection so that there is an increased probability that's the writer's or speaker's intended meaning will remain in the short term buffer, thereby enabling a coherent text base to be maintained. To explain Hangman (2008,P.45) cited this example saying:

" If a person writes about an employee a check on payday in one sentence, and soon after writes that *the employee walked by the bank*, connections to nodes representing the financial meaning of *bank* get strengthened due to the repetition of concepts associated with money. This helps to ensure that the reader does not suffer a

coherence break by including nodes related to *rivers* in the propositional representation. Conversely, if the author wrote that the employee was going fishing on his day off, the sentence: *The employee walked by the bank* would strengthen connections to the river-related meaning of bank". (P.45) Hangman (2008) explained of the processing of propositional representations is a complex mental simulation of the text that contains many of the important aspects of the situations being described in the linguistic form.

Bridging inferences are used for local coherence to be maintained, the sentence being read must be connected to the previous sentences in a sensible manner. Bridging inferences are generated on-line (i.e. at the time of reading, as opposed to off-line, or after reading). Ford(2005) argued that bridging inferences are necessary for successful text comprehension, there exist other types of inferences that serve more of an elaborative function (Franks,1999;Gould,2008). That is, they are not required to be the text base in order to facilitate future comprehension or enhance the vividness and memorability of the situation mode.

Debate exists as to the extent readers make elaborative inferences that do support and enhance the situation model constructed from the text base(Crany and Snowling,2008).There are two theories in this respect: Constructionist verses Minimalist. Constructionist account supports the position that many of these elaborative inferences are generated during text comprehension-as the reader searches for meaning in what is being read .Minimalist account supports the position that only necessary bridging inferences are routinely made during text comprehension due to capacity restrictions. This theory holds that, under normal reading conditions, readers do not routinely make elaborative inferences such as superordinate goal inferences that can supply a character's motivation for forming an action; nor do readers consistently make elaborative inferences about what is likely to happen next (i.e., predictive inferences) or about object inherent to the activity being described but not explicitly mentioned in the text (i.e., instrumental inferences), Minimalist theories often account for the presence of elaborative inferences by assuming that the readers have employed a specialized strategy in the service of personal goals such as studying for a test, or experimental demands such as answering a comprehension question or making a lexical decision. Therefore, from this perspective, the processes that lead to elaborative inferences are not activated during normal comprehension processes.

Contributions of reading skill, general working memory capacity (G-WMC) and visuospatial working memory capacity (V-WMC) are to instrumental to inference

generation. Due to the visual nature of many readers situation models, it was hypothesized that if situation model construction requires the consumption of visuospatial working memory resources, individuals with more resources available should be able to generate and integrate more information into the mental representations of what they are reading than individuals with smaller V-WMCs .

5.4. -Make Predictions

Active readers make predictions as they read. Children need to learn how to use clues and evidences from the text to help them make predictions as they read different kinds of writing, such as fiction and nonfiction. They need to learn how to explore and use book titles, covers, chapter titles, headings, pictures and captions to make predictions about the book. How can the genre of a piece of writing help you make predictions? Find out how to take notes and use graphic organizers while you read. Learn how authors foreshadow what might happen by leaving clues (Biribili, 2009). Active readers visualize information, pause and summarize what they read, ask questions, make connections between books, and evaluate the text. Strong readers take notes and access prior knowledge to develop their own ideas and opinions as they read(Biribili,2009).

Perhaps the most significant challenges, however, are those experienced in the area of literacy. Students' overall academic success is compromised by the lack of well-developed reading and literacy skills (Edmonds,2006)). It comes as no surprise that even the best readers struggle at times. However, the difference between good readers and poor ones is that when good readers struggle with text, they employ a number of strategies that allow them to master the troubling area (Edmonds, 2006). The same is not true for struggling readers. They may need to be taught explicit literacy strategies to help them make sense of text.

The Anticipation Guide

An anticipation guide is a prereading strategy that combines literacy instruction and content-area learning. It provides teachers with the skills and tools necessary to address the needs of all learners, including those with disabilities. An anticipation guide can be effective in promoting decoding skills, enhancing word meaning, and strengthening comprehension. In addition, as students move through the statements,

they use prediction, controversy, and activation of prior knowledge about the topic as motivational devices to get them involved in the material they will later read. Anticipation guides can be used across content areas, are liked by students, are fairly easy to implement, encompass the elements of effective instruction (Kozen, 2006), and can be used in general, inclusive, and special education classrooms.

Creating an Anticipation Guide

An anticipation guide consists of a series of statements to which students are asked to respond as a way to activate students' prior knowledge about a topic (Edmonds, 2006). The general method of presenting an anticipation guide is to choose a topic from a unit of instruction about which students will be reading. Prior to reading the content or engaging in any other form of information acquisition, students react to a series of statements designed by the teacher. Kozen(2006,p.1) noted, "While some of the statements may be clearly true or false, a good anticipation guide includes statements that provoke disagreement and challenge students' beliefs about the topic". In addition, the statements should focus on information in the text that can be identified to support the students' reactions (Gibson, 2006).

In preparing the guide, the teacher carefully reads the text selection to be read by students and identifies the major concepts or ideas to which the students will react. The teacher may write a short introductory paragraph as a hook to lure student interest. If the teacher chooses not to introduce the reading through a written hook, he or she may substitute an oral introduction or simply focus on the reaction statements.

Kozen (2006) suggested that depending on the length of the text to be read and the major ideas chosen by the teacher, the guide includes a combination of 5 to 10 accurate and inaccurate statements related to the content. Students react to each statement, either individually or in small groups, by agreeing or disagreeing with it, and later they engage in conversation with their peers about their opinions. As the students converse, the teacher serves as facilitator, giving no hints regarding correct or incorrect responses.

6- Remedial reading intervention programs

Reading difficulties and reading failure can be properly addressed and effectively remediated through early identification and intervention Clements (2009). One possible manifestation of neuron plasticity has suggested that the speed and efficiency for acquiring language begins to diminish for most people around 10 to 12 years of age. Obviously, one can still acquire a new language after that age, but it takes more effort and time (Barr,2005) . The actual number of learning-disabled kids has remained fairly steady over recent decades, scientists say. Forty years ago, these children were said to have “minimal brain dysfunction.” In the classroom, they were underachievers, screw-ups, class clowns or the “dummies” who sat in the back of the room and got little attention, lots of detention(Jensen 2006. P :86).

6.1- What does “intervention” mean?

According to the Oxford English Dictionary, it has come to mean “the action of intervening, stepping in, or interfering in any affair, so as to affect its course or issue.”

Interventions tend to be of three main sorts: (1) comprehensive interventions representing new or restructured literacy programs designed for classes of children, (2) focused interventions for classes, subgroups, or individuals that supplement existing programs with skills or knowledge to facilitate children’s development, and (3) comprehensive intervention designed for individuals and for subgroups of children who do not respond well to existing programs(Dunn,2005).

6.2-Why early reading intervention?

The concept of equalizing the opportunity for all students at the beginning of the educational experience became one important tenant of an early intervention theory. This aspect of early intervention as a preventive measure focused on environmental circumstances that more closely aligned with social reform movements (Jensen 2006 P: 86).Clements (2009) summarizes some of these reasons as follows:

1. Today, they are getting more attention, for good reason: Current research shows that a reading problem not caught by the age of nine is going to be harder to treat than one diagnosed earlier – and is more likely to leave emotional scars.

2. Society is becoming more demanding early on. Pressures on children are intense, “If you’re in second grade, and you can’t surf the Internet, you’re in big trouble.
3. Reading problems are often the result poor “phoneme awareness,” or difficulty understanding that words were comprised of meaningless units of sound, either letters or groups of letters. They need careful instruction in phonics, a teaching method that stresses sounding out words.

7- Reading Clinics: promising Remedial Intervention Reading Programs

7.1 What is reading clinic?

Reading clinics draw on the an analogy between patients and at-risk or disabled readers. As patients visit clinic seeking a therapy, struggling or disabled readers visit reading clinics seeking remediation of some sort. By analogy too as medical clinics diagnose and prescribe medical treatment sometimes in cooperation with medical labs, reading clinic diagnose and prescribe remediation , sometimes in cooperation with other specialists, speech therapists ,psychiatrist ,psychologists and reading experts.

Reading clinic is an institution whose primary function is to diagnose reading disability and prescribe and provide remediation. Reading clinic can be defined in terms of the function and services it provides to the community of struggling readers.

Reading clinic could be an attached center to a college whose aim is to prepare and train teachers to become reading experts (Bevan,2004). Very often reading clinics are perceived as research units attached to universities where reading is researched and investigated . In some cases reading clinic is a remedial instructional course that helps at-risk students to overcome their reading inabilities(Bevan,2004).

7.2. -The Current Reading Clinic

Currently, reading clinics operate in many places around the world. Although clinics differ, commonalities exist among many of them. Bevans (2004) suggests that some of these commonalities are: drawing upon the community to find and enroll students who struggle to read, a reading course taken in conjunction with the reading clinic, the length or duration of clinical services and the employment of professors and supervisors who observe and critique students in the clinical setting to improve the

students' instructional decision-making ability. Another similarity was staff, professors, graduate students and undergraduate students, engaged in data collection or conducting research within the reading clinic environment.

Researchers in the field of Reading Clinics insist nowadays that Reading clinics still strive to help children who struggle with reading, but they also call for true efforts on the part of the researchers who should better define who is best served in the clinical setting. Contemporary researcher Darrell Morris(as cited by Bevana,2004) suggests that the number of students who have a reading disability can be defined as a “25/75 problem” (1999). That is, he believes that 75% of students learn to read by fourth grade with little problem or delay. The remaining 25% struggle with reading, despite the best efforts of their teachers. Of the 25% of students who struggle with reading, most have mild reading disabilities, which should be addressed in the classroom setting. The second largest group of struggling readers has moderate disabilities, which should be addressed within schools but in special assistance programs, such as Title I. The last, and smallest, group of struggling readers (3% or less) has severe reading disabilities. Within this last group are students who, despite possessing normal intelligence, have not learned to read. These nonreaders account for less than 1% of the population. Morris suggests modern clinical education should focus primarily on the 3% of students who have severe reading problems and cannot receive the appropriate help in the public school setting.

In summary, modern reading clinics are housed in education departments and serve as a training ground for teachers and as a learning resource for struggling readers. Usually, clinic experience is the educational culmination for graduate students who are in reading programs or working toward endorsements in reading education. Clinics' remedial readers normally participate in programs for at least a quarter/semester, during which they are diagnosed through a battery of tests and provided with instruction appropriate for their learning abilities (Mosenthal, 1999). Clinics often are thought of as the “safety net” for struggling readers, and they provide parents, teachers, and community members with a place where they can obtain for such children.

7.3-Types of Reading Clinics

LoisI (1968) has distinguished different reading clinics whose broad aim is to offer help to students who are needy.Principally, there are three kinds of reading clinics:

(1) the private reading clinic, (2) the public school reading clinic and (3) the university reading clinic. While one of the long range goals or objectives of each type is to help disabled readers, there are other immediate, short term, and long range objectives which will differ, and justifiably so, among them.

The private reading clinics are usually developed by individuals or groups of individuals who have skills and competencies they wish to sell. While one of their primary objectives is pecuniary gain, this within itself is not objectionable. There should be no objection to private reading clinics but there should be a way developed to assure that those who seek, and pay for services for reading disabilities are diagnosed and treated by professionally trained reading people (Ortillieb& others2011).

Public reading clinics are the second type .Public school clinics may vary in size or in scope of activities. Some school systems set up a reading clinic as a unit almost unto itself, while others include it in a center with access to other kinds of special help. Innovative concepts in clinical services have been developed. One that seems to hold a great deal of promise is the mobile reading clinic. Mobile diagnostic units have been set up and are in use in several school systems to provide services to students who would not be reached otherwise(Ortillieb2011). This eliminates the need for providing transportation for students to a centralized point and also takes care of the ever present problem of space for clinical services.

The third type of reading clinics is the university reading clinic. According to different researchers like Oritillieb(2011) and Bevans (2004), the university or college reading clinic may be classified in two large categories. It may be part of the institution's training program in teacher education and offer services to elementary and secondary school children or it may be offering clinical services to students of the university who have reading and study problems. In general university reading clinics have three primary objectives. These are (1) to train reading teachers, specialists and clinicians, (2) to promote research in the teaching of reading and in causes, prevention and remediation of reading disabilities, and (3) to provide services for disabled readers.

7.4-Functions of reading clinic

In examining the functions of reading clinics, it is observed again that private, public school and university reading clinics have at least one function in common. All

three have the ultimate objective of helping disabled readers. Another function of a reading clinic is to provide classroom teachers with assistance in determining what reading disability exists and recommendations as to remedial treatment. A third function of reading clinics may be the implementation of research which will investigate the effects of certain kinds of reading instruction, causal factors in reading disability, effectiveness of diagnostic tests and other factors related to the reading process (Bevans,2004;Ortillieb and others,2011). Research in the area of prevention of reading disability should be of great interest to the reading clinic, and not enough is being done to try to determine more effective ways of preventing reading problems from developing. Reading clinics have in the files of their clients a vast amount of data that may be useful in research studies and which, when analyzed, will help to improve the teaching of reading. A fourth function, which is unique with university and college reading clinics, is that of training reading teachers, specialists and clinicians. All colleges which train teachers offer some training in the teaching of reading. If the college offers only a baccalaureate degree there may be only one or two course offerings in the area of reading. However, at the graduate level, the university which offers a graduate program in reading will train students in at least the basic fundamentals of readingdevelopment, diagnosis and remediation (Bevans,2004).

8- Do we really need reading clinics in Gaza?

To the researcher's best knowledge Reading clinic as a support educational center or unit has not yet been existed here in Gaza. Yet, the support system that reading clinics provide to all participants including the students, tutors, and clinicians and that has been experienced by many countries all over the world is inviting us to adopt and experiment the merits reading clinics promise. The researcher ,based on the investigation she has made for the purpose of this study, got to believe that we should take risk and examine reading clinic instruction and philosophy as one of our endless effort to provide quality education to our children here in Gaza. Having students who struggle with reading is there almost in every society and Palestine is not an exception . Students' performance on English language Unified exams the Education Department in UNRWA Gaza Field Office has been administrating as a tool of monitoring students' learning achievement has proved that a considerable number of students are scoring below acceptable levels. Many attribute this to lack of reading abilities and skills. Up to now,

there is no statistical data as to lead us to approach the problem on realistic tangible evidences. There were ,however pioneer initiatives in Gaza field office during the last six years that made a difference. In 2007,Gohn Jing, Gaza field Office director at that time, and his deputy, Eden Olery announced a strategic education plan to reform education. The step was taken in response to the TEMS and the national exams held in cooperation with the Ministry of Education both of which had listed Gaza at unsatisfactory levels .Lots of initiatives have been launched since then and they targeted a wide range of school programs and activities .School of Excellence, respect and discipline ,community reach out ,feeding programs, support teachers, support materials ,and unified exam system were all launched as operational plans to actualize the reform policy. For the purpose of this study, the researcher will focus discussion on the last two initiatives as they both had a noticeable impact on English language teaching in UNRWA Schools.

Recruitment of English language support teachers for grades one to four had in fact its impact on students' achievement and progress. The support teacher worked either collaboratively inside the classroom with the class teacher or independently with needy students in special classes held either before or after the school day as most UNRWA schools operate on the double shift system.

The initiative aimed at improving the students' achievement results in the unified exams. Special classes for the over-aged students and the low achievers were also introduced to meet the special needs of these categories of students. Data from the Education Development Center came to trace the improvement gains .Tables (1) and(2) below display English language unified exams results from 2008 to 2012.

Table (1)

Grade	English				
	pass %	pass %	pass %	pass %	pass %
	1st&2nd 07-08	1st&2nd 08-09	1st&2nd 09-10	1st&2nd 10-11	1st&2nd 11-12
Grade 4 – 9	44.72	59.79	[74.74	74.30	72.81
Grade 7	43.53	53.36	73.62	79.67	62.83

Table (2)

Grade	English				
	mean %	mean %	mean %	mean %	mean %
	1st&2nd 07-08	1st&2nd 08-09	1st&2nd 09-10	1st&2nd 10-11	1st&2nd 11-12
Grade 4 – 9	39.40	44.57	52.40	52.11	51.62
Grade 7	39.14	42.27	52.54	55.59	46.65

As the two tables above show there were tangible improvements in both the pass rate percentages and the mean scores of students of all the grades -grade one to grade nine- during the period 2008 to 2011, but in 2012 however, there was a decline in both the students' pass rate percentages and the mean scores. If we look at the seventh graders' (the population of this study), we can see that there was a consistent improvement between 2008 to 2011 in both the pass percentages and the mean scores. In 2012 there is a sudden downfall from 79.67% in 2011 in the pass percentage to 62.83% in 2012 and from 55.59% in the mean score in 2011 to 46.65% in 2012. The decline detected could be due to the fact that the Education Department could no more continue financing all the initiatives mentioned earlier; there was not enough budget from the donors and some of these initiatives had to be suspended. What makes things worse is that the number of students in UNRWA schools is still increasing year after year; today we have 2226.000 students in UNRWA schools, whereas the resources are still limited.

One of the major challenges The Education Department has to work on is the Education of children whose needs are not being met; Inclusive Education is one of the core target areas of the reform. (UNRWA newsletter 2011).

Inclusive Education policy is supposed hopefully to ensure that all children have equal access to quality education regardless of gender, abilities, disabilities, health conditions and socio-economic status. Two workshops on "Inclusive Education Policy Framework" were held in March and July 2011. Dr. Branda Lazarus- PhD in Counseling Education Psychology and Special Education- and with a broad experience in Inclusive Education and research, worked with representatives from the five Fields to develop the Inclusive Education draft policy.

The researcher believes that education strategy reform discussed above is an opportunity that we should never lose. Inclusive education policy and new curriculum

framework could help us gear towards the needs of all children and to find ways to reach them. The reading clinic program the researcher experimented in this study could help hopefully inspire educators to find their way through so as not to have a "child left behind."

Having students who are not successful readers is not a new problem, but being accountable for the performance of these students is a relatively new pressure that UNRWA schools face. In this time of accountability, educators and teachers feel they should face questions about how to help the significant population of struggling readers in classrooms and what practices that can turn struggling adolescent readers into successful and well-performing students. Researchers agree that if instruction for struggling readers is to be beneficial then that support needs to begin early and as soon as difficulties emerge. It is much harder to help children if problems are detected later. Early intervention and quality instructions are the key component of any attack plan is attempted to helping more learners be successful.

Reading clinics can be best looked at as proposed remediation programs where reading skills can be addressed in a way that would help struggling readers become fully independent readers. Reading clinic has been experimented in many parts of the world. The results were very appealing that researchers and reading experts have become faithful believers in its impact and effect on children who are classified as weak and struggling readers.

This study is in fact an attempt to investigate the effectiveness of a proposed reading clinic program in improving at-risk seventh graders reading comprehension skills. The study might serve as a stimulus for other researchers to develop more detailed proposals for how reading clinics of the future might look if they prove to be effective and influential.

Although school system In UNRWA is increasing focus on assessment, these assessment practices have not always been geared towards acquiring data for instructional purposes. Implications of school-wide testing has not always be taken into consideration during the school year because the results of end-of-the-year testing are not used for reviewing nor modifying the instructional approaches utilized in the field and this as the researcher believes , further increasing the gap between classroom instructional decisions and assessment data results. The researcher worked as English language teacher in UNRWA for about ten years and as English language supervisor for about seven years. During this period she has noticed that schools do not benefit from

the data the Education Development Center provides concerning the results nor from the analyses it conducts. Educators and curriculum designers are requested to study these results and to benefit from the implications there so as to develop our teaching instructions to the maximum possible.

The researcher believes if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement. Reading clinics open the door to students who have lost a sense of satisfaction from reading, become frustrated, and burdened by the stigma of reading poorly in class. Independent readers are not built from having repeated negative experiences with literacy. No one would choose to do something that only brings disappointment. Instead of hoping and wishing for the best for struggling readers, particular components need to be in place so as to provide lasting and meaningful interactions with literature in reading clinics.

It is urgent- the researcher believes- for instruction to include both skill development and motivation. Although this has become a common aim among educators, meeting both the need for skills instruction and reading motivation is difficult to achieve, especially when developing the abilities of those striving readers who may have negative impressions of reading and writing. The researcher thinks that reading clinics teaching principles and strategies which are based on precise diagnoses and intensive remediation would help to a great extent children to catch up and even to develop to the utmost of their potentialities.

Summary and conclusion

The information presented in this part helps the researcher construct her proposed Reading Clinic Program as she could pinpoint the following:

- 1- Expanding knowledge of reading process, habits, comprehension skills and strategies .All which help in establishing the building rocks of the reading clinic program the researcher proposes as a remedial intervention program to improve reading comprehension skills of the seventh graders at-risk students.
- 2- Setting criteria for material selection.
- 3- Empowering the researcher with a wide variety of empirically experimented reading strategies and skills.
- 4- Constructing the proposed reading clinic program on solid and sound foundations.

- 5- Perceiving and understand the characteristics of struggling good readers and design the program instruction accordingly.
- 6- Transforming reading brain-based findings into a number of classroom practices that would optimize students benefit from the program instructional mode.

The next part of this chapter is going to present and later discuss previous studies, findings in the worlds of reading acquisition and learning skills.

Part "B" of this chapter is going to investigate studies conducted in the field of reading comprehension skills and strategies, also it is going to investigate studies conducted to examine the effectiveness of proposed remedial intervention reading programs. Studies conducted in the field of Reading Clinics are going to be outlined so as to consider how effective and special are they in terms of the improvement they promise to children struggle with their reading abilities.

CHAPTER II

PREVIOUS STUDIES(B)

This chapter investigates the findings of related previous studies. It consists of five main parts: part one includes presentation of the previous studies conducted in the field of reading comprehension skills and strategies ,the second part is basically an in-depth investigation of empirically supported interventions that enhanced reading comprehension for young students who struggle with reading . The third part is devoted to brain-based reading research as there are converging evidences that brain research in the field of neuroscience has lead and significantly oriented our understanding of why average and sometimes highly intelligent students have reading difficulties and consequently how to invest that understanding to intervene. The fourth part reviews studies conducted to examine the effectiveness of reading remedial instructions given in reading clinics. Part five is a commentary on these studies.

Part one: reading comprehension strategies

introduction

This part investigates research conducted in the field of explicit reading comprehension strategies. Explicit reading instruction was perceived by many researchers as powerful metacognitive strategies that students can successfully exercise. There seems to be a considerable amount of research that supports the conclusion that students when equipped with reading strategies ,their ability to interpret reading texts significantly increases .By time they become fully independent readers who are completely responsible about their learning.

King (2010)

This study was conducted to find out whether and to what extent embedded vocabulary instruction could help urban middle school students use specific vocabulary skills to improve overall reading comprehension. The study group consisted of 48 eighth grade students in one urban middle school in Health Education class. A matched pairs *t* test of the pretest and posttest scores showed that study participants made a gain of 2.33 (out of 10) points on the posttest and that this result was significant with a probability value (p-value) of 2.66×10^{-7} . Study results indicated that students were able

to apply vocabulary strategies effectively when they learned subject-specific informational text. Pre- and posttest gains represented a 60% increase in the number of correctly answered questions from pretest to posttest. This study also showed, through qualitative analyses of students' responses during the focus group, and through student work, that the participants understood more about how to apply vocabulary skills to subject-specific text after the students received embedded vocabulary instruction. This study provided information that teachers could use to help students transfer skills learned in English class to the reading materials that students encounter elsewhere. A recommendation for instructional practice would be that teachers receive ongoing training and professional development on the steps for embedding vocabulary strategy instruction into content area material. It is recommended that further research such as a school-scale noncontrolled study may yield more information related to the research problem studied.

Nouvelle (2010)

The theory of automaticity explains that a reader can focus more attention on the meaning of a reading passage when less attention is needed for word and sound recognition. The literature has suggested that reading comprehension can be improved through efforts to improve ORF. The central purpose of this quantitative, correlation study was to determine the relationship between gains in ORF and gains in reading comprehension of both informational and literary texts among 46 students in Grades 3 through 6 with reading difficulties and specific learning disabilities in a rural southern U.S. school district. A second purpose was to determine whether repeated readings or cold reads is the better predictor of reading comprehension. Gains in ORF rates over a 10-week period, determined by the difference in pre- and post-measurements on two curriculum-based measures of ORF, were regressed on reading comprehension scores on the Measures of Academic Procedures test. There was not a statistically significant relationship between ORF and reading comprehension gains, and neither repeated readings nor cold reads was statistically a better predictor of reading gains. The findings offer several suggestions for the continuation of support for students who struggle with the reading process. Implications for social change included improved reading levels for those with reading and other specific learning disabilities.

Karasinski (2010)

This study investigated inference construction within spoken narratives in adolescents with varying cognitive and language abilities. The role of working memory in inference construction was examined along with language and nonverbal cognition. Participants were 527 eighth-grade students in 4 diagnostic groups: normal language (NL), low cognitive (LC), specific language impairment (SLI), and nonspecific language impairment (NLI). Participants answered premise and inference questions based on adjacent and distant information. Distant inferences were significantly more difficult than were adjacent inferences. When controlling for premise accuracy, the NL group performed significantly better than each of the other groups on distant inferences. The LC group demonstrated significantly higher accuracy on distant inferences than did the NLI group. Regression analyses revealed that performance on a verbal working memory measure predicted unique variance in distant inference accuracy beyond that accounted for by measures of language and nonverbal cognition.

In conclusions, the researcher stated that understanding implicit information, particularly when linking distant information, is difficult for adolescents who are deficient in language comprehension, verbal working memory skills, and/or general world knowledge.

Pinto (2009)

The purpose of this study was to investigate whether modeling self-assessment and metacognitive reading strategies in the classroom, then providing an intervention for students to practice the metacognitive reading strategies in their independent reading, fostered strategy awareness and improvement in motivation and comprehension for 7th grade readers. Two different sample passages of the New Jersey Assessment of skills and knowledge Grade 7 (ASK-7) were administered to determine students' reading levels before and after the intervention. The researcher also utilized several other quantitative and qualitative methods to increase the validity of the study; motivational survey, a metacognitive reading strategy survey, a homework guide, and three student interviews. The sample consisted of 71 students in 7th grade and "1" reading teacher in a middle-class community in Southern New Jersey. The study was conducted over an 8 week period and consisted of two instructional sessions per week. This study utilized three separate-t-tests to determine significant difference. Analysis of

a narrative assessment passage, metacognitive reading strategy survey, and Motivation to Read Survey revealed a significant difference between the pre/post tests, and between the pre/post surveys. The qualitative measures supported the quantitative finding.

The study found that students increased in comprehension, motivation, and metacognitive reading strategy use. Results indicated that students were able to generalize strategies for themselves when they encountered new types of texts. More research is needed to investigate the effects of explicit instruction in self-assessment and metacognitive reading strategy on motivation, strategy usage and value and narrative comprehension.

Reid (2009)

Success in academics, the workplace, and society depends on one's ability to read and comprehend informational text. The current project involved providing to teachers of upper-elementary students a researcher-created professional development manual targeting reading comprehension of informational text. The guiding question for this research was whether Goal Oriented Reading (GOR) enhances the teaching application of reading informational text. GOR provides lesson plans for effective teaching of informational reading and the importance of teaching reading skills using informational text. Ten teachers reviewed GOR and completed a five-point Likert scale survey providing feedback from a practitioner's point of view. A quantitative one-group pretest posttest design utilized the *t*-test analyses with a 95% confidence level. There was a significant difference in the number of times teachers taught informational reading after having read GOR, and the mean number of weekly lessons dedicated to teaching informational reading. It has been demonstrated that GOR is an effective professional development manual to enhance reading skills in content areas. Elementary students whose teachers are equipped to teach skills in reading informational text have the potential of growing into more literate citizens. Possible implications for social change of modifying existing reading instructional strategies include increased learning in reading comprehension, which is paramount to personal fulfillment, and academic or career success.

Bowyer- Crane (2008)

This study investigates children's ability to generate inferences from narratives containing counterfactual information. 39 typically developing readers (mean age 10; 05) completed an on-line task in which they were asked to read short passages, followed by sentences which they had to judge as true or false. The sentences pertained to either a causal inference or a static inference that could have been made during the reading of the passage. The passages and corresponding sentences were either true in terms of real world knowledge, or were presented as fairy tales. Results indicated that overall children responded faster and more accurately to sentences related to causal inferences than to static inferences. Responses to both types of inferences were slower in the 'fairy story' condition. One conclusion the study highlighted was children's pattern of inference generation appears to be the same irrespective of the factual basis of the passage. However, responses to sentences based on inferences in the preceding passage are slower in fairy stories.

Hangman (2008)

The researcher has found that instrumental inferences (inferences about an object used to perform an action) can be generated during text comprehension is given strong contextual support for the inference. The inferences in the current study were generated despite a lack of explicit mention of the instrument being used. Further it was found that individual differences in working memory capacity were associated with different inference generation propensities. However, the relationship inference generation and working memory were opposite of what expected. Individuals with small working memory spans showed more evidence of drawing inferences than individuals with high working memory spans.

A total of 143 participants took place in the current study. All had normal or corrected-to-normal vision. Measures of reading comprehension skill, general working memory capacity, inference generation, and a post-experiment questionnaire were administered over two sessions, each lasting approximately 50 minutes. All participants were tested individually. The result indicated that students ability to generate instrument inferences significantly improved due to the intensive training the research exposed the participants to.

Salters (2008)

The purpose of this quantitative experimental study was to determine the degree of effectiveness of independent reading on the reading comprehension skills of sixth-grade students. The sixth-grade students were randomly assigned into four treatment groups and one control group. Treatment group one students received direct instruction (with four main reading comprehension strategies, which included preparational, organization, elaboration and monitoring), parental involvement (using before-, during-, and after-reading comprehension strategies), and at least 30 minutes of reading each day. Treatment group two students received direct instruction using the four reading comprehension strategies (preparational, organizational, elaboration and monitoring). Treatment group three students received guidance from parents who used before-, during- and after-reading strategies. Treatment group four students read independently for at least 30 minutes each day. The control group students received no treatment. The number of participants in each group was 23 or 24 . Using the 6-week , the research study did not show a statistically significant differences in the pre- and posttest scores of the students in treatment groups one through four when compared to the control group, some significance difference in scores were apparent when the treatment groups were compared to each other. The results showed parental involvement was crucial in helping students increase reading comprehension skills during independent reading. When compared to treatment groups one through four, One implication of this quantitative experimental research study was to encourage teachers to take an active lead role in seeking and conducting research that identified the most effective reading comprehension strategies. Another important implication was to ensure the role parents and teachers play in helping their children improve their reading skills. Teachers and parents also other community members must become involved in the movement to establish a strong parent-school connection. The researcher speculated that group one students would perform at a higher level than the other treatment groups of students because group one participants were exposed to all of the treatments. The research results demonstrated that students exposed to more strategies did not automatically perform better on assessment tests than students exposed to only one strategy.

Denton ;Fletcher and Anthony (2006)

To evaluate the effects of an intensive tertiary reading intervention, 27 students with severe reading difficulties and disabilities, 14 of whom had demonstrated an inadequate response to 1-2 tiers of prior reading instruction, received a 16-week intervention package involving decoding and fluency skills. The decoding intervention was provided for 2 hours per day for 8 weeks and was based on the Phono-Graphix program. The fluency intervention followed the decoding intervention and involved 1 hour of daily instruction for 8 weeks based on the Read Naturally program. The 16-week intervention resulted in significant improvement in reading decoding, fluency, and comprehension. Although individual responses to the intervention were variable, 12 of the 27 students showed a significant response to these interventions.

Intervention Teachers. The interventions were delivered by six experienced teachers. Five of the six were certified teachers, and the sixth was a highly qualified reading tutor who had extensive experience with providing intervention in a clinical setting. The mean years of teaching experience for the six teachers prior to the onset of the study was 9 years (range = 3-20 years)

Intervention Implementation. Students in this study received the two 8-week reading intervention programs daily in groups of one teacher with two students. For the first 8 weeks, students received the Phono-Graphix program for two 50-min sessions separated by one 10-min break. For the second 8 weeks, students were engaged in the Read Naturally program for 1 hour per day. Intervention was provided during the regular school day, with some students attending intervention in the mornings and some in the afternoons. Intervention was provided at the students' home schools, but in a setting outside of their usual classrooms.

Instructional Conditions. Decoding Intervention. Phono-Graphix is a system of teaching reading and spelling that is focused on instruction in the nature of the English graphophonemic system. The approach simplifies concepts related to phonics by characterizing letters and letter combinations as pictures of sounds. Students are taught to blend, segment, and manipulate sounds, and to recognize and apply in reading and spelling. Results indicate improvement in reading decoding, fluency, and comprehension. Also, the results indicate the effectiveness of delivering remedial treatment by reading specialists who when work cooperatively with the class teacher, can help students improve significantly.

Vellutino and others (2006)

The results obtained in this study proved that early reading difficulties in most impaired readers can be successfully remediated and that experiential and instructional deficits are more likely to be the primary cause of such difficulties than are basic cognitive deficits of biological origin. However, results from the kindergarten assessment and classroom observation components of this study also led to the conclusion that children's pre-first grade literacy experiences and instruction may be critically important determinants of early reading achievement. Thus, it seemed that a logical and potentially useful extension of the current first-grade intervention study would be to evaluate the utility of identifying children at risk for early reading difficulties on entry into kindergarten and implementing intervention in kindergarten to prevent long-term reading difficulties. This was a 5-year longitudinal study that was initiated in late spring 1997 and terminated in late spring 2002. Participants in this study were children from lower-middle- to upper-middle-class backgrounds in suburban and rural schools in upstate New York. The initial sample consisted of 1,373 children assessed at the beginning of kindergarten. All children in both cohorts were given a test of letter-name knowledge when they entered kindergarten, and approximately 30% were identified as being at risk for early reading difficulties on the basis of their performance on this test alone. However, to further document their at-risk status, these children were also given tests evaluating phonological awareness (sensitivity to rhyme and alliteration), rapid automatized naming of objects, counting by ones, and number identification. Children in the at-risk group performed at levels well below children in the not-at-risk group on all of the screening measures.

In the next phase of the project, approximately half of the at-risk children were randomly assigned to a project treatment group, and the other half were assigned to a school-based comparison group. Results were reported only for contrasts between children in the project treatment and school-based comparison groups from schools where no kindergarten intervention was provided. Remedial activities focused on emergent literacy skills such as knowledge of print concepts, print awareness, letter recognition, letter identification, phonological awareness, letter-sound mapping, sight word learning, shared and guided reading, and listening to and reading stories. The project treatment group performed appreciably better than the school-based comparison group on most of the measures. Group differences were statistically meaningful on tests evaluating phonologically based literacy skills, in particular, phoneme segmentation,

knowledge of letter names, knowledge of letter sounds, word identification, spelling, and letter-sound decoding. In contrast, group differences were either marginal or below statistically acceptable standards on tests evaluating print concepts, detection of rhyme, detection of alliteration, and phoneme blending. However, all effect sizes favor the project treatment group. Thus, it seems reasonable to suggest, from these results, that early intervention on behalf of at-risk children identified at the beginning of kindergarten can significantly improve the foundational literacy skills of such children and help prepare them for reading instruction in first grade. Results suggest that either kindergarten intervention alone or kindergarten intervention combined with first-grade intervention are both useful vehicles for preventing early and long-term reading difficulties in most at-risk children.

Keer (2004)

The study examined the educational benefits of explicit reading strategies instruction followed by practice in (a) teacher-led whole-class activities (STRAT), (b) reciprocal same-age (STRAT + SA), or (c) cross-age peer tutoring activities (STRAT + CA) on fifth graders' reading comprehension achievement. Twenty-two fifth-grade teachers and their 454 students from 19 different schools throughout Flanders (Belgium) participated. A quasi-experimental pretest post-test retention test design was used with three experimental groups (STRAT, STRAT + SA, and STRAT + CA) and a matched control group. The experimental interventions were implemented during an entire school year. Multilevel analysis revealed that the STRAT and STRAT + CA condition made a significantly larger pretest to retention test progress than the control group. The significant major progress was especially situated from pretest to post-test, during which the intervention took place. Concerning the STRAT + SA condition no significant differences with regard to the control group were detected. Pair wise comparisons of the experimental conditions indicated that the STRAT + CA condition's progress from pretest to retention test also exceeded the STRAT + SA condition's advancement significantly. The study corroborated the efficacy of the STRAT and STRAT + CA conditions' interventions as feasible tools to enhance fifth graders' reading comprehension achievement.

Lesley (2004)

Developmental reading courses are filled with students who possess poor concepts about themselves as readers. These concepts arise partly from previous histories of remedial educational endeavors. This study suggests that through "critical" metacognition these negative concepts can be addressed in ways that assist developmental readers with renaming their literacy experiences and allowing them to progress. Instruction is further complicated by the fact that the majority of students who are placed into developmental reading courses to acquire the reading skills necessary to excel in an academic setting often resent this support. In fact, most college students who receive low scores on reading comprehension tests enter into developmental reading courses with a history of frustrating educational experiences and resist reading in college courses even though academic success is largely predicated upon one's proficiency in reading. Findings suggest that we must uproot the perceptions our students possess about their previous literacy experiences to analyze both positive and negative ideological aspects. This requires "re-visioning" on the part of the student.

Fitzgerald (2004)

The purpose of this multiple-probe design study was to investigate the effect of teaching *The Word Identification Strategy* through online modules to students with specific learning disabilities. Specifically, *The Word Identification Strategy* was taught to five participants (i.e., twofifth graders, one sixth grader, and two seventh graders) through online modules within anonline distance education charter school. *The Word Identification Strategy* served as the independent variable to determine the effect on the participants' oralreading and comprehension. *Oral Reading Probes* and *Comprehension Probes* were used to measure participant performance throughout three design conditions: (a) baseline, (b)instruction, and (b) maintenance. The instruction condition included three phases:controlled practice using instructional level reading passages, advanced practice usinggrade level reading passages, and generalization using reading assignments from theirEnglish, science, and social studies online classes. Maintenance Probes were used to determine whether participants maintained the skill two weeks after instruction ended. Visual analysis of graphed data from the *Oral Reading Probes* and *Comprehension Probes* obtained during the three conditions was analyzed to determine the strategy's effectiveness. Analysis revealed that all five participants learned *The Word*

IdentificationStrategy through online instruction and improved their oral reading mean average scores from an instructional level (90%-95%) to an independent level (96%-100%) on controlled practice (instructional level) and advanced practice (grade level) materials. In addition, participants improved their comprehension on controlled and advanced materials when compared to pretest comprehension scores. Participants also generalized the strategy to online materials written at grade level. Finally, students with learning disabilities maintained their oral reading and comprehension skills over a two-week period at levels higher than their performance before learning the strategy.

Conclusion

From this brief presentation ,the researcher concluded the following:

1. Reading comprehension strategies are multidimensional. Within one setting more than one strategy can work.
2. Reading comprehension strategies are metacognitive in a sense that they help students to think about their thinking .This of course helps students discover themselves; discover how best they can learn and under which conditions.
3. Reading comprehension strategies are learnable .Sustained training may help develop reading comprehension strategies. Sufficient training help create fluent readers who later become skilled readers.
4. Directed reading and think aloud strategies can be helpful as they exemplify how a given strategy works. Modeling and sharing reasoning process can help empowering students with a mechanism by which they can better understand the reading texts..
5. Word recognition is at the heart of reading comprehension. Word mastery creates fluency, fluency leads to automaticity and automaticity facilitates comprehension.
6. Phonics and whole language approaches are not competable. Both help students acquire vocabulary and words of the language, the best way is to utilize them opportunistically and integratively. A balance approach is highly recommended.
7. Although there is a tendency towards explicit vocabulary instruction, some still argue that embedded vocabulary instruction could help students improve their overall reading comprehension.

8. Teachers need to be fully aware of reading metacognitive strategies. They should all be empowered with this knowledge through pre or \ in-service training programs .

Part Two: Reading Intervention Programs

Introduction

This part focuses discussion on different remedial intervention programs attempted by researchers worldwide. Educators have awesome responsibility to provide best practice in reading skills development . Researchers have always to seek ways to give hand in hand help for at-risk students so as we have " No child left behind". All children, but especially at-risk need early detection and remediation of reading problems "regardless to the source of the reading problem, nearly all deficits can be overcome with appropriate direct instruction" (Speaker, 2004:p.152).

Stobbe (2011)

Independent silent reading is an important reading practice that promotes and encourages the development of various reading skills. Sustained Silent Reading (SSR) and other similar independent silent reading programs strive to create a more natural and aesthetic reading environment that explicit, direct teaching does not always manage to do. As educators and administrators, it is important that we are aware of the current educational issues, topics, and strategies that are relevant to independent silent reading. Through the use of survey research, this study discovered how first, second, and third grade teachers are implementing Sustained Silent Reading within their classrooms, and what they perceive the benefits and weaknesses of this independent silent reading program to be. The teachers participating in this study came from several schools. These schools were all elementary schools found in the Northwest Ohio area.. First, second, and third grade teachers from 8 school districts and 13 elementary school buildings had been asked to participate in the SSR survey. This large number of school districts and elementary school buildings were visited so that a reliable and statistically sound amount of data could be collected. In total, 107 first, second, and third grade teachers were asked to participate; 59 teachers returned the surveys. These addressed the five reading skills that Sustained Silent Reading has been said to benefit. Through the use of survey research, this study investigated how Sustained Silent Reading is implemented in

first, second, and third grade teachers' classrooms, as well as what their perception of this reading program's benefits and weaknesses are. A total of 54 first, second, and third grade teachers from eight Northwest Ohio school districts and 13 elementary school buildings reported somewhat similar results. Many teachers believed the reading program was highly beneficial for reading motivation (43%) and reading fluency (37%). Teachers expressed that these two reading skills improved "significantly" more than any of the other five skills. Educators often take and adapt numerous teaching programs, tools, and strategies for their classroom and their students' learning styles. It does not come as a surprise that Sustained Silent Reading is one of those reading programs that is quickly adapted to better suit both the individual educator's teaching style and their students' learning needs. Teachers know that SSR is highly beneficial especially concerning reading motivation.

Barganski (2010)

The purpose of the study was to understand reading tutors' perceptions of the effectiveness of tutorial programs on reading achievement of at-risk students in South Texas school district. Fifty – eight reading tutors tutoring at-risk students in grades 3 – 8 were asked to complete a survey entitled "Reading Tutor Survey" and "Characteristic of a tutorial program. Forty – nine participants returned the survey.

The survey revealed reading tutors were not extremely prepared to teach the following reading elements: phonetic awareness; decoding; vocabulary; comprehension; and fluency building. Reading tutors were offered professional development activities but did not take advantage of the activities offered. The activities in which reading tutors chose to participate were: coaching by a fellow teacher, assistance with interpreting data and grade level meetings devoted to reading. Through the surveys, reading tutors shared strong components of their tutorial program. Components included: re-reading familiar stories, word analyses; introducing new stories continually; having tutorials one or two weekly; leveled books; coordination of tutorials with classroom instructions; and tutoring the same students during the entire assignment.

little research exists in the literature regarding the degree to which the intervention must be implemented in order to obtain positive student outcomes. The current study used a repeated reading intervention at varying levels of treatment

integrity with 16 second grade students identified as struggling readers in a quasi-experimental design. The repeated reading intervention was applied to three groups of students at either: 100%, 80%, or 60% integrity, and the results were compared to students in a control group. Three out of four students receiving the intervention at 100% integrity demonstrated positive g-index scores. Only half of students in the 80% and 60% groups, and none of the students in the control group achieved positive g-index scores.

Gardner (2010)

The purpose of the study was to determine the impact of a reading intervention program known as Reading Recovery by comparing outcomes of instructions as measured by students performance on the third grade TAKS test for first-grade student who discontinued the program or were recommended for further evaluation. Moreover, this study ascertained the impact of the variables gender, average report card grades, and retention rate of low-income students.

A child has reached grade-level performance and no longer needs supplement support; the child has made accelerated gains, reaching grade-level expectations in reading and writing and the child demonstrates strategic activities that will foster continuing achievement in the classroom without additional support.

TAKS Texas Assessment of Knowledge and Skills Test. This test sought to determine if students who completed this program successfully, or who were recommended for further evaluation and future instructional support at the conclusion of their program, performed differently on the TAKS test. Additionally, this study investigated the effect of gender and exit status and the retention of second and their grade students.

The cluster random sampling procedures were utilized in this study. Eleven elementary school that have had a Reading Recovery program and fall fifteen points above the district's economically disadvantaged level made up the total population to be used in this investigation. These are 114 students who met the set criteria. The instruments that were utilized in this investigation were the Texas Assessment of Knowledge and Skills (TAKS) and the observation survey of Early Literacy Achievement. The TAKS is a standardized test used in the State of Texas to measure its students' academic achievement in Mathematics, Science, English, Reading, and Social

Studies. The observation Survey of Early literacy Achievement is an assessment that provides a systematic way of capturing early reading and writing behaviors.

One of the most interesting findings of the study was the lack of influence that the varia exit status had on the reading performance of third grade students. The researcher found, however, that students who had discontinued exit status outperformed their counterparts with recommended exit status. A plausible explanation might be that measures used to evaluate Reading Recovery in this study had some problems aligning with the specific strategies of the Reading Recovery Program, such as using predictable text, rather than using authentic, and natural language patterns.

Another notable finding in this study was that gender variable was not significant. Both male and female performed similarly on the reading section of the TAKS.

MacLennan (2010)

The current study used a repeated reading intervention at varying levels of treatment integrity with 16 second grade students identified as struggling readers in a quasi-experimental design. The repeated reading intervention was applied to three groups of students at either: 100%, 80%, or 60% integrity, and the results were compared to students in a control group. Three out of four students receiving the intervention at 100% integrity demonstrated positive g-index scores. Only half of students in the 80% and 60% groups, and none of the students in the control group achieved positive g-index scores.

The intersensory Reading Method follows the principle that visual response be more stabilized when related information is made available through the auditory and kinesthetic approach is integrated. It is a sequential programmed method which advance the child step by step from the learning of simplest phonemes to more complex phonic elements in regular systematic order. Vocabulary employed in the reading texts is graded on the lasis of phonic difficulty. It employs linguistic spelling patterns as units thus facilitating visual and auditory discrimination and retention of word-image through structure based on generalization.

The five months of exposure to the intersensory resulted in a mean gain of 6 months, with a range of from 4 to 12 months on the Metropolis Reading Test. There

was a qualitative difference upward in the children's ability to analyze and synthesize sounds and words.

Miller (2010)

The purpose of this study was to explore how three struggling, sixth grade readers experienced an after-school program designed to increase their affective and cognitive reading performance. Research in the areas of vocabulary acquisition, reading strategy development, discussion of text, time spent reading, engagement, and reader self-perception provided a foundation for the study. This study utilized a multiple case study design. Qualitative data was analyzed and described with rich description regarding what the students did (actions), what the student said (words), and their interactions with one another as they participated in the after-school program. During an eight-week period, students attended the after-school program where they participated in text and vocabulary discussions, read engaging literature, and learned reading strategies. Participant reader self-perception and engagement were also addressed. Data consisted of individual interviews, focus group interviews, transcripts of discussion sessions, researcher field notes, work samples, and pre-reading and post-reading inventory assessment data. Data analysis during the reading and rereading of data resulted in emerging themes for the individual participants. Through a cross case analysis, similarities and differences among the cases evolved. Results indicated that this group of struggling readers (a) needed a great deal of direct modeling, instruction, and practice to perform as members of a discussion group; (b) thrived as readers in a small group intimate setting that encouraged their voice in discussion of text; (c) did not possess knowledge or use of reading strategies at the onset of the study; (d) could utilize reading strategies under the support of the teacher but had difficulty applying them in independent reading during this time period; (e) increased their engagement with reading when they had choice in text selection; (f) had reading performance that was impeded by their lack of preparation at the onset of the study; (g) advanced their understanding of both text and vocabulary through discussion to make meaning experiences; (h) utilized the reading strategy of connection to make meaning of text; and (i) were individuals with diverse needs and strengths.

Conclusion

Remedial reading programs no matter how much they vary in terms of the services they seek to offer, they all share one broad objective: helping child to develop on his or her pace and to the utmost of his or her potentialities .Almost everybody believe that the best place for a child to learn is in the regular class with his or her peers. Some students ,however, are subject to reading deficits and vulnerability that they need additional guidance and support. Reading intervention programs try to orchestrate instructional opportunities to allow these children to continue a typical cycle of literacy growth.kindergarten and preschool stages are very important and they may give valuable information about the kids readiness and preparedness for his\her future school life engagement.

Part three: Brain- Based Reading Instruction

Brain –based reading research findings are revolutionary in terms of the knowledge they empowered us with. Magnetic and electrical scanning of human brain while reading have all proved that there are certain neural ways that are active meanwhile. For those who have reading difficulties these neural paths are supposed not to be able to work effectively.

Advocacy for intervening as soon as reading problems are detected has been intensified by findings in brain-based reading research. Even though biological and environmental factors are still to be considered as probable causation of reading vulnerability .Knowledge about human brain plasticity and ability to reorganize itself in reflection to the experiences it is exposed to is so much informative. It helps educators and teachers to find ways of intervening whether medically or environmentally to prescribe the appropriate remediation.

Blackburn(2009)

This study sought to determine whether a brain-based reading program called EyeQ—one that uses neuroscience-informed instructional strategies that augment the brain’s ability to modify itself while learning—would be more effective than the standard school reading program. The conceptual framework was based on act No Child Left Behind of 2001, which requires that every child be able to read proficiently. The research questions asked whether EyeQ increased reading achievement, promoted a

more positive attitude toward reading and reading instruction, and if positive responses on an attitude and behavior survey correlated with improved reading skill. A quasi-experimental two-group design was employed with 38 students. The control group continued the traditional school program, and the experimental group used EyeQ, a brain-based program. For Research Questions 1 and 2, *t*-tests and ANCOVA were used to analyze and compare pretest and posttest scores, and Cronbach's alpha was used to establish the reliability coefficient of .71 for the teacher-made survey used for Research Questions 2 and 3. The results indicated no significant difference in improved reading skills between the two groups. Results of the analysis of the survey did indicate that students using EyeQ had improved perceptions of their reading ability following instruction. No correlation was found between student responses on the attitude and behavior survey and reading comprehension gains using EyeQ. The study has implications for social change in that the results could help to determine which reading programs improve reading skills.

Hannan, (2006)

The purpose of this review was to describe the research on brain plasticity and to establish arguments for why this research is relevant to the education of people who are visually impaired. By applying a multidisciplinary approach (from medical, psychological, and educational practitioners,) this review strengthens the body of research on braille literacy. The most significant conclusion of the studies reviewed is that the brain is plastic. The most challenging task of educators is to integrate what is known about braille reading with what has been discovered in research in neuroscience and experimental psychology. Brain plasticity suggests that new connections can be made in the brain. These new connections are physical changes made by body after the onset of the visual impairment.

Studies have shown that there is greater brain plasticity in people with significant visual loss than in people who are not visually impaired.

Part four: Reading Clinics

When students needs can't be attained in regular classroom settings, students are pulled out in special classes for extra reading instruction .When students show improvement and progress :when they performance at the same level of their grade peers they can be returned to their regular classes . Tools for screening and referral have to be precisely determined. Diagnosis of reading problems and isolating them and dealing with them one by one are essential as they will be the basis of the prescribed remediation. This is the essence of many proposed reading clinics experimented in many parts of the world and some are going to be presented here.

Bevan (2004).

This research explored the status and features of reading clinics that serve elementary students in teacher education institutions in the state of Ohio. Survey results were collected from 42 colleges and universities, representing a 100% response rate. On-site visits were held at eight colleges and universities. Every college or university who welcomed a site visit was included in this portion of the data collection. Research questions for this study investigated four areas of clinical work. The questions were (1) what are the characteristics of readers attending reading clinics, (2) what research/theory(ies) inform instruction in the reading clinic, (3) how does the reading clinic fit within the mission of the college or university, (4) what are the typical activities that take place (for the director, tutor, and child) in the reading clinic, and (5) what are the factors that support/inhibit a successful reading clinic? Results from the survey data indicated that 26 out of 42 teacher education institutions in the state of Ohio currently offered training in a reading clinic setting to preservice and inservice teachers. Of those colleges and universities providing clinical training in reading instruction, 60% were held off-site and 40% were held on the college or university campus. Most clinics currently in operation have been open for more than 10 years, indicating that new reading clinics are not being established at colleges and universities in Ohio. On-site visitations yielded information about the nature of the reading clinics and the day-to-day operations taking place at those sites. In addition, visits provided the opportunity to clarify and expand upon information gathered in the reading clinic survey. Clear strengths of the program were the perceived connection of theory to practice for preservice and inservice teachers, providing service to the community through outreach

programs, and providing remedial services for struggling readers. This study suggests that the experience gained in the reading clinic provides a unique opportunity for teachers to work with students in a supportive environment.

Further, preservice and inservice teachers have the opportunity to use the theory learned in reading courses in real situations, thus strengthening the connections between theory and practice. Finally, this study discusses the strengths and weaknesses of reading clinics and how the factors that support and inhibit clinical work affect the clinical model of reading instruction.

Balajthy ,Reuber,Robinson(2001)

The purpose of the study reported here was to investigate factors involved in the process of planning and implementing computer-based instruction, as carried out by graduate-level clinicians in a university summer reading clinic. Thirty-seven graduate students at the end of their master's degree program in reading and literacy education took a required clinical course. All but nine had employment experiences in teaching, mostly as elementary classroom or special education teachers, with years of experience ranging from 1 to 4. The clinicians were divided into two sections (morning and afternoon) and each was assigned a child, aged between 7 and 12 years, for whom it was the clinician's responsibility to plan and provide instruction in literacy for 90 minutes per day, 4 days a week, over a 5-week period. They were supervised by a professor (Ernest Balajthy, the lead researcher and first author of this article), who also led discussions during the 1-hour period in which the clinicians met each day as a group.

As part of their responsibilities, clinicians were to examine existing information on the children's personal and educational backgrounds, carry out a detailed assessment, and finally write a case study. They also wrote daily lesson plans. A course requirement was that each clinician plan a balanced curriculum, making use of holistic activities to develop reading and writing skills. While the clinicians were given a great deal of freedom to choose their own instructional strategies, the focus of most previous courses in the graduate program had been on helping children acquire literacy through meaningful, rich, literacy experiences. Collaboration was encouraged by the requirement that small groups of teacher-student pairs choose a high-interest unit topic around which reading and writing tasks could be carried out.

Clinicians were required to make some use of computers during their instructional time, though they were left to choose how and how often to use them. Their course grades were not affected by the amount of computer use. None of the clinicians had previously taken a graduate course in instructional technology, and their graduate coursework involved fewer than 5 hours of hands-on experience with computers. This included a 2-hour computer software evaluation session as part of the Methods and Materials course, and a 1-hour introduction to use of computers for research purposes. Among the conclusions reached were the following:

- Clinicians often did not have clear reading or literacy objectives when using computer-based instruction
- Clinicians' technological competence and willingness to use computers were sufficient, given the availability of resource personnel
- Time demands both for evaluating software and for planning systematic instruction are significant

Kibby and others (1999)

Dr. Kibby was the former director of the reading clinic at the University of Buffalo the time of this study as the University at Buffalo's Center for Literacy and Reading Instruction. The design of the diagnostic decision-making model was intended for use as a guide in assessing and evaluating students' reading abilities to plan and provide effective reading instruction. During her culminating practicum experiences, this literacy specialist applied the content knowledge and specialized skills developed throughout her coursework in a clinical context, an intensive individualized university-based clinical practicum context, and an on-site, school-based context. The present study explored the specialized practices employed by a beginning literacy specialist in the field for the ultimate purpose of improving the effectiveness of pre-service teacher preparation and in turn, the quality of classroom instruction. In addition, this investigation explored a newly certified literacy specialist in the context of seventh grade remedial classroom teachers. Data gathered was primarily in the forms of classroom observational field notes and analytical memos and interview transcripts. Results indicated the effectiveness of the pre-service teacher preparation practicum and the impact they had in improving the students skills.

Conclusion

In the light of this presentation, the researcher concluded the following:

1. Reading clinics are educational institutions which aim is to diagnose and prescribe remedial intervention reading treatment to students with reading difficulties
2. Diagnostic decision-making model has to be carefully designed for use as a guide in assessing and evaluating students' reading abilities to plan and provide effective reading instruction.
3. There are different types of reading clinics :private ,public, mobile reading clinics. They all share the same aims and objectives ; help students with reading problems to catch up with their peers.
4. reading clinic establishment is a community efforts. Educators, reading, parents, teachers , experts, psychiatrics , psychologists, speech therapists should all be involved and consulted .

It is clear from the studies reviewed here that students referred to clinical treatment are those with sever reading disabilities or dyslexic, there is however a tendency to offer clinical reading help to at-risk students. The assumption is that" if reading clinic programs can help dyslexic, those most severely disabled, they are also helping kids who require only a little extra attention.

A hundred years ago, people didn't need to be good readers in order to gain a living. But in the information age, no one can get by without knowing how to read well and understand increasingly complex material. These skills don't come easily to a large portion of school students nowadays. Not all of these are dyslexic. Researchers now think that dyslexia represents the low end of a continuum of reading ability .The teaching strategies that can help dyslexic, can also help struggling or at-risk students. Reading clinic is a very challenging enterprise that can offer such service .Reading skills can be analyzed and deal with utilizing intensive instruction in most cases provided on the base of small group or one –on one tutoring. The interdisciplinary approach, Hoolignsworth (1970) recommends can help diagnose and prescribe instructional strategies and remedial methods .the studies presented above indicate that reading risk must be identified as early as problems arise .preschool programs and early elementary is believed to be the key to preventing reading failure. Reading is a learned task so it is imperative that the foundation be in place early to prevent the development

of reading difficulties.(DeVault,2006).Reading development follows a series of predictable stages so screening tools must be sensitive to these stages and skill levels .important building blocks for reading development at grade seven are word recognition ,scanning, skimming, inference making and prediction and anticipation making .Explicit reading instructions are metacognitive strategies that if utilized appropriately can make a difference .For best use of these strategies ,teachers are invited to model and demonstrate how the strategy best works .Neuroscience has proved the plasticity of human brain which means that we can intervene when something goes wrong.

Summary and conclusion

Studies reviewed in this chapter were significant to the researcher in many different ways :

1. It helped the researcher construct the tools of her study
2. It helped her construct her reading clinic program on empirically supported foundations
3. it empowered her monitoring and assessment tools to follow the progress the participants gained
4. it widened the researcher knowledge of what research has and what it has not yet investigated in the world of reading comprehension strategies
5. it acquainted the researcher with many reading remedial programs and helped her to evaluate these program and to think about them critically The literature reviewed her has also highlighted reading clinics remedial programs merits and advantages over the many proposed reading remedial program in the market
6. finally ,the studies reviewed in this chapter helped the researcher interpreted the results and the findings of her study

The current study is distinguished and different because:

1. it experimented reading clinic as an after-school program and not as an independent service offered in special centers.
2. it targeted seventh grade students in Gaza.
3. it integrated both the whole language approach of teaching reading and that of phonics. Compromises were made so as to help the participants get the maximum benefit from the merits both approaches promise . The current study

aimed at improving students' comprehension skills utilizing reading clinic instruction which is based on intensive tutoring and which adopted the structured individualized teaching principles. The next chapter is going to present the methodology utilized to actualize this aim.

Commentary and discussion of the literature review parts "A" and "B"

The literature reviewed for the purpose of this study helped the researcher better understand how to approach the students' reading vulnerability and consequently to construct her reading clinic program accordingly. The theoretical discussion about what reading and what comprehension are expands the researcher's awareness and understanding of why some students fail to catch up with their peers. The discussion researchers and educators always arise about readers' flexibility and efficiency bring about the importance of getting students to practice consciously a number of well-sequenced and structured reading comprehension skills. Reading instruction should be there not only to help students accomplish selected tasks and activities within the confines of the classroom. Infact, they should be there to help students utilize reading skill as a life skill; as a skill they can invest to read the newspaper, the restaurant menu and -of course-books and stories they love. instruction should also help students to develop good study skills .Reading is fundamental to access all school subject matters, without sufficient mastery of reading skills students are very likely to struggle and to academically catch up. Good reading habits contribute to quality comprehension, but good reading habits entails sufficient practice , sufficient guidance and most importantly good models to imitate and follow. We as teachers are responsible then to gear our reading instruction towards good teaching reading practices and strategies.

Although very significant all the previous studies the researcher reviewed for the purpose of her study, some were more beneficial than others in terms of their practicality and suitability taking into consideration the particularity of the education system and the context of where English is taught in Gaza. The researcher is going to discuss some of these pinpointing similarities and differences.

Dunn(2005) argues that there is a correlation between active mental manipulation and successful memory of the information that is manipulated consciously. This conscious manipulation can include responding to the information

students hear or read by using it for activities such as analyzing, discussing, or writing about it. The use of active mental manipulation of information in “thinking” activities, Dunn argued, may be the cause of the increased neuronal activity in the prefrontal cortex that is associated with the executive functions of higher level cognition. Dunn (2005) Suggests that sustained or repeated mental processing of information may build and strengthen the neural networks engaged in the thinking activities. In theory, practice builds permanence (Dunn, 2005). The proposed Reading Clinic the researcher experimented aimed at activating the conscious processing of the information extracted from the reading texts and prepared multi activities were the very same information manifested itself but in various different forms. For example in concept sort out activity (see appendix F) students were asked to read a text about "pollution", and to sort out words of "air pollution" , "land pollution", "water pollution". Then students were asked to read and repeat aloud the words they sorted out, later they were asked to print these words on flash cards. As seen here this manipulation was for one purpose it was to activate the prefrontal cortex cells which work for higher level of cognition. Repetition and modeling showed themselves clearly at times of practicing paired ,shared, repeated reading, all which intended to allow the student to repeat over and over again certain elements till the desired outcomes were realized. Manipulation however was not easy to deal with.

Blackburn (2009) conducted a study where he tried to find out if a brain-based reading program called EyeQ—one that uses neuroscience-informed instructional strategies that augment the brain’s ability to modify itself while learning—would be more effective than the standard school reading program .Eye Q model as proposed by Blackburn was based on getting the eye familiar with the a number of selected words. Repetition ,molding and visualizing were at the core off this model. Results of the analysis of the survey did indicate that students using EyeQ had improved perceptions of their reading ability following instruction. Findings in this study echoed the findings of the current study; repetition had helped evoke the responsible neural cells to be more active. The result was improvement in the participants' reading performance. The researcher had noticed the students working memory had become more active. Students could remember the details of some reading texts sometimes better than the researcher could have.

Early intervention programs are all built on the assumption that the human brain is able to change. (Shaywitz, 2001). Exposure to wide variety of reading texts was

intended to enhance brain cells grow so that those areas responsible for reading would be evoked and developed. The researcher included in her instruction tasks that helped students to be cognitively involved; directed and guided activities were designed and presented in a way that defied students and encouraged them to think critically and creatively ,too .Anticipatory guides for example were used to help students and, of course to direct their thinking discovering the mystery of the reading texts they were reading. Concept maps and word sort out strategies helped student to develop comprehensive thinking and to go far beyond the literal meaning of the words. One student when asked what words does a word clean "environment" means to you .She said "big garden. paradise may be." When, the researcher probed her to elaborate, she described the scenes of green hills ,running rivers ,mountains flowers. Techniques utilized by the researcher fired the students imagination and got them to the point where they could interact with what they read adding and expanding their knowledge. It was not surprising then the students performance on inference and prediction domains of the test outperformed their performance on the pre test as the results indicated(see table16,17,18,19 in chapter 3).

Hannan (2006) review studies of neural cortical activation, brain plasticity ,and braile reading in an attempt to find how best blind and low vision people can be helped on Braille Reading. Hannan argued that in the human brain, a considerable portion of the sensory intake area is dedicated to receiving data from our eyes (the occipital lobes). This is compatible with the fact that 80 percent of the information entering the brain comes in via visual pathways (Celement, 2009). He also added when the something goes wrong with the occipital lobes as the case is with blind people ,the visual cortex reorganize or reorient itself to compensate for the loss of vision and start activation of new neural pathways such as those responsible for auditory and tactile perceptions. The researcher caught this information and constructed her treatment exercises based on visualized aides; concept sort out, graphic organizers,concept maps,illustrations and pictures. Engaging the auditory, tactile, kinesthetic, or olfactory senses to store the same information presented through different senses would reasonably provide greater opportunities for subsequent recognition of new, related data that match the patterns in stored memory. To activate auditory neural cells there were lots of reading aloud texts .Read aloud took many form each was carefully planned for so as to guarantee the maximum sensory involvement possible .Listen ,read and discuss ,Directed think aloud, shared and paired reading, were just few examples .Read aloud created a highly

motivating cooperative atmosphere where student negotiate knowledge and information, where they exchange experiences, where they demonstrate to each other how they learn. This cooperative and communicative atmosphere not only evoked the students sensory mechanism ,but also lead to involve the students senses which consequently strengthen the brain cells and the working memory.

There is a consistency between the researcher's proposed Reading Clinic Program and Celement's program Search and Teach (SAT).Both programs detected gains in students' reading scores in the post test as a result of the intervention but whereas the students referred to the clinic on the basis of the diagnostic test the school administrated at the beginning of the school year and whereas reading defects were outlined on the base of a pre test ,the SAT model Celements proposed was based on magnetic and electrical scanning of the brain where auditory and sensory neuronal pathways were observed during reading as a tool for referral. The scanning conducted assessed the strengths and weaknesses in foundational perceptual areas critical to academic success such articulation, auditory discrimination, visual-motor skills. This study found no detectable influence on the SAT Total Reading subtest scores for students who received Teach intervention .The comparison made between students who received teaching intervention and those who did not indicated no impact of the model . Celements concluded that the Search fold of the model was successful in identifying group of students who needed preventive intervention, but the Teach fold of the program Clements argued still needs a modification. One of Clements's basic recommendations was to use precise tools for screening and those based on brain – research principle could be helpful, but at the same time Celements intervention could not detect an influence in the mean scores of the experimental group lead him to conclude that screening is not enough .A comparison of scores from the same testing instrument would provide stronger indication of influence from intervention. The researcher's Reading Clinic proposed in this study, unlike Celements's study detected gains may because of the consistency in the instrumentation used and although the participants in this study were not screened medically, the diagnostic test the school administrated could detect deficiencies in reading skills. The only shortcoming of the diagnostic test used for referral was that it could not specify which reading skills were severe so that, for example ,some students who were poor decoders could pass the decoding part of the diagnostic test. A screening tool like the one Celements used, the

researcher presupposed would have helped precisely identify which auditory or articulatory areas had to be the subject of the intervention.

Vellutino's (2006) study supports the findings of the Reading Clinic treatment. Vellutino conducted a five-year longitudinal study where he followed the improvement of 1,373 children who had gained as a result of being exposed to a preventive intervention program based on phonological awareness, rapid automatized naming of objects, knowledge of print concepts, print awareness, letter-sound mapping. Results suggested that early intervention on behalf of at-risk children identified at the beginning of kindergarten can significantly improve the foundational literacy skills of such children and help prepare them for reading instruction in first grade. As English is taught in our school as a foreign language from grade one and as students start to develop reading comprehension skills; scanning, skimming, inference and prediction making in grade seven (of course there are reading comprehension skills in grades one to seven but it is not until grade seven that students' reading skills are established as a fully independent task) the Clinic sought to offer help for at-risk students, minimizing potentialities for future deficit or decline. Vellutino's study is a longitudinal study whereas the current study is only a 14-week long intervention, but a longitudinal study is highly recommended for it would definitely provide more accurate data upon which to modify our reading instructional approaches when offering help to struggling readers.

Denton (2006) sought to evaluate the effects of an intensive tertiary reading intervention. 27 students with severe reading difficulties and disabilities received a 16-week intervention package involving decoding and fluency skills. The decoding intervention was provided for 2 hours per day for 8 weeks and was based on the Phono-Graphix program. The fluency intervention followed the decoding intervention and involved 1 hour of daily instruction for 8 weeks based on the Read Naturally program. The 16-week intervention resulted in significant improvement in reading decoding, fluency, and comprehension. Phono-Graphix is a solely phonic language approach whereas the reading clinic in the current study adopted the whole language approach and the Phono-Graphix which emphasized the phonics and phonemics principles as ways of improving students' reading skills was used only opportunistically and only with the third group of the participants; group three. The students of this group had adequate phonics skills and they could utilize this skill as a supplementary approach to internalize and store the newly presented words. This is not the only difference between the current study and that of Denton's (2006). Denton's model of intervening was built on

the assumption that reading fluency is a prerequisite to comprehension. The researcher constructed her proposed Reading Clinic Program on the assumption that that fluency and comprehension integrate and support each other as two interrelated reading skills so that if students understand what they read then their reading speed will increase and vice versa is true if students are reading with fluency the time they allocate for figuring words will decrease to the benefit of understanding. More attention and deeper concentration will then be allocated for understanding and extracting information from the written text. The study targeted students who had adequate decoding skills but had problem understanding what they decoded. During tutoring the researcher was surprised that some of the students referred for the treatment were slow decoders and showed deficit in their ability to process the sounds of the words as they read .It had been acknowledged that the diagnostic test the referral based on was not adequate enough nor valid enough to detect decoding deficiencies. The researcher had then to modify her techniques and provide phonics instruction only when necessary and the whole language approach was still the dominant approach of treatment . the researcher insisted that whole language approach would has the best to help students with phonics problems to progress.

In fact there is a growing body of literature which supports a balanced approach of word and reading instruction: Watts (2009) argues that there was a long debates about effective instruction of language teaching. Generally speaking, methods focused either on sight (or rote) methods versus decoding. He further argues that all readers use both methods, with more reliance on sight with development, and that word recognition involves multiple approaches than simply rote or decoding. Watts (2009) explains that whole language is an instructional approach to teaching and learning that has its roots in the constructivist philosophy of knowing, learning, and motivation .Constructivists believe that knowledge occurs due to a person's efforts to construct meaning out of experiences. Discrete facts and skills become knowledge when linked to personal meaning. Learning is an ongoing process derived from past and present experiences. The concept of whole language emerged out of the1960's and 1970's language experience approach that state that children learn to read in the same matter in which they learn how to speak, through exposure to a literate environment .Watts explains whole language as a philosophy of teaching and learning. It focuses on immersing children in a wide variety of literacy activities, where comprehension takes precedence over the more technical skills such as spelling. Skills instruction occurs within the

context of reading children's literature the whole language approach provides opportunities for students to create a space for their various identities. The supportive literature centered on whole language revealed a notion from researchers that this approach does not exclude phonics instruction. As emphasized by today's leading research on literacy, phonics skills instruction must play a supportive role in every program. Shanahan (as cited by Watts, 2009) insists that no single approach can be defined as superior. Watts insists that balanced literacy programs allowed for educators to meet the needs of most children because such approaches are not restricted to one way of developing literacy. The researcher in the current study believes that not everyone learns in the same way. In effect each learner was given the power to be flexible and select what is right for herself. The researcher further was in a position to use as variety of techniques as possible. In the clinic proposed there was no single method or single combination of methods that successfully taught all the girls enrolled in the program to read. As the participants showed wide variety in terms of their potentialities and readiness to learn, the researcher had to modify her tutoring models accordingly. Also the researcher had to be responsive to the different learning styles these students actually had. Therefore, the researcher used her knowledge of multiple methods for teaching reading. Excellent literacy instruction occurs as Watts (2009); Celements (2009); Guan (2007); Bevans (2004) when this knowledge base is put into practice.

The proposed reading clinic was an afterschool reading program. In fact the clinic program as an after-reading program echoed many similar programs attempted by many researchers. Miller (2010) and Joseph 2011 experimented an afterschool reading program. The purpose of Miller's study was to explore how three struggling, sixth grade readers experienced an after-school program designed to increase their affective and cognitive reading performance. Research in the areas of vocabulary acquisition, reading strategy development, discussion of text, time spent reading, engagement, and reader self-perception provided a foundation for the study. This study utilized a multiple case study design. Data consisted of individual interviews, focus group interviews, transcripts of discussion sessions, researcher field notes, work samples, and pre-reading and post-reading inventory assessment data. Data analysis during the reading and rereading of data resulted in emerging themes for the individual participants. Through a cross case analysis, similarities and differences among the cases evolved. Results indicated that this group of struggling readers (a) needed a great deal of direct modeling,

instruction, and practice to perform as members of a discussion group; (b) thrived as readers in a small group intimate setting that encouraged their voice in discussion of text; (c) did not possess knowledge or use of reading strategies at the onset of the study; (d) could utilize reading strategies under the support of the teacher but had difficulty applying them in independent reading during this time period; (e) increased their engagement with reading when they had choice in text selection; (f) had reading performance that was impeded by their lack of preparation at the onset of the study; (g) advanced their understanding of both text and vocabulary through discussion to make meaning experiences; (h) utilized the reading strategy of connection to make meaning of text; and (i) were individuals with diverse needs and strengths. These findings are supportive to the current study findings in many ways

1. Both Miller's program and the researcher's proposed Reading Clinic program are after-school programs where students were pulled out of their regular classes for special instructions.
2. Both programs advocated explicit instruction and direct modeling.
3. The participants' knowledge of using reading strategies was at best limited ,at worst not existed
4. Teacher support and guidance were essential components of the instructional model of treatment in both studies
5. In Miller's study, the participants had opportunities for discussing what was read, and in the researcher's study, the cooperative strategy empowered the participants not only to reflect, but also to share, analyze and evaluate each other's thinking and conclusions in a highly communicative setting where students were not able to discuss the information with their teachers, but with each other as well.

Despite these commonalities between the two studies ,there are some differences,however:

1. Miller allowed the participants to select what to read. In the current study, only two students were able to make good choices of what to read .They were fully aware of their potentialities that they could use accessible reading texts. The researcher could not leave students to rely completely on themselves and to choose what to read on their own .For one thing, the researcher wanted to be protective so as feelings of achievements and success would not be touched. The

researcher monitored, discussed and unknowingly let students select what was suitable and fit the progress they made so far.

2. Data collected in Miller's study included interviews with individuals and focused groups .Of course this had its significant role in validating and then generalizing the study findings and implications. The current study findings would be generalized but with lots of .One of these ,for example, is the particularity of the Palestinian context of where teaching English is taking place .Another caution is that the findings can be generalized to include students who have been exposed to **English for Palestine** syllabus and textbooks .Other syllabuses might necessitate other approaches and skills rather the ones adopted here in this current study.
3. The study designs are also quite different ;Miller's was a case study ,the current study was experimental. The researcher ,within time limitation, sought to find indicators of the Clinic intervention improvement to suggest future and further research. The researcher in the current study wanted immediate indicators of whether or not Reading Clinic instruction is effective and consequently design this short-term treatment.

Joseph (2011) attempted a study to evaluate improving the reading performance of fifth-grade students through an afterschool reading program to determine whether it was effective in teaching Native American and English for Speakers of Other Languages (ESOL). This study compared the reading performance of fifth-grade students who struggle with reading, with those who attend an afterschool reading program, and students in both conditions were taught to apply the strategies to reading comprehension, spelling, coached reading, and vocabulary, and then practiced the strategies to independent reading performance. Reading intervention was introduced to improve students who had difficulties with learning expository reading performance. The students' scores on the Florida Instruction in Reading (FAIR) showed considerable improvement. There are many similarities between both studies .For one thing ,both advocated for the utility of after –school treatment programs, and both aimed at empowering students with explicit reading strategies to help struggling readers to overcome their reading problems. Both programs targeted participants who learn English as a second language.

One last interpretation of the program tangible improvement in the mean ranks can be attributed to the explicit reading comprehension instruction the researcher

appealed to underlie all her tutoring instruction. To find support in the literature is in no sense difficult. Van Keer (2004) conducted a study to examine the impact of explicit reading instruction. The study examined the educational benefits of explicit reading strategies instruction on fifth graders' reading comprehension achievement. Twenty-two fifth-grade teachers and their 454 students from 19 different schools throughout Flanders (Belgium) participated. A quasi-experimental pretest post-test retention test design was used. The experimental interventions were implemented during an entire school year. The significant major progress was especially situated from pretest to post-test, during which the intervention took place. The study corroborated the efficacy of the interventions as feasible tools to enhance fifth graders' reading comprehension achievement. These findings are in consistency with the Reading Clinic intervention which postulated for explicit reading instruction treatment. One major difference between these two studies is that the Reading Clinic treatment was used in the study as a teaching strategy whereas Van Keer's program was a practicum course that aimed at equipping teachers with explicit reading strategies and evaluating its effect on at-risk students' reading comprehension skills.

Summary

The literature reviewed in this chapter empowered the researcher with a number of teaching and tutoring principles. The researcher benefited from research findings in the world of reading instruction and thus adopt and adapted her tutoring techniques in the best way she could have managed. The following chapter is going to present the methodology and the procedures followed as to examine to what extent the researcher's proposed reading clinic helped the seventh at-risk graders develop their reading comprehension skills.

Chapter

III

III

Methodology

Introduction

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study , the community , the sample , the instrumentation ,the pilot study, detailed description of the reading clinic program experimented in the study and the research design , moreover , it introduces the statistical treatment for the study findings .

1- Type of Research Design

The purpose of this study was to determine if the use of the Reading Clinic Program (See Appendix A for a copy) with seventh grade at-risk students would improve their comprehension skills. The research questions were, 1. What comprehension skills were necessary for middle school students to be successful readers? 2. What is reading clinic as a remedial intervention program? 3. Did the use of the reading clinic program improve the comprehension skills of seventh grade at-risk students?4- From the participants' perspectives ,did the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills?

This study was designed to implement the reading clinic program as an intervention reading program for seventh grade at-risk students.

The study attempted the quasi experimental approach which requires the implementation of a pre- post test. The reading clinic program was used in teaching the subjects of the study .The students' performance on pre-post test was compared before and after the implementation of the program.

2- The study population

The population of the study consisted of all at risk seven (male and female) graders at UNRWA schools in Gaza governorates for the school year (2011– 2012).

3- Sampling Procedures

Twenty one middle school seventh graders participated in the study, ranging in age from 11-13. They were enrolled in a small classroom in one of UNRWA schools.

This school was located in West Gaza city. The twenty one students were all female as the study was conducted in a Prep Girls School. These students were chosen because the researcher wanted to develop a reading intervention program for students who did not pass the sixth grade diagnostic test the school administrated at the beginning of the school year . In order to determine the class list, a copy of the diagnostic test scores for all of the sixth grade students was obtained. The test scores were reviewed and each student who did not pass the sixth grade reading diagnostic test was scheduled for the reading intervention program. These twenty one students failed to pass the above mentioned diagnostic test as sixth graders, and therefore became the participants in this study.

4- Instrumentation

To collect data for the aims of the study, the researcher used the following tools:

1. Reading comprehension texts content analysis sheet.
2. Achievement test (pre and post test).
3. Teacher observation checklist.
4. Weekly selection assessment reading texts.
5. The proposed reading clinic program.
6. Students' self-assessment questionnaire.

1- Content Analysis sheet

a. The Aim of the Content Analysis sheet

The researcher prepared a content analysis sheet of the reading comprehension texts **English for Palestine** prescribed textbook grade seven includes .There are (24) reading text ,the analysis covered reading texts activities and tasks in both the student book and the work book .The analysis was conducted in order to decide what reading comprehension skills are the basics that grade seven students should master and hence to design the reading clinic remedial program accordingly (Appendix A).

b. The Source of Designing the Content Analysis Card

The researcher reviewed the literature in the field of reading comprehension skills that middle school learners should be able to master. Literature reviewed revealed 24 skills, the researcher listed each and got the list ready to be refereed. Also the

researcher reviewed the Ministry of Education Handbook issued in (1999). The handbook includes in-depth explanation of rational, philosophy ,methodology and of course the standards of teaching English language skills; listening ,speaking ,reading ,writing to the Palestenian children. The hand book includes also a grade by grade specification of the objectives of teaching each language skill included in the prescribed textbooks. As reading is the main area of interest for this study, the researcher focused her investigation on reading tasks and exercises grade seven textbooks include .The researcher had a list of 20 items. The literature reviewed supported the twenty(24)items picked from the Ministry of Education handbook issued in 1999 and so the researcher had her list ready to be refereed. (See appendix A)

c. Description of the Content Analysis

The content analysis sheet includes (2) items of the reading comprehension skills. The respondents were asked to rate each item of the reading comprehension skills as follows: (3) = very important, (2) = important, (1) = slightly important.

d. Validity of the Content Analysis Sheet

The Referee Validity

To test the validity of the questionnaire, the researcher administered the prepared content analysis sheet to English language supervisors from UNRWA and from the Ministry of Education. Also the researcher administrated the content sheet to English language teachers with at least five years of experience in teaching **English for Palestine** grade seven textbooks.

e. Application of the Content Analysis Sheet

Four English language supervisors and twenty English language teachers filled the sheet. After that, relative weight was calculated and ranked. The top five were judged to be the most important reading comprehension skills students of grade seven should be able to master.

Through the research, there were a total of five comprehension skills; word recognition, skimming, scanning, making inferences and predictions that were found to be necessary for the success of the middle school student. Consultations with English language supervisors and experts from UNRWA, Ministry of Education and Gaza

Universities supported the consensus that these skills are badly needed by our students. Reviewing the Ministry curriculum document which includes the standards and the main objectives of teaching reading comprehension skills supported the choice of these five skills as basics.(See appendix A).

Table (3): The most important Reading Comprehension Skills as Refereed by English Language Specialists skills

No.	Skills	Relative weight %
1	Scan for specific information from texts.	94.67
2	Skim for gist or general impression of text or graphics.	93.33
3	Making inferences	92.00
4	Making predictions.	92.00
5	Word recognition.	93.33

2. Achievement Test

A pre-post achievement test was prepared by the researcher to measure the students' achievement in reading comprehension skills. It was used as a pre test, applied before the experiment and as a post test, applied after the experiment. (Appendix B)

a. The General Aims of the Test:

The test aimed at measuring the effect reading clinic program had on improving the participants' reading comprehension skills. It was build according to the criteria of the test specification .Specifically, the test aimed at measuring the students' performance on each comprehension skill domain of the following

1. Scan a text for specific information; date ,location, author titles ,heading, subheading
2. Skim for general ideas, information, attitudes, and beliefs.
3. Infer reasons, opinions and relationships based on logical interpretations and information explicitly or implicitly given.
4. Anticipate and predict ideas and events based on information in the text.
5. Word recognition and identification that would enhance understanding.

b. The Sources of Designing the Reading Comprehension Test

The researcher referred to many resources in designing the test. In addition to her own experience, the researcher used the following:

1. Literature review: the researcher reviewed the related literature, also had a look at the articles written about English for Palestine curriculum and benefited from the discussion and the ideas included to generalize and pinpoint elements of agreements in terms of what comprehension skills are necessary for the seventh graders.
2. English language experience in the field: the researcher surveyed English language teachers opinions and perspectives from UNRWA and Government schools and again considered points of agreements
3. Data from Education Development Center: The researcher also reviewed the Unified Exams data from the Education Development Center. UNRWA has been conducting unified English language exams for grades 1 to 9 since 2007 . Textbooks analyses prepared for the purposes of constructing the unified exams are being constantly verified and hence provide rich information about English language teaching\ learning standards and principles.
4. Ministry of Education curriculum handbook issued in 1999.The booklet includes a list of reading comprehension texts objectives and aims. These also helped the researcher further verify the comprehension skills necessary to be mastered by students of grade seven and so to include them in the pre post achievement test the researcher is to administrate .
5. Support Material workshops conducted in 2008 :The workshop led by Dr. Nazmi El- Masri from The Islamic University and in participation with English language supervisors and English language teachers from UNRWA. The researcher participated in the workshops held in one of Dir- El-Balah UNRWA school .The debate and the discussion around the curriculum textbooks standards ,aims, activities source of difficulty, points of strengths and weaknesses all enriched the researcher's understanding and sensitivity of our students' needs and potentialities.
6. Students' interests, anticipations and favourites: from her experience as an English language teacher and later as English language supervisor, the researcher noticed that story and fiction are preferred by students of grade seven to nonfiction or expository texts. The researcher thus chose a story as a reading

text for the pre-post test. The total number of the test items was eighteen items.

The items were equal in weight.

They are listed in the table of specification. Table (4)

c. The Pre- Post Test Table of Specification:

The test specification was designed according to the general objectives of the content, the content analysis and the weight of each skill and the objectives of the test. A through investigations of the broad objectives of teaching reading comprehension of the seventh graders as listed in the Ministry curriculum documents was made. The standards of teaching reading to grade seven students have also been carefully examined so as to ensure the validity and the reliability of the test. The seventh grade syllabus consists of (24) units each consists of (4) lessons covering the basic language skills ; reading ,listening, speaking and writing with the proportion of 25% for each lesson . As the main aim of this study is to examine the impact reading clinic programs may have on at risk seventh graders' comprehension skills, the researcher constructed a reading specification test based on the content of grade seven prescribed textbooks, taking into consideration the standards and the objectives of teaching reading comprehension to the seventh graders as agreed upon by the curriculum designers and as listed in the Ministry curriculum documents.

The test items covered all the reading skills and sub skills included in the textbooks so as to precisely reflect the general standards students of grade seven should all possess. The cognitive level of the exam items were also taken into consideration.

Table (2)

Table of specification

Skills	No. of items.	Marks	%
Scan for specific information from the reading texts	6	6	40%
Skim for gist and main ideas from the reading texts.	3	3	15%
Making inferences based on the reading text	3	3	15%
Make predictions based on the reading text	3	3	15%
Recognize words from the reading text	3	3	15%
Total	18	18	100

d. The Pilot Study :

The test was applied on a random sample of (42) students; from Jabalya Prep Girls School "C ". The (24) students were all categorized as at-risk students based on the diagnosis test the school administrated at the beginning of 2011 school year. The results were recorded and statistically analyzed to measure its validity and reliability. To ensure accuracy and validity of the test, the researcher arranged for a meeting with the school principal, her deputy and the regular class teachers'. The purpose of that meeting was to explain the program aims and procedures, also to ensure that all stationary and other facilities are available. A day before piloting the test, the researcher had had a meeting with the students nominated for the piloting study. The researcher explained to the students that the aim of conducting the exam was just for research purposes and it would not be considered as school achievement test. To ensure seriousness, however, the school principal announced a picnic if they collaborated with the researcher. The researcher prepared forty- two copies of the test and before allowing the students to start reading, she explained the instructions and answered the students inquiries .That helped students to slow down and relieve pressure. The researcher administrated the exam herself ,the students were busy answering the questions, the researcher meanwhile printed her observations .Observations included the students' reactions, complains and inquiries. The researcher in response substituted words which sounded unfamiliar to the students with more familiar ones. Some were deleted. Rubrics which sounded unclear were modified as well. Once the researcher made sure that everybody understood what to do, she allowed the students to start answering the test.

e. The Validity of the Test:

Harmer (1996: 118) states test is the test is valid if it" measures what it is designed to measure". The study used the referee validity and the internal consistency validity .(Appendix G)

(1) The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education , experienced supervisors and teachers in UNRWA schools . The items of the test were modified according to their recommendations.

(2) The internal consistency validity

The internal consistency validity indicates that there is a correlation of the score of each item with the total average of the test. It also indicates that there is a correlation of the average of each scope with the total average. This validity was calculated by using Person Formula.

According to the tables (5) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05). According to the following tables, it can be concluded that the test is highly consistent and valid as a tool for the study.

Table (5): Correlation coefficients of each item score with the total score

Table (5): Correlation coefficient of translation items for translation

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.734	sig. at 0.01	10	0.593	sig. at 0.01
2	0.766	sig. at 0.01	11	0.478	sig. at 0.05
3	0.878	sig. at 0.01	12	0.784	sig. at 0.01
4	0.774	sig. at 0.01	13	0.503	sig. at 0.05
5	0.682	sig. at 0.01	14	0.625	sig. at 0.01
6	0.596	sig. at 0.05	15	0.533	sig. at 0.05
7	0.661	sig. at 0.01	16	0.728	sig. at 0.01
8	0.537	sig. at 0.01	17	0.586	sig. at 0.01
9	0.711	sig. at 0.01	18	0.661	sig. at 0.01

r table value at df (18) and sig. level (0.05) = 0.444

r table value at df (18) and sig. level (0.01) = 0.561

f. Reliability of the test:

The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by the Spilt-half and Kud-Richardson (K-R20) Techniques. (Mackey & Gass, 2005: 364)

1-by using Split half:

Table (6):Correlation between two parts (even X odd) and modified by Spearman brown:

SPILT –HALF TECHNIQUE		
TOTAL	BEFORE	AFTER
18	0.900	0.948

From table (5) we can make sure the test has a good reliability.

From Tables (5) and (6), the test is proved to be reliable. The Spilt- half coefficient is (0.948). This indicates that the test is reliable to be used as a tool in the study.

2- Kuder-Richardson (K-R20)

(K-R20) depends on calculating the percentages of correct answers to the test items, and also on the variance of every item.

Table (7): (K_R20) Coefficients for the Test Domains

TOTAL	(K_R20) coefficient
18	0.921

g. Difficulty Coefficient:

Difficulty Coefficient indicates the percent of the felling student to the total number of students who answered the test, we can calculate this from the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of failing student}}{\text{the total student who answered the test}} \times 100$$

Table (8) show the difficulty coefficient for each items of the test:

Table (8): Difficulty coefficient for each items of the test

No.	Difficulty coefficient
1	0.60
2	0.60
3	0.50
4	0.60
5	0.70
6	0.60
7	0.40
8	0.30
9	0.40
10	0.60
11	0.50

No.	Difficulty coefficient
12	0.70
13	0.40
14	0.70
15	0.40
16	0.70
17	0.50
18	0.50
Total	0.54

Table (8) shows that the difficulty coefficient wobbles between (0.40 – 0.70) with total average (0.54). This means that each item is acceptable or in the normal limit of difficulty from assessment and evaluation specialists' point of view.

h. Discrimination Coefficient:

Discrimination coefficient means the test's ability to differentiate between the high achievers and the low achievers.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the student who has the correct answer from the high achievers} - \text{No. of the student who has the correct answer from the low achievers}}{\text{No. of high achievers} - \text{No. of low achievers}}$$

Table (9) shows the discrimination coefficients for each item of the test:

Table (9): Discrimination coefficient for each items of the test

No.	Discrimination coefficient
1	0.40
2	0.40
3	0.60
4	0.40
5	0.60
6	0.40
7	0.40
8	0.60
9	0.40
10	0.40
11	0.60
12	0.60
13	0.40
14	0.60
15	0.40
16	0.60
17	0.60
18	0.60
Total Discrimination coefficient	0.50

Table (9) shows that the discrimination coefficient wobbles between (0.40 – 0.60) with total average (0.50). This means that each item is acceptable or in the normal limit of discrimination according to assessment and evaluation specialists' point of view.

3- Pretest

The pretest, (See Appendix B for a copy), was constructed by the researcher. The test consisted of five sections which required the student to read a segment and answer multiple-choice questions. The five sections included one story . They read the story and then answered a variety of multiple-choice questions on an answer sheet (See Appendix C). The answer sheet was numbered 1-18 and each number was followed by four bubbles. The student was to choose the correct answer on the test and fill in the bubble that coincided with her answer. Each section of the test averaged five to six questions, and the students were given fifty minutes to complete it. Prior to the administration of the pretest, both the principal and the parents were informed about the students' participation in the Reading clinic program. (See Appendices E for copies of the letters).

3-Procedures of Administrating the Pre-test

Research question number 4 questioned: Did the use of the Reading Clinic program improve the comprehension skills of seventh grade at-risk students? A pretest, weekly selection assessments, and a posttest were used to determine the answer to this question. Before the collection of data could begin, it had to be determined which students would be involved in the Reading Clinic program. To determine which students were at-risk, a copy of the sixth grade diagnostic test scores was obtained. All of the present seventh graders had taken the test. An intervention list of those students who did not pass the reading portion of the diagnostic test was created. These students became the research group .The data collection took place over fourteen -week period two weeks for preliminary meetings with the participants ,their parents and the hosting school staff and twelve weeks for tutoring.

Before the tutoring could begin, the researcher had administrated the pre test. The researcher passed out an answer sheet that had been created by the researcher. This answer sheet was designed to use in conjunction with the Test. Twenty one copies were made by the researcher and distributed to each student. The students were instructed to write their names and the date at the top of their answer sheets. The students were then given a copy of the test. The test was divided into five sections. The sections were devoted to examine the study reading comprehension skills as follows:

1- The first section was for examining scanning reading skill ,the second for skimming ,the third for making inferences , the fourth section for examining making prediction. The fifth and the last section was devoted to examine word recognition skill. The researcher made sure every student had a copy of the test and an answer sheet before they began reading. The students read through their story, and then completed the multiple-choice questions for that section. They put their answers on their separate answer sheet. Each student was also given a folder to keep her test and answer sheet in. After all of the test questions were answered, the students put both their test and answer sheet in their folder and returned it to the researcher. The tests were graded and recorded and then put away for future use.

4- The Proposed Reading Clinic Program

The third question of the study was: Did the use of the proposed Reading Clinic Program improve the students' reading comprehension skills. To answer this question, the researcher constructed her program and experimented its effect. Here down is a detailed description of the research proposed Reading Clinic Program:

a. Aim of the Program

The general aim of the program was to improve at –risk seventh graders' basic comprehension reading skills via utilizing reading clinic treatment .

b. Objectives of the Program

By the completion of the program, the participants were supposed to

- 1- Scan the reading texts for specific information.
- 2- Skim for general and main ideas.
- 3- Make based-text inferences.
- 4- Make based-text predictions and anticipations
- 5- Develop word recognition skills.

c. The design of the program

The Reading clinic program was an after-school program operated daily from Saturday to Thursday .Each tutoring session is about 45 minutes long.

Appendix (5)

d. Content of the program

The program included 18 reading texts combined from **English for Palestine** reading passages text book and from Oxford Primary Skill Series (2010) . The researcher compiled her collection in an anthology book .The anthology introduced the children to different types of written English, using a variety of texts. The participants were highly motivated when they found that they could understand real text types such as reports, advertisements, and traditional tales –all written in language appropriate to their stage of learning and to their potentialities. Through doing various types comprehension activities, the participants develop the skills of reading for gist and details, making logical inferences and generating sound predictions, all which are essential for developing communicative competencies. Finally, by doing vocabulary exercises, they could develop their personal dictionaries and their skills in approaching new words and texts with confidence. (See appendix I).

e. Validity of the program

The researcher presented the program to a group of specialists; including professors of teaching methodology and technology, supervisors of English language in addition to highly qualified and experienced English and technology teachers in order to referee the program. The researcher modified the program according to their precious advice and comments. (AppendixG).

f. Preliminary Meetings

Prior to the launching date of the program, the researcher had conducted the following constructive meetings :

1-Meetings with the Hosting School Staff:

The researcher conducted a meeting with the school principal, her deputy and the English language teachers whose students were nominated for the program. The researcher explained the program rational, aims, and expected outcomes. The researcher also answered inquires and questions about the program. The researcher with the school cooperation agreed on the school library to be the class for tutoring. The school principle also promised to equip the library with what is necessary; stationary, computer and LCD projector and screen. The school librarian offered shelves and

corners to keep the books and the clinic material. The principal deputy helped with the secretarial issues; contact with parents, access to the school data base to obtain necessary personal information about each girl: name and address for example.

2- Meetings with the Participants' Parents

The school principle arranged for a meeting with the students' parents. The aim of this meeting was to gain advocacy and support for the program .It was important to gain parents approval and support because without their support it would have been difficult to maintain the students engagement and perseverance .The meeting also intended to provide tips to help their children improve their vocabulary knowledge and their reading comprehension skills ,as well .The researcher distributed the application form and the reports parents who agreed to enroll their daughter in the program ,explained the items one by one helped filing in the needed information and the collected the papers, twenty one parents agreed to enroll their daughters. (See appendix E).The researcher thanked everybody for being collaborative. The first day of the tutoring was announced.

3- Meetings with the Students Who were Supposed to be Enrolled in the Program

The meeting was attended by the school principal and the classroom teachers. The meeting aimed at building trust and friendship with the students.Also it aimed at explaining the program objectives and expected outcomes. During the meeting ,the researcher listened attentively and patiently to the students' inquires, expectations, problems and recorded them all for deeper investigation. The meeting helped prepare the students and gain their advocacy and approval to join the program. Also the meeting aroused their curiosity as they wanted to find out how the Reading Clinic Program would be different. This of course increased students' feeling of enthusiasm, but at the same time added more challenges on the researcher's way.

The researcher visited the school once more to check the preparedness and to confirm the date of when to start the first session.

i-Preparing the anthology

To prepare the Reading Clinic anthology (see appendix I),the researcher followed the following steps:

1- Set criteria for selection

The researcher based her selection on the following criteria

a. Difficulty

The reading clinic anthology presented a wide variety of relevant-age appropriate reading selections at students instructional reading levels. The first reading texts were easy and direct , difficulty increased gradually as students showed improvement .

b. Students needs and interests.

Meetings with the participants helped the researcher to investigate their interests and likes. Instructional Reading in the proposed program used high-interest reading selections in all genres as a launching point for in-depth, systematic instruction in reading skills and strategies. All instruction is customized to the needs of struggling readers through the use of learning scaffolds, such as graphic organizers, high-interest materials, modeling, and instructional plans that took into account the students' level, background, interests, and self-esteem.

c.Relevance

The researcher wanted the impact of the program to manifest itself in the students' scores and achievement in the unified exams, so the researcher incorporated(8)reading texts from **English for Palestine** grade seven prescribed textbook.

d. text length

The texts were neither long nor short .Length was determined in the light of students gradual improvement and in terms of both the reading skill they were practicing and the tutoring strategy they were utilizing .

e. Duration of the treatment

The treatment was supposed to be twelve –week tutoring long only, intensive and well selected material was crucial.

f. The basic objective of the program

The program board aim was the operating power of every component of the program. So material selection should meet this criterion .To meet this criterion,the researcher condensed the exercises and the activities that targeted the selected five comprehension skills of this study. (See appendix A)

2- Piloting the anthology

The researcher consulted five experienced teachers and four English language supervisors and asked them to referee the selected material. The selected reading texts were modified according to their recommendations and so the anthology became ready.

1. Typing .The researcher typed twenty six copies .Twenty one for the students, four for the English language teachers of the school and one copy was dedicated to the school principal. The anthology prepared consisted of thirty reading texts covering a wide range of genres: fiction and nonfiction texts, different content areas are included; science, geography and history. (See appendix I for a copy).

The researcher arranged for photocopying 21 copies of the anthology. The anthology booklets were enclosed it a special package that included stationary and files for each students enrolled in the program.

J. Set the Tutoring Plan

Tutoring in the proposed Reading Clinic was based on a number of teaching principles: scaffolding, intensive exposure, cycling and recycling of what had been learnt, ongoing assessment, explicit reading comprehension instruction (see appendix F), intensified exposure to new words and concepts, variety of text genre, modeling and repetition. For twelve weeks the students read a variety of texts. They concentrated on one reading skill for two weeks and practiced various and different reading comprehension activities. The researcher, to guide her students, made her best to choose the most effective teaching strategy ;the strategy that would have worked the best in

helping the students catch up with the proposed exercises and activities . The researcher prepared the student readers through class discussions and vocabulary study. On Wednesday and Thursday, the researcher guided the student readers through two reading selections. Once the students established a purpose for reading, they were guided to apply comprehension skills and strategies to the text they read. The students were also guided in connecting ideas across the two reading selections. The reading selections varied each week. The types of reading selections included short stories, author profiles, plays, nonfiction, and fiction. One significant guidance given was the templates the researcher selected for the purpose of helping students build and develop their comprehension capacity.(See appendix K) and the intensive training the students had received on using the five selected reading skills in attempts to extract meaning and messages of what had been read. The table below provides a detailed framework of how the tutoring was run during the whole twelve weeks (there were two weeks for administrating the pre and the post test and to conduct the preliminary meetings).

Table (10): Tutoring Guideline

Table(10) shows the typical framework of how tutoring took place during the whole 12th weeks.

Weeks	Reading activities	Tutoring strategy	Researcher reflection
One& two			
Scanning	Answer factual questions	Partner reading	
	Answer referential questions	Partner reading	
	Scan a food menu		
	Scan stories:	Shared reading	
	Titles	Shared reading	
	Heading Subheadings	Independent reading	
	Illustrator(s)	Partner reading	
	Main characters	Shared reading	
	Adjectives used to describe characters	Directed think aloud	
	Weekly selection one		

Weeksthree & four	Reading activities	Tutoring strategy	Researcher reflection
Skimming	Skim for gist:	Partner reading	
	Main ideas	Partner reading	

	Theme or topic of the reading text		
	Suggest suitable titles	Shared reading	
	Decide which picture is or isn't related	Shared reading	
	Identify which ideas are or aren't related	Independence reading	
		Partner reading	
	Identify the topic sentence	Shared reading	
	Identify the support sentences	Directed think aloud	
	Suggest alternative ideas		
	Decide which text summary is the best	Shared reading	
	Decide which proverb is the best	Partner reading	
	Weekly selection two		

Week five	Reading activities	Tutoring strategy	Researcher reflection
scanning &skimming	Answer factual and referential questions	Directed think aloud reading	
	Extract information to fill in a table	Paragraph shrinking	
	Extract synonyms and antonyms	Read ,listen and discuss	
	Scan titles and headings	Shared reading	
	Add more to a given word network	Shared reading	
	Generate questions about the topic of the reading text	Dialogic reading	
	Match pictures with suitable sentences	Partner reading	
	Identify the topic sentence	Shared reading	
	Identify the support sentences	Directed think aloud	
	Suggest alternative ideas	Read ,listen and discuss	
	Decide which text summary is the best	Dialogic reading	
	Add more to a given illustration	Shared reading	
	Weekly selection three		

week six &seven	Reading activities	Tutoring strategy	Researcher reflection
Making inferences	Making on line inferences	Partner reading	
	Making instrumental inferences	Partner reading	
	Adjacent inferences	Listen, read and discuss	
	Making emotional inferences	Shared reading	

	Making casual inferences	Shared reading	
	Making distant inferences	Independence reading	
	Identify which inferences are logical, which are not	Partner reading	
	Defend logically one's generated inferences	Shared reading	
	Identify evidences ,clues ,hints used to construct certain inferences	Directed think aloud	
	Weekly selection four		

Weekseight & nine	Reading activities	Tutoring strategy	Researcher reflection
Making prediction & anticipation	Search for clues to make predictions	Partner reading	
	Use illustrations to draw expectations	Partner reading	
	Make hypotheses based on the text	Listen, read and discuss	
	Defend via evidences extracted from the text the predictions made	Shared reading	
	Rank a number of given predictions in terms of their probability	Jigsaw reading	
	Fill in anticipation guide, read to check	Listen,read and discuss	
	Make a survey of the vocabulary of the text and generate anticipations accordingly	Partner reading Vocabulary sort out	
	Use headings and titles as clues for making anticipation	Shared reading	
	Identify which could be a logical anticipatory idea and which couldn't	Directed think aloud	
	Elaborate on a given anticipatory idea	Dialogic reading	
	Continue a story with suggested predictions or anticipations	Shard reading	
	Weekly selection assessments five& six		

week Ten	Reading activities	Tutoring strategy	Comments& feedback
Inference prediction, and		Partner reading	
	Construct instrumental inferences	Partner reading	

Anticipation making	Construct casual inferences		
	Defend inferences made via evidences or clues from the text	Shared reading	
	Fill in an anticipatory guide and read to check	Shared reading	
	Elaborate: what do you think is going to happen next	Independence reading	
	Use charts ,graphs or tables to draw conclusions about the future	Partner reading	
	Explain inferences made	Shared reading	
	Explain predictions made	Directed think aloud	
	Generate emotional inferences about characters or events		
	Weekly selection assessment seven		

weekseleven& twelve	Reading activities	Tutoring strategy	Researcher reflection
Focused practice on the above five reading comprehension skills	Skim for gist:	Partner reading	
	Answer factual questions	Partner reading	
	Construct inferences		
	Suggest suitable titles	Shared reading	
	Concept maps	Shared reading	
	Identify which ideas are or aren't related	Independence reading	
	Fill in anticipatory guide, read and check	Partner reading	
	Identify the topic sentence	Shared reading	
	Identify the support sentences	Directed think aloud	
	Suggest alternative ideas		
	Decide which text summary is the best		
	Elaborate on given inferences or predictions		
	Weekly selection assessment eight		

Word instruction was instructed at the beginning of each tutoring session 12 tutoring sessions made up 72 sessions each session was 50 minutes long, the actual tutoring time was 45 minutes in average ,10 minutes –in average-were consumed in class managerial issues; seating, preparing self and things—etc. 10 minutes were

devoted to word and vocabulary teaching. The total time spent on vocabulary teaching and practicing was approximately 420 m. out of 3240 m. ;the total.30 minutes were devoted to explain model and practice the strategy ,the last five minutes for general discussion and feedback giving. The table below shows the regular time allocation for each reading session.

Table (11): Tutoring Per -Session Time Allocation

	Tutoring activity	Time allocation	
1	Word recognition	10m.	
2	Presenting and modeling the target reading strategy	10 m	
3	Practicing the target strategy: in pairs or in groups	20 m.	
4	Public discussion and feedback	5 m.	
	Total	45m.	

k .Timeline

On October 2011, the researcher obtained a copy of the 2012 sixth grade diagnostic test scores. Any student who did not pass the reading proportion of the diagnostic test was scheduled for a reading intervention class, and thus became the participants for this study. The pretest was given at the beginning of the Reading Clinic program which began on October 28, 2011. On the first day of class, the students were informed about the study and were asked to take home a parent newsletter explaining the Reading Clinic program. The pretest was administered at the beginning of the next week. The researcher graded the five sections, and the scores were recorded in the grade book on November 12,2011. Over the next twelve weeks of school, from February 1st,2012 to May 20th, 2012, the students participated in various reading activities. The posttest was given at the end of the reading program in May 25, 2012.

l. Program implementation plan:

Six tutoring sessions were held every week. Each session was 45 minutes long. Preparation for the program started on 12th November 2011 .The program was implemented in the second semester of the scholastic year 2011-2012 as from 1st February to 20 March 2012.

m. Monitoring

Monitoring of the program progression included implementation of weekly selection assessment reading texts and rapport with the classroom teacher. To monitor the students' progress weekly selection assessment was administrated. (See appendix J) This assessment was developed by the researcher to be used in conjunction with the Reading Clinic anthologies. The weekly selection assessment was a set of four questions that related to the anthology that the class had read the week prior. Each of the four assessment questions was followed by four possible multiple-choice answers. The student was to read the question and then fill in the bubble that coincided with the correct choice. The students were given approximately twenty minutes to complete the weekly selection assessment. The students read each question and crossed out the answers they knew were wrong and marked the one they felt was correct. After all four questions were answered, each student placed her selection assessment in a folder marked 'Read ' at the front of the classroom. The researcher graded and recorded each student's score weekly. Approximately eight weekly selection assessments were given over the twelve-week period.(See appendix J for a copy).

Rapport with the classroom teachers were very important as their observations and comments helped the researcher directed and geared the tutoring sessions towards the desired outcomes. On Thursdays, the researcher made her best to meet the regular teachers to have their comments and observations and also to direct their attention to the intended outcomes over the next two weeks so as to keep an eye on the students' progress.

Classroom observation checklists were also used .The researcher wanted to triangulate her data so as to make sure that her conclusions relied on sound and solid grounds,she used the classroom teachers' checklist.(See appendix D)

n. Program Overall assessment

The program was assessed using the following; 1-a posttest 2-students' self-assessment questionnaire 3- A classroom observation checklist. The post test was used for the purpose of evaluating programand to measure the extent to which the program was effective. Statistical treatment was attributed for this purpose. The posttest was the same test as the pretest. The researcher once again made twenty one copies of the answer sheet as was done for the pretest. Students were never allowed to see their

pretest before taking the posttest. Each student was given the test and an answer sheet. The students first read the selection, then they highlighted where in the selection they found the answer to each question.

Beside the highlighted marks, the students wrote the question number that the information went with. When the students finished highlighting where they found the answers, they marked their answer sheets with the answer they felt was correct. After all questions were answered, the student placed her test and answer sheet in the respective folder and turned it into the researcher. The tests were then graded and recorded. Both the pretest and the posttest scores were recorded on a spreadsheet to determine if the scores had improved

5-The posttest

As a posttest, the researcher administrated pre test at the end of the fourteen weeks. The same test was used as a posttest in order to get an accurate measurement of any gains or losses made using the Reading Clinic program. Each student was given an answer sheet that was numbered 1-18 and each number was followed by four bubbles. The student was to locate the correct answer in the story and highlight it with a highlighter. They were then instructed to find the correct answer from the four choices and fill in the corresponding bubble on their answer sheet. The students were given fifty minutes to complete the test. (See Appendix B for a copy of the pre test). The posttest was administered in the same manner that the pretest was. On the last day of testing, which was May 25, 2012., the researcher graded all of the tests and recorded the scores into a special grade book. On May 27, 2012. the students were given their pretests from the beginning of the Reading clinic program and their posttests from the end of the Reading Clinic program. The students were asked to compare the two test scores and determine if any progress had been made over the fourteen-week reading program. The first week of Jun,2012 was used to record all scores onto a spreadsheet. The eight weekly selection assessment scores were then recorded onto the spreadsheet, which were then divided into the first four-weeks and last four-weeks. All scores were recorded by June 12 ,2012 *Weekly Selection*.

6- Students' self-assessment questionnaire

a) Aim of the questionnaire

One important tool for helping students to reflect on the proposed reading clinics tutoring instruction was that of the self-assessment questionnaire the students filled at the start and at the end of the program. (See appendix C). The proposed self-assessment questionnaires helped students to reflect and to better understand what they were expected to do at the same time it helped the researcher to evaluate the program from the students' perspective.

b) Source of building the students' self-assessment questionnaire

To build the questionnaire ,the researcher reviewed the related literature and investigated thoroughly some remedial reading tutoring instruction utilized in reading and clinics and centers available on line. For example the Towson Reading Clinic website.(www.towson.edu/kidsscampus).Also Vkc Reading Clinic(Kc.vanderbilt.edu/site/services and Reading Rockets website (www.readingrockets.org).Remedial reading instruction of these centers were very important and helped the researcher choose from the wide variety of the reading instruction they utilize in their remedial reading programs what was suitable for her participants. The formal and the informal meetings the researcher had conducted were no more less important as they helped her determine which tutoring instruction would be effective. To prepare the questionnaire the researcher, also, made through investigation of the students' expectations and needs in special meetings held at the first week of the program and before the intervention could have started. The investigation helped the researcher set her clinic tutoring principles and also to develop thr clinic tutoring handbook.(see appendix F).The clinic tutoring principles include the following:

1. Reaing aloud instruction
2. cooperative reading
3. repeated reading instruction
4. Explicit strategy instruction
5. Whole language approach
6. sensorry engagement
7. sustained silent reading

c-Description of the tutoring guide book

The clinic guidebook includes:

1. 10 reading aloud tutoring strategies
2. guideline of how to use the instruction. This specifies:

What the strategy is

Why to use the strategy

How to use the strategy

Tips for teachers

3. Templates to guide understanding

d)The validity of the questionnaire:

A questionnaire is valid when it measures what it is designed to measure. The study used the referee validity and the internal consistency validity (Mackey & Gass, S., 2005).

(1) The referee validity

The questionnaire was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. The items of the questionnaire were modified according to their recommendations. (see appendix C)

(2) The internal consistency validity

The internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Person Formula.

According to the tables (8) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (12) shows the correlation coefficient of each scope with the whole questionnaire. According to the following tables, it can be concluded that the questionnaire is highly consistent and valid as a tool for the study.

Table (12)

Pearson Correlation coefficient for every item from the first scope with the total degree of this scope

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.710	sig. at 0.01	22	0.765	sig. at 0.01	43	0.693	sig. at 0.01
2	0.734	sig. at 0.01	23	0.737	sig. at 0.01	44	0.769	sig. at 0.01
3	0.546	sig. at 0.05	24	0.704	sig. at 0.01	45	0.884	sig. at 0.01
4	0.678	sig. at 0.01	25	0.501	sig. at 0.05	46	0.572	sig. at 0.01
5	0.652	sig. at 0.01	26	0.683	sig. at 0.01	47	0.848	sig. at 0.01
6	0.765	sig. at 0.01	27	0.740	sig. at 0.01	48	0.802	sig. at 0.01
7	0.667	sig. at 0.01	28	0.703	sig. at 0.01	49	0.839	sig. at 0.01
8	0.764	sig. at 0.01	29	0.657	sig. at 0.01	50	0.674	sig. at 0.01
9	0.801	sig. at 0.01	30	0.613	sig. at 0.01	51	0.841	sig. at 0.01
10	0.737	sig. at 0.01	31	0.672	sig. at 0.01	52	0.896	sig. at 0.01
11	0.525	sig. at 0.05	32	0.607	sig. at 0.01	53	0.889	sig. at 0.01
12	0.696	sig. at 0.01	33	0.881	sig. at 0.01	54	0.916	sig. at 0.01
13	0.760	sig. at 0.01	34	0.706	sig. at 0.01	55	0.536	sig. at 0.05
14	0.849	sig. at 0.01	35	0.885	sig. at 0.01	56	0.856	sig. at 0.01
15	0.522	sig. at 0.05	36	0.798	sig. at 0.01	57	0.745	sig. at 0.01
16	0.795	sig. at 0.01	37	0.656	sig. at 0.01	58	0.775	sig. at 0.01
17	0.785	sig. at 0.01	38	0.438	sig. at 0.05	59	0.735	sig. at 0.01
18	0.516	sig. at 0.05	39	0.574	sig. at 0.01	60	0.806	sig. at 0.01
19	0.745	sig. at 0.01	40	0.791	sig. at 0.01	61	0.781	sig. at 0.01
20	0.602	sig. at 0.01	41	0.691	sig. at 0.01	62	0.720	sig. at 0.01
21	0.569	sig. at 0.01	42	0.801	sig. at 0.01	63	0.722	sig. at 0.01

r table value at df (18) and sig. level (0.05) = 0.444

r table value at df (18) and sig. level (0.01) = 0.561

The results of tables (12) show that the questionnaire is valid enough to be used as a tool for the study.

e)- Reliability of the questionnaire:

The questionnaire is reliable when it gives the same results if it is reapplied in the same conditions The reliability of the test was measured by Alpha Cronbach and the Spilt- half techniques.

1-Alpha CronbachReliability coefficient

Table (13)

Reliability coefficient

Alpha Cronbach Technique		
Scope	Total	Correlation
Self-assessment questionnaire	63	0.979

Table (13) ensures the reliability of the questionnaire

2- Split half Reliability:

Correlation between two parts (even X odd) and modify by **Spearman brown:**

Table (14)

Spilt –half Technique			
	TOTAL	BEFORE	AFTER
Self-assessment questionnaire	63	0.910	0.928

From table (14) we can make sure that the questionnaire has a good reliability.

f-- Description of the questionnaire

The questionnaire consisted of seven sections making(63)items . These sections together compose the reading tutoring strategies and principles the proposed reading clinic program was based on. Section one helps students to reflect on reading aloud as a supportive tutoring instruction. It is made of (14) items. Section two discusses reading cooperative strategy .It is made of(11) items. The third section is devoted to repeated reading strategy and consists of (8) items. The fourth section displays explicit reading instruction components and basically is made of(7) items. The fifth section is devoted to the whole language approach characteristics and is made of(8) items. The sixth section discusses the sensory engagement principle and is made up of (5) items. The seventh and last section discusses the sustained silent reading strategy and consists of (6) items. To guarantee the validity of the data collected, the researcher arranged for a meeting with the students prior to the questionnaire distribution. The meeting was held in collaboration with the class teachers. The researcher did her best to answer the students' inquiries. Class teachers presence helped also decreasing the stress pressure the students were likely had experienced in filling the questionnaire. As an incentive ,a reward was declared (simple school stationary; pencils, colours and stickers).The researcher prepared twenty one copies of the questionnaire sheets and with the help of the class

teachers, they were distributed to the students. Each item was read orally by the researcher and explained to the students so as to make sure that everybody understood what to do. The students for thirty minutes and individually filled the questionnaire sheets. The researcher asked the students to enclose their sheets in the folder altogether with the pre-test they had before. The researcher gathered the folders and kept them for later analysis. Before leaving, the researcher thanked the students and appreciated their time and efforts.

Once the 12 weeks of tutoring had finished the researcher and before administrating the post test asked the students to fill in again the same questionnaire .the instructions were given by the researcher. The warm relationship between the researcher and the students helped filling in the questionnaire with ease. The same instructions were followed again. The researcher encouraged the students to fill in again to reflect on their experience in the reading program instructional sessions. The researcher compiled the sheets and enclosed them in the folders for statistical analysis.

6- The study procedures

The study progressed according to the following steps:

1. Reviewing literature and previous studies related to reading clinic programs and their effect on students' reading comprehension skills. In addition, the researcher reviewed previous studies related to reading remedial and clinic programs and their effect on students' reading comprehension skills.
2. Preparing a list of the most important reading comprehension skills that were recommended by researchers in the field and by a jury of English language teaching specialists.
3. Constructing the instruments of the study: an achievement test (Pre& post-test) ,self-assessment questionnaire, classroom observation checklist and weekly assessment selections.
4. Piloting the study instrumentations.
5. Browsing the internet to contact on-line reading clinic program.
6. Designing the suggested program to develop the reading comprehension .
7. Identifying the objectives of the suggested computer program.
8. Preparing the program reading text anthology.
9. Identifying the instructional approach to be utilized.

10. Teaching strategies and techniques.
11. Setting the program action plan.
12. Validating and refereeing the program.
13. Identifying the sample of the study .
14. Implementing the program.
15. Following and monitoring progress and improvement.
16. Evaluating the program from the participants' perspective-that was by analyzing the self-assessment questionnaire prepared for this purpose .Also evaluating the program from the classroom teachers perspective that was through analyzing the observation checklist .
17. Conducting the post test.
18. Celebrating success with the students ,their parents and their teachers.
19. Concluding the program meetings, distributing certificates to the students participated in the study.
20. Analyzing and interpreting the results of the pre and the post test .
21. Writing the final report of the study.
22. Concluding the study with recommendations, implications and suggestions for future studies.

7- Statistical Analysis

The pre and post treatment essay tests were collected, computed, and analyzed by using Statistical Package for Social Sciences (SPSS). The significance level used was 0.05.

Statistical Analysis Procedures

The questionnaire responses and the pre and post treatment essay tests were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical techniques used were:

1. Spearman Correlation: to determine the internal consistency validity of the questionnaire items and the evaluation criteria of the test.
2. Alpha Cronbach technique: to measure the reliability of the questionnaire items.
3. Split-half technique: to test the reliability of the questionnaire items.

4. Wilcoxon Signed Ranks Test. Effect size level by using Z value, Eta square, and Cohen's d to check the effect volume (extent) of the evident significant differences in the students' performance on the pre and post test reading comprehension domains.

8- Conclusion

This Chapter discussed in detail the procedures the researcher followed to experiment her proposed Reading Clinic Program .The study main question was :did the use of the Proposed Reading Clinic Program improve the students of grade seven categorized as at-risk students comprehension skills. The Next chapter is going to present the data collected and the statistical treatment in an attempt to detect gains as a sign of improvement if there was any.

Chapter

IV

Chapter IV

Results : Data Analysis

Introduction

The study aimed at examining the effect of a proposed Reading Clinic intervention Program on at risk seventh graders' reading comprehension skills. The main question guiding this study was: To what extent reading clinic is effective in improving the reading comprehension skills of at risk categorized students of grade seven at UNRWA Schools in Gaza? The minor questions were: 1. What comprehension skills were necessary for middle school students to be successful? 2. What is reading clinic as a remedial intervention program? 3. Did the use of the reading clinic program improve the comprehension skills of seventh grade at-risk students? 4. From the participants' perspectives, did the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills?

To collect data, the researcher used a pre-post test, a self-assessment questionnaire and two supportive tools: observation checklist and weekly selection assessment reading texts. This chapter tackles the procedures, the findings and results of the study regarding the research questions and hypotheses. The researcher used Statistics Package of Social Sciences (SPSS) to show the final collected data results. Tables were also used to clarify and present these data with analysis and interpretation.

1- Examination of Research Questions

1.1-Research Question 1: What comprehension skills were necessary for middle school students to be successful readers?

To answer this question, the researcher referred to the curriculum centre in the Ministry of Education and adopted a list of skills and sub skills intended to be developed through reading passages in **English for Palestine7 textbook**. These skills were chosen by the National Team in the curricula centre when they firstly designed the textbook. The number of these skills were (24) stated in objectives form (see appendix A). IN addition, the researcher reviewed the related literature in order to determine which skills were necessary for middle school students to be successful in reading comprehension from wide research findings . Through the research, there were a total of twenty four comprehension skills (Risener 2003; Cain and Oakhill ,2000; Amber M

,2008; Day and Park suc ,2005 ; Salters 2008 ;Gates, 2008). (see appendix A). When the researcher verified these skills ,English language teachers and specialist argued although important ,not all of these skills can be dealt with in a 12-week period remedial intervention program. Priority was given to only five:scanning, skimming, inference making, prediction and anticipation making and finally word recognition. Formal and informal meetings with English language teachers from UNRWA and government school also supported the conclusion that these five reading comprehension skills are very necessary for the middle school students to be able to improve their comprehension skills and thus they become the research target reading skills.

1.2-Research Question 2: What is Reading Clinic as a remedial reading intervention program?

To answer this question, the researcher designed the suggested program and examined its impact on improving the students' comprehension skills. The researcher for this purpose, investigated the literature ,also visited many reading clinics available on line .The reading clinic program the researcher suggested encompassed the following:

1. Rationale

Reading is not natural as speaking is, we do not learn how to speak. it just happens. In reading it is completely different, we need to learn to read. In today's school, too many children struggle with learning to read. As many teachers and parents will attest , reading failure has expected a tremendous long term consequence for children's developing self-confidence and motivation to learn , as well as for their later school performance. Reading clinic is a promising enterprise that would help children go beyond their reading deficiencies and improve their reading skills to the utmost of their potentialities.

2. Objectives

- 1) diagnosing reasons of reading difficulties.
- 2) gaining insights on how reading skills can be best taught.
- 3) assessing children to develop their reading skills.
- 4) reviewing the current reading instruction to assess their effectiveness in improving struggling readers' comprehension and progress.

3. Expected outcomes

By the completion of the program, students were supposed to:

- 1) develop reading as a daily habit.
- 2) demonstrate ability in utilizing wide range of reading comprehension strategies in attempting meaning of the reading texts.
- 3) increase the students' reading levels up to the grade level.
- 4) raise reading achievement scores in the Unified Exams of the UNRWA.
- 5) utilize word attack strategy to identify and recognize words.

4. Reading clinic tutoring material

An anthology was prepared. The researcher collected a variety of texts for the purpose of this study (see appendix I).The proposed reading clinic anthology includes adoptive and adaptive reading texts: fiction and non-fiction to help the students experience a wide variety of reading texts. **English for Palestine** prescribed reading textswere also utilized to the extent they meet the students' level of progress and achievement .For homework assignments, students were asked to choose from the anthology prepared(see appendix I) what to read. The researcher offered help and guidance, but never forced students to read what they don't like to read. The aim was to help the students move gradually from instructional reading to independent reading.

5. Tutoring site

The clinic was a small corner in Beach Prep Girls "C" SchoolLibrary. The Reading Clinic operated daily from Saturday to Thursday. The clinic was prepared with 5 round tables and 21 chairs for the students. Computers and LCD projector were provided by the school. Tutoring ,however, did not take place only in the traditional classroom setting; the school playground and surroundings were also utilized. Students had some session in the school lab, library and garden. Tutoring was 12 weeks long. Each session was 50 minutes long starting daily at 12 and finished at 12:50 p.m. The students attended the clinic after the regular school day had finished.

6. Tutors

The researcher herself tutored the twenty-one girls enrolled in the program. Classroom teachers helped in monitoring and assessing the students' progress and

development. The researcher's rapport with the classroom teachers helped identify points of strengths, also points of weaknesses so as to modify the Clinic instruction accordingly.

7. Reading Clinic Assessment

Students progress was observed and monitored systematically. Weekly selection assessment reading texts (see appendix J), in addition to the classroom teachers' observations (see appendix D) were both regularly reviewed to monitor progress and to interfere with suitable plan when something wrong happened. Observation checklists were collected by the end of the program to analyze and to follow the students progress and achievement .

Students had the pre test before the program had started and a post test once the program had finished (see appendix B). By the end of the program, students participating in this study received a certificate in a big celebration.

8. Tutoring Policy

The tutoring made use of the following techniques:-

- 1) individual tutoring where the researcher worked with her students individually. Student after all vary a lot in terms of their potentialities and needs.
- 2) small group tutoring. Students were allowed to practice the strategy being demonstrated and modeled by the researcher in small groups; maximum of four children.
- 3) large group instruction. To explain the strategy the students worked together in a relatively larger groups. For example when the students were supposed to practice the jigsaw strategy(see appendix F), the researcher got the students listen to the explanation while sitting together in large groups. The researcher utilized large group instruction for two main reasons:
 - a) large group instruction saved time .
 - b) large group instructions was so much inspiring and leading to the students as they listened to each other's comments and inquires .It also helped students to exchange ideas and perspectives. This of course enhanced communicative and cooperative atmosphere.
- 4) Educational picnics and trips were part of the tutoring. The students visited the zoo to have a look at the ostriches and to get more information from the

zoo man before they read the text "The amazing Ostrich" in their text book.

- 5) The proposed reading clinic was based on a number of teaching or tutoring strategies that were tailored to the students' needs and cognitive development. (see appendix F)
- 6) The reading clinic program experimented in this study adopted explicit reading instruction for teaching comprehension strategies. Ten reading aloud strategies were utilized and all helped students to manage reading for comprehension tasks. (see appendix F for detailed description of these strategies).

11. Tutoring sessions

The reading clinic program experimented in this study was a 14-week period after school program where the researcher met the participants for a special tutoring sessions daily from 12;00 to 12: 50 pm. The twelfth weeks of tutoring were based on reading sustained reading aloud strategies. Scaffolding was one basic teaching principle the researcher adopted in her clinic; the researcher started with scanning and skimming reading skills and gradually moved to inferences construction and prediction\anticipation making, which are more challenging. Word recognition skills was part of every and each tutoring session. (see table 11.chapter 3)

As the table shows ,tutoring starts with 10 minutes of vocabulary instruction, followed by 10 minutes of explanation and modeling of the target starategy.20 minutes were devoted for a guided practice in groups or in pairs. The last five minutes were for comments and feedback giving. It is worthwhile mentioning that during practice stages ,the researcher focused attention on those who needed extra and additional support in one –on-one tutoring. Every Thursday, the researcher had to meet the classroom teachers to discuss their observations and comments also to give them guidance on what to focus attention on during the next coming week . Based on her own observation and that the classroom teachers offered, the researcher and after two weeks of tutorial sessions, categorized her students into three groups:

Group one: poor decoders and poor comprehenders

Group two: slow decoders and poor comprehenders

Group three: good decoders and poor comprehenders

The researcher adjusted her tutoring techniques in the light of this specification and thus intensify the strategies in word recognition instructions as follows:

Table (15): Comprehenders Groups According to Decoding Skills

Group	Category	Word recognition instructions		Why
		Phonological awareness	Word sight Word image	
One	poor decoders and poor comprehenders		Instruction to internalize the word as a picture in the mind.	Activate the visual and mental representation of the word to facilitate word retrieval
Two	slow decoders and poor comprehenders	Instructions to improve phonic and phonemic awareness.	Instruction to internalize the word as a picture in the mind.	Segmentation and blending of the word sounds to activate memory and to help as reminders for retrieval.
Three	good decoders and poor comprehenders	Instructions to improve phonic and phonemic awareness	Instruction to internalize the word as a picture in the mind	Either way can help students retrieve the word when needed

This of course does not mean that the strategies above were exclusive nor does it mean that the students could not make use of either instruction they feel supportive and helpful. Five of the twenty one participants belonged to group one ,twelve to group two, and four to group three.

The researcher also benefited from on-line reading centers and clinics and adopted number of tutoring strategies and arranged them in a teacher guidebook that specifies where when and how to use the needed strategy. which were recommended as effective in empowering at risk –students with a number of strategies by which they can improve their reading skills.(See appendix F).

1.3-Research Question 3: Did the use of the reading clinic program improve the comprehension skills of seventh grade at-risk students?

To answer this question, the researcher tested the five following hypotheses:

Examination of Hypotheses

1.3.1-Research Hypothesis 3.1:

There are statistically significant differences at ($\alpha \leq 0.05$) in the students' performance on **scanning** reading comprehension skill domain as measured by the pre test and the students' performance on the same comprehension skill domain as measured by the post test?

To test this hypothesis, mean ranks of the results of the pre-test and post-test were computed. Wilcoxon Signed Ranks Test was used to analyze the data statistically. The following table shows that:

Table (16): Wilcoxon signed ranks test for results of differences between pre and post test for scanning domain and total score of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Scanning	Negative Ranks	3	9.833	29.500	2.683	0.007	sig. at 0.01
	Positive Ranks	16	10.031	160.500			
	Ties	2					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

The results in table (12) indicate that the (z) computed value (2.683) was greater in scanning score and in the total score of the post test than the (z) table value (2.683) at ($\alpha \leq 0.01$). This means that there are statistical significant differences between pre and post test in **scanning** domain and the total score of the test domain, in favour of the post test, which means that the proposed Reading Clinic intervention program is effective and influential in improving **scanning** comprehension skill.

To calculate the effect size the researcher used Eta square " η^2 ". Table (13) show that:

Table (17): "Z" value, eta square " η^2 " , for scanning domain and the total score

Domain	Z	Z ²	Z ² + 4	η^2	Size effect
Scanning	2.683	7.198	11.198	0.643	Large

Table (13) shows that there is a **Large** effect size for **scanning** domain and the total score of the test, which means that the suggested Reading Clinic intervention program has influential effect and can improve scanning skills of at risk students.

The finding of examining this hypothesis was in agreement with the findings of the studies of Cotter (2011) ;Amber M (2008); Pan (2005); Elliot (2005); Muriel (1994); Delva (1971)and Martha j (1969) .

1.3.2- Research Hypothesis 3. 2:

There are statistically significant differences at ($\alpha \leq 0.05$) in the students' performance on **skimming** reading comprehension skill domain as measured by the pre test and the students' performance on the same reading comprehension skill domain as measured by the post test?

To test this hypothesis, mean ranks of the results of the pre-test and post-test were computed. Wilcoxon Signed Ranks Test was used to analyze the data statistically. The following table shows that:

Table (18): Wilcoxon signed ranks test for results of differences between pre and post test for skimming domain and total score of the domain.

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Skimming	Negative Ranks	1	4.000	4.000	3.472	0.001	sig. at 0.01
	Positive Ranks	16	9.313	149.000			
	Ties	4					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

The results in table (14) indicate that the (z) computed value was greater in skimming scores and in the total score of the post test than the(z) table value. This means that there are statistical significant differences between pre and post test in skimming scores and the total score of the test domain in favour of the post test, which means that the suggested reading clinic intervention program is effective in improving **skimming** skills .

To calculate the effect size, the researcher used Eta square " η^2 ". " η^2 " Table (15) show that:

Table (19): "Z" value, eta square " η^2 " , for skimming domain and the total score

Domain	Z	Z ²	Z ² +4	η^2	Size effect
Skimming	3.472	12.052	16.052	0.751	Large

Table (15) shows that there is a **Large** effect size for **skimming** domain and the total score of the test, this means that the suggested reading intervention program is effective and improve the skills for the participants.

The findings here are in consistency with the findings in the studies conducted by Riper (2010), Pinto (2009); Chen (2009); Joseph (2011); salters (2008) and Van keer (2004). These studies support the conclusion that using scanning as a comprehension strategy has its considerable impact on students' ability to comprehend reading texts.

1.3.3-Research Hypothesis 3.3:

There are statistically significant differences at ($\alpha \leq 0.05$) in the students' performance on **making inferences** reading comprehension skill domain as measured by the pre test and the students' performance on the same reading comprehension skill domain as measured by the post test?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. The following table shows that:

Table (20): Wilcoxon signed ranks test for results of differences between pre and post test for making inferences domain and total score of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Making inferences	Negative Ranks	2	8.000	16.000	2.888	0.004	sig. at 0.01
	Positive Ranks	15	9.133	137.000			
	Ties	4					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

Table (20) show that there are statistical significant differences between pre and post test in **making inferences** domain and the total score the test domain in favour of the post test, this means that the suggested Reading Clinic intervention program is influential.

To calculate the "d" size effect, the researcher used " η^2 ". Table (17) show that

Table (21): "Z" value, eta square " η^2 " , for making inferences domain and the total score

Domain	Z	Z ²	Z ^{2 +4}	η^2	Size effect
Making inferences	2.888	8.340	12.340	0.676	Large

Table (21) shows that there is a **Large** effect size for **making inferences** domain and the total score of the test, which means that the suggested reading clinic intervention program is effective and can improve making inferences skill of at risk students.

Taking into consideration the two tables above ,we can confidently state that reading clinic program has its impact as a remedial intervention program.

1.3.4-Research Hypothesis 3.4:

There are statistically significant differences at ($\alpha \leq 0.05$) in the students' performance on **making predictions** reading comprehension skill domain as measured by the pre test and the students' performance on the same reading comprehension skill domain as measured by the post test?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. The following table shows that:

Table (22): Wilcoxon signed ranks test for results of differences between pre and post test for making predictions/anticipation domain and total score of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Making predictions	Negative Ranks	3	5.500	16.500	3.098	0.002	sig. at 0.01
	Positive Ranks	15	10.300	154.500			
	Ties	3					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

Table (22) shows that there are statistical significant differences between pre and post test in **making prediction** domain and the total score of the test domain in favour of the post test, which means that the suggested Reading Clinic Program is effective.

To calculate the "d" size effect, the researcher used " η^2 ".Table (23) show that:

Table (23): "Z" value, eta square " η^2 " , for making prediction/anticipations domain and the total score

Domain	Z	Z ²	Z ² +4	η^2	Size effect
Making predictions	3.098	9.596	13.596	0.706	Large

Table (23) shows that there is a **Large** effect size for **making prediction** domain and the total score of the test, which mean that the suggested reading clinic intervention program is influential and can improve making predictions and anticipations. The results here find confirmations in studies conducted by Devault,M.S(2006);Bevans; and Risner (2003).These studies have all proved the correlation between teaching anticipation and making prediction skill utilizing the direct explicit model of comprehension teaching strategies.

1.3.5-Research Hypothesis 3.5:

There are statistically significant differences at ($\alpha \leq 0.05$) in the students' performance on **word recognition** reading skill domain as measured by the pre test and the students' performance on the same reading comprehension skill domain as measured by the post test?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test the following table shows that:

Table (24): Wilcoxon signed ranks test for results of differences between pre and post test for word recognition domain and total score of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Word recognition	Negative Ranks	3	5.500	16.500	3.098	0.002	sig. at 0.01
	Positive Ranks	15	10.300	154.500			
	Ties	3					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

Table (24) shows that there are statistical significant differences between pre and post test in **word recognition** domain and the total score the test domain, in favour of post test, which means that the suggested reading clinic intervention program is effective.

To calculate the "d" size effect, the researcher used " η^2 ". Table (25) show that:

Table (25): "Z" value, eta square " η^2 " , for word recognition domain and the total score

Domain	Z	Z ²	Z ² +4	η^2	Size effect
Word recognition	2.812	7.908	11.908	0.664	Large

Table (25) shows that there is a **Large** effect size for **word recognition** domain and the total score of the test, which means that the suggested reading clinic intervention program is effective and can improve word recognition skills of at risk students.

To sum up the discussion here, we can statistically argue that the proposed Reading Clinic remedial intervention program is effective and can enhance and develop the grade seven at-risk students' reading comprehension skills as the table below illustrates:

Table (26): Wilcoxon signed ranks test for results of differences between pre and post test for all reading comprehension domains and total score of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Total	Negative Ranks	2	5.500	11.000	3.638	0.000	sig. at 0.01
	Positive Ranks	19	11.579	220.000			
	Ties	0					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

Table (26) shows that there are statistical significant differences between pre and post test in all reading comprehension skill domains and the total score of the test domains in favour of the post test, which means that the suggested **Reading Clinic intervention program** is effective and has its tangible impact on at risk seven graders comprehension skills.

To calculate the size effect ,the researcher used " η^2 " and "d" size effect . Table (27) show that:

Table (27): "Z" value, eta square " η^2 " , for each reading comprehension domain and the total score

Domain	Z	Z ²	Z ² +4	η^2	Size effect
Total	3.638	13.237	17.237	0.768	Large

Table (27) shows that there is a **Large** effect size for each domain and the total score of the test, which means that the suggested Reading Clinic intervention program has an effect and can improve scanning ,skimming ,making inferences ,making predictions and word recognition comprehension reading skills of at risk seventh graders .

1.4-Research Question 4: From the participants' perspectives ,did the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills?

To answer this question, the researcher tested the following seven hypotheses:

1.4.1-Research Question 4.1:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on **reading aloud** tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test.The following table shows that:

Table (27): Wilcoxon signed ranks test for results of differences between the students' pre and post responses on reading aloud domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Reading aloud	Negative Ranks	5	4.200	21.000	3.287	0.001	sig. at 0.01
	Positive Ranks	16	13.125	210.000			
	Ties	0					

“Z” table value at (0.01) sig. level equal 2.58

Table (28) shows that there are statistical significant differences between students' pre and post responses on the questionnaire reading aloud domain in favour of the post responses which means that **reading aloud** as a tutoring strategy is effective.

1.4.2-Research Question4.2:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on the questionnaire **cooperative reading** tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. The following table shows that:

Table (29): Wilcoxon signed ranks test for results of differences between the students' pre and post responses on cooperative reading domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Cooperative reading	Negative Ranks	5	8.300	41.500	2.575	0.010	sig. at 0.01
	Positive Ranks	16	11.844	189.500			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (30) shows that there are statistical significant differences between students' pre and post responses on the questionnaire cooperative reading domain in favour of the post responses ,which means that **cooperative reading** as a tutoring strategy is effective.

1.4.3-Research Question4.3:

There are statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on the questionnaire **repeated reading** tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. The following table shows that:

Table (31): Wilcoxon signed ranks test for results of differences between the students' pre and post responses onrepeated reading domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Repeated reading	Negative Ranks	5	5.800	29.000	2.840	0.005	sig. at 0.01
	Positive Ranks	15	12[.067	181.000			
	Ties	1					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (32) shows that there are statistical significant differences between students' pre and post responses on the questionnaire repeated reading domain in favour of the their post responses, which means that repeated **reading** as a tutoring strategy is effective.

1.4.4-Research Question4.4:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on the questionnaire **explicit tutoring strategy** domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. Table(34) shows that:

Table (33): Wilcoxon signed ranks test for results of differences between the students' pre and post responses onexplicit instruction domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Explicit instruction	Negative Ranks	2	8.000	16.000	3.460	0.001	sig. at 0.01
	Positive Ranks	19	11.316	215.000			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (34) shows that there are statistical significant differences between students' pre and post responses on the questionnaire explicit instruction domain in favour of the post responses, which means that **explicit reading instruction** as a tutoring strategy is effective.

1.4.5-Research Question4.5:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on the questionnaire **whole language** tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question ,the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. Table(36) shows that:

Table (35): Wilcoxon signed ranks test for results of differences between the students' pre and post responses on whole language domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Whole language approach	Negative Ranks	3	6.667	20.000	3.322	0.001	sig. at 0.01
	Positive Ranks	18	11.722	211.000			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (36) shows that there are statistical significant differences between students' pre and post responses on the questionnaire whole language domain in favour of the post responses ,which means that the **whole language** principle is effective.

1.4. 6-Research Question 4.6:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on the questionnaire **sensory engagement** tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. Table(38) shows that:

Table (37): Wilcoxon signed ranks test for results of differences between the students' pre and post responses on sensory engagement domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Sensory engagement	Negative Ranks	5	7.000	35.000	2.801	0.005	sig. at 0.01
	Positive Ranks	16	12.250	196.000			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (38) shows that there are statistical significant differences between students' pre and post responses on the questionnaire sensory involvement domain in favour of the post responses which means that **sensory involvement** as a tutoring strategy is effective.

1.4.7-Research Question4.7:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the students' pre responses on the questionnaire **sustained silent reading** tutoring strategy domain as measured by the self-assessment questionnaire and their post responses on the same tutoring strategy?

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. Table(40) shows that:

Table (39): Wilcoxon signed ranks test for results of differences between the students' pre and post responses on sustained silent reading domain and total degree of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Sustained silent reading	Negative Ranks	4	9.000	36.000	2.578	0.010	sig. at 0.01
	Positive Ranks	16	10.875	174.000			
	Ties	1					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (24) shows that there are statistical significant differences between students' pre and post responses on sustained silent reading domain in favour of the post responses ,which means that **sustained reading silent** as a tutoring strategy is effective.

Based on the results above, we can statistically argue that from the participants' perspectives the proposed reading clinic program tutoring instruction helped them improve their reading comprehension skills as the table below illustrates:

To answer this question the researcher used Diagnostic analysis and Wilcoxon Signed Ranks Test. Table(41) shows that:

Table (41): Wilcoxon signed ranks test for a results of differences between pre and post for all of the questionnaire domain and total score of the domain

Domain	Ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Total	Negative Ranks	3	7.000	21.000	3.285	0.001	sig. at 0.01
	Positive Ranks	18	11.667	210.000			
	Ties	0					

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (41) shows that there are statistical significant differences between students' pre and post responses on all the questionnaire domains, towards post responses, which means that reading aloud as a tutoring strategy is effective.

2-Conclusion

This chapter discussed the statistical analysis of the data collected through the study. The present study aimed to examine the effectiveness of the suggested reading clinic program on developing reading comprehension skills of the seventh graders in Beach Prep C Girls School in UNRWA. The results presented above were all intended to answer the study main question: Did the use of the reading clinic program improve the reading comprehension skills of the seventh graders in UNRWA school in Gaza. Five hypotheses were developed to answer the study question, the researcher administrated Pre-post tests to collect data, also the researcher used two supportive tools to collect data: students'self-assessment questionnaire and a classroom teachers' observation checklist. Results all indicated that the proposed Reading Clinic Program was effective.

In the next chapter, the researcher is going to discuss and interpret the results before coming up with suggestions and recommendations.

Chapter

v

Chapter V

Findings, Discussion, Conclusions, Implications and Recommendations

Introduction

The purpose of this study was to determine if the comprehension skills of seventh grade at-risk students would improve with the use of a reading clinic intervention program. The research main question was : To what extent Reading Clinic is effective in improving reading comprehension skills of at risk categorized students of grade seven at UNRWA Schools in Gaza? The secondary questions were: 1. What comprehension skills were necessary for middle school students to be successful? 2.What is reading clinic as a remedial intervention reading program? 3. Did the use of the reading clinic program improve the comprehension skills of seventh grade at-risk students? 4. From the participants' perspectives, does the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills? This chapter discusses the results of the study, suggests interpretations of the findings and sheds light on the pedagogical implications the study overshadows . Most importantly, this chapter discusses how these implications can be transformed into a number of classroom practices ;practices that help every child develop according to his or her potentialities . The chapter begins with a restatement of the problem that influenced the purpose and design of the study, methods and procedures, limitations, findings, recommendations and a conclusion. The basic problem that influenced the purpose of the study originated in lack of empirically supported remedial reading programs in UNRWA Schools challenging teachers to change instructional methods and strategies to help at-risk students improve their reading skills. A paucity of understanding of the mechanics of reading comprehension continued to exist. All the proposed remedial program that we actually have now in our schools are teacher and school –based and non has proved to be effective as the number of students who fail their English language unified exams is still increasing at an alarming rate. Evidences from Education Development Center in UNRWA Education Department prove this to be true. (see tables 1 & 2 in chapter 2) .

1- Discussion

The purpose of this study was to determine if the proposed reading clinic program improved the seventh grade at-risk students' comprehension skills. The researcher adopted the experimental approach. The main question leading this study was: To what extent reading clinic is effective in improving the reading comprehension skills of at risk categorized students of grade seven at UNRWA Schools in Gaza? To answer this question, the researcher suggested a remedial reading program which offered intensive training on a number of cognitive reading strategies namely : scanning ,skimming, making inferences, predictions and making anticipations, and word recognition. Methods of data collection included a pretest prior to the reading program and a posttest at the end of the program (see appendix B). Both the pretest and the posttest scores were recorded and kept in special files. Also, the students filled a self – assessment questionnaires twice; before starting the program and at the end of the program (see appendix C). As classroom teachers' observations were crucial indicators of the students' progress or lack of progress, they were asked to fill an observation checklist for each child enrolled; the observation checklists were also filled twice: before starting and then after finishing the program (see appendix D). The students were also given a weekly selection assessment at the end of each reading selection(see appendix J). The researcher combined the data collected; pretest and posttest scores, the questionnaires, the observation checklists, the weekly selection assessment scores and kept all in special files for statistical analysis and interpretation.

The 21 seventh-grade students at Beach Prep, Girls School , Gaza Governorate, were elected for the program treatment on the basis of their performance on the diagnostic test the school administrated at the beginning of the school year 2011-2012. Students who could not pass the proportional reading part of the exam were referred and thus they became the participants of the study. The participants were then exposed to a 14-week period intervention where they practiced and exercised variety of comprehension tasks and activities before had been ready for the post test. To build the pre-pot test ,the researcher reviewed the Ministry of Education handbook issued in 1999 .The handbook include grade by grade specification of reading skills and sub skills students should be able to master as a result of tackling the prescribed **English for Palestine** textbooks tasks and activities. Also, the researcher reviewed the related literature focused attention on research and studies that targeted students with reading

difficulties. in the light of the investigation made, the researcher had her list of reading skills students of grade seven should master referred, built the exam table of specification accordingly and so administrated the test.

2- Findings and Interpretations

2.1- Interpretation of the first question:

The first question guiding this study was: What comprehension skills were necessary for middle school students to be successful? Literature reviewed identified five important basic reading skills as necessary for middle school students to be successful. The findings were supported by the analysis the researcher attempted to the handbook issued by the Ministry of Education in 1999 . English language supervisors in UNRWA schools and in both Government and private schools verified the findings and consequently the following five reading skills became the study target reading comprehension skills:

Scanning, skimming, inference making, prediction or anticipation making and word recognition.

The researcher constructed the clinic treatment accordingly and the students received intensive tutoring on these five skills. One observation the researcher had documented was the integration of the above targeted reading skills .It was observed that some reading skills were interrelated with each others that very often there was no clear cut off border .For example to work on inference making skill students needed sometimes to scan and skim the text thoroughly before they could have been able to draw logical inferences. For anticipation making, to cite another example, students needed sometimes to consider and reconsider the words used and how they were used.. Another important observation the researcher captured was the need for some other more reading comprehension skills .The study prioritized five reading comprehension skills as these were identified by research and by the referees as the most necessary for at-risk students in order to be successful. During tutoring, however it had been noticed that students needed some other reading skills especially those which seemed imperative to precede and process thinking seeking meaning and understanding. For example to skim the text looking for the gist ,the students needed to generate questions about it ;moreover they needed to seek answers; questions like what is the purpose of---?why did the author choose this and not that to be the title? What is the topic sentence?

What supporting evidences are there? what are they for? Generating such questions seemed imperative to come up with the main idea of the reading text .The conclusion the researcher drew in response was that working with reading comprehension skills is very challenging and very demanding ,too .The researcher became more than ever convinced that reading is complex and more than ever, she came to share this belief with many researchers (Pinto ,2009;Mokhtari,2006;Spiegel, 1995) .

2.2- Interpretation of the second question:

The second question of the study was: what is Reading Clinic as a Remedial Intervention Program?

To answer this question, the researcher reviewed the literature spanning the last 80 years focusing on reading clinics research findings and recommendations. Also the researcher visited reading clinic sites worldwide available on line. The reading clinic the researcher proposed was a 14-week long after school remedial reading intervention program that sought to improve the seventh graders at-risk classroom performance in reading beyond usual expectations. The researcher assumed that traditional classroom setting offers little opportunity to meet these needs. The level of performance of these children is such that they need intensive and highly organized instruction . Tutoring in the proposed reading clinic took this into consideration and included small group instruction as well as one on-one instruction . Basically, reading clinics are educational institutions that offer remedial intervention for students with sever reading disabilities. The researcher assumed if reading clinic programs can help students with sever reading difficulties ,then they are very likely will help those with mild reading problems. The clinic the researcher developed adopted ongoing on assessment as to monitor progress and to keep the wheel of diagnosis turning round and round. Ongoing diagnosis was a policy that helped detect problems and deal with them as soon as they emerged. Data collected from pre, posttests (see appendix B), weekly selection assessments (see appendix J), classroom teachers' observation checklists (see appendix D) and students self-assessmentquestionnaires (see appendix C) were all computed and statistically treated for interpretations and conclusions. The results indicated the effectiveness of the proposed reading clinic as the post test scores showed. so that the mean rank of the per-post test computed "Z" value was 3.638 whereas the table "Z" value was 1.96 at($\alpha \leq 0.05$) and the effect size was **large** in favour of the post test. This means that the

Reading Clinic Program the teacher experimented was effective and helped students improve their reading comprehension skills.

2.3-Interpretation of the third question

The third question of this study was: Did the use of the reading clinic program improve the comprehension skills of seventh grade at-risk students?

The data analyses tabulated in chapter 4 indicated the null hypotheses were all rejected and all alternative hypotheses were accepted. The results indicated that the treatments used with the experimental group showed statistically significant gains as measured by the pre/posttest scores. The significance level of a test was the maximum probability that the null hypotheses were rejected in error. The $p < 0.05$ was selected because previous researchers deemed that the α level was the most acceptable for conducting research and avoiding type I and II errors. If the z-values are significantly greater than 1.96, then the actual probability of a type I error is substantially less than 5%, which makes the conclusions even more reliable. Multiple z-value tests provide the best means of identifying the combinations accounting for the significant difference. When conducting multiple tests to avoid obtaining a significant outcome by chance, the α level should be made smaller (Mackey, A. & Gass, S., 2005)

The data presented in Tables 22 and 23 in chapter 4 showed that there were statistical significant differences between pre and post test in all domains and the total score of the test domain, towards post test, which means that Reading Clinic as a remedial intervention program was effective.

The researcher found that the participants improved their comprehension skills through the use of the proposed reading clinic program. The positive mean rank of the total exam domains was 11.579 with an effect size = 3.6. This, of course indicates that there was considerable improvement in the students' performance and scores in the exam. This program was directed at the middle childhood level student. It appealed and motivated the middle childhood student, and may explain why the students looked forward to attending the Reading Clinic sessions. This may also explain why their text scores improved. When students were interested in what they were doing, or reading, and when they find the guidance they seek and sometimes expect, they were able to make better connections and conceptualize the information. Another factor for the increase in scores could be due to the fact the researcher utilized the explicit

instructional model for training students using a number of empirically tested reading comprehension strategies(see appendix F). The metacognitive reading strategy helped students to be more aware of how they reason and interpret reading text information and ideas .During reading sessions and while the students were working either cooperatively or individually, the researcher kept an eye on and observed the students' reactions and responses attempting word attack strategies, scanning ,skimming ,making inferences and making predictions. The researcher as an observer could identify who still needed help and guidance and tried to offer additional support and help as necessary .Of the twenty one students five always need additional help and so scaffolding the strategy was a must . As students responses vary dramatically and in an unpredictable way,the researcher was always ready with alternative tutoring instruction. The tutoring guidebookthe researcher prepared provided her with wide variety of tutoring instructions so that when students couldn't respond satisfactorily, the researcher attempted another strategy and if that didn't help either, she could use another one and so on until the desired outcomes became attainable.. Scaffolding helped empowering students who need help and also helped those who made tangible progress to make their reading performance even better. Part of scaffolding entailed an explicit modeling of the strategy. Think aloud, directed reading thinking ,shared ,paired ,partner reading were all attempted by the researcher as supportive classroom strategies to scaffold the metacognitive reading strategies which included:scanning, skimming ,making inferences ,anticipating and making predictions. As the researcher modeled one of these metacognitive strategies, she discussed her own thinking with the students, explained the importance of why the students should use these strategies as they approach the reading text and in the feedback stages, she showed them how much utilizing the strategy is rewarding ;how much it helped understanding the details of the text ,the author implied message and the impeded details and connections . Cooperative reading was one class strategy the researcher appealed to in order to support and enhance the students' progress. At first the students resented attention to the Reading Clinic: it was an after school program and to most of the students it was not easy to accept additional classes after the long school day despite the fact that non was forced to participate. As the students felt that they are almost equal in terms of their literacy level ,they felt close to each other and soon they developed a sense of community and they helped and supported one another through instructions within the clinic. The students participation increased, two always volunteered to read and answer questions more frequently .Two

of the students were able to read independently and could handle more difficult texts and gradually with support from the researcher and the classroom teacher they began to view reading as a worthwhile activity. However, some reading texts proved to be more difficult than others for example science reading texts were the most difficult for the students to handle. One possible reason the researcher suggests for deficiency in this particular area is the lack of prior knowledge; the knowledge which is necessary to process understanding. Another possible reason might be the difficulty in imagining or visualizing details from science text to aid understanding. In language arts, the researcher observed that students prior knowledge and visualization mechanisms could have helped.

The study revealed that teaching the students to anticipate and make predictions led to superficial conclusions. Very often the students went so far in the predictions they made, very often their conclusions were not text-based. In other words, the explicit teaching of metacognitive reading strategy enhanced students ability to form logical and thoughtful connections, rereading to capture the information, skim for gist, scan for specific details, but at the same time it was difficult and took relatively longer time to drive and extract conclusions that are text-based. To deal with this problem, the researcher encouraged students to defend their conclusions and to specify the clues that helped them welcome an anticipation or deem it as improbable. Another technique the researcher resorted to was using the anticipatory guides, the directed think aloud template, the story map and the map concept as a before reading strategy which allowed the students to make predictions about information they would encounter in the text (see appendix K for more templates). The anticipation guides, to cite an example- utilized by the researcher set a purpose for reading, encouraged students to make predictions about information they encountered in the text, also helped develop a sense of curiosity and suspension and hence engaged the students deeply in the comprehension process.

Besides the importance of explicit reading strategies instruction, there is evidence that opportunities to participate in peer-led interaction on structured reading activities also made up an important part of reading instruction that aimed at an actual increase in comprehension, higher level cognition and the application of self-regulation strategies all which Van Keer(2004) argued for. With respect to reading comprehension, the traditional classroom interaction pattern of teacher question - student response - teacher evaluation seems insufficient for the development of the deeper meaning of texts. Relying on the teacher to serve as the interpretive authority

may cause students to become passive learners (Allen, 2000). Conversely, in order for children to become self-regulated readers and thinkers, they need to take an active role and to recognize and resolve their own discrepancies with texts. Research demonstrates that this active reading behavior is promoted by providing students opportunities to engage in peer-led interaction about texts. More particularly it is shown that interaction between peers encourages children to talk not only about what they are reading, but also about what they do when reading. Through discussions, peer conferences, peer tutoring, and cooperative activities students implement, evaluate and modify strategy acquisition and use, and discuss the application of strategies in situations other than the reading lessons (Van Keer, 2004). Moreover, discussions between peers provide opportunities for metacognitive exchanges and modeling. In this way, children's knowledge about reading and reading strategies, as well as their ability to apply relevant strategies, increase when hearing others talk about their reading process.

The researcher also felt that the class size contributed to the positive student outcomes. With only twenty one students, the researcher was able to work with students on a one-on-one basis, hold small group discussions, and create partnerships for practicing reading strategies. This seemed to create a safe and comfortable atmosphere where the students felt free to discuss their problems and ask questions where they usually wouldn't ask in the regular classroom. It was also noted that during the pretest, the participants were not really realizing what they were doing, some were still worried and had doubts about the results and feared they might be considered, some were too worried they did not want their reputation to be touched on the basis of the exam results, some were careless and they wanted it just to be done and finished. The researcher felt that concentration and comprehension might have been very difficult under these conditions. When the students took the posttest at the end of the program, almost none of these feelings were there. The friendship and the bridge of trust the researcher could successfully create and sustain with the participants contributed a lot to the sincere engagement the students showed in every activity the program entailed and helped to relieve students' feelings of fear and worry when sat for the post test. Therefore, the students were more apt to be focused in their reading and may have been able to comprehend what they were reading at a higher level, which in turn reflected higher scores on the posttest. Perhaps the greatest contributing factor to the outcomes of this program was that most of the students were genuinely interested in improving their comprehension skills. These students were aware that comprehension skills were a

weakness for them and desired to improve this skill. Most students at this age, and particularly at-risk students, need a more structured environment. With structure and routine being critical at this stage in the learning process, the researcher felt that the proposed reading clinic program was successful at accomplishing this task.

For scanning reading comprehension skill results indicate that the "Z" computed value (3.472) was larger than "Z" table value (2.58) which means that there are significant differences at ($\alpha \leq 0.01$) between the students' performance on the pre test and their performance on the post test ,in favour to the post test .The effect size was large too. Table 23 indicates that the effect size of the program was. This result indicated that reading clinic as a remedial intervention program was effective and had its influential impact on students' scanning skills. This large effect may be due to the types of techniques and activities included in the program which used to activate scanning as a basic reading skill .It is very important to consider the fact students practice scanning in learning other school subject matters. In science, history and religion education, these area subject matter included activities that necessitate scanning and skimming skills. The students are always directed to extract specific information as a means to grasp the knowledge needed via exercises and activities that need exercising scanning and skimming skills.. In this essence we can argue that reading skills can be built and successfully developed when connection with various content areas intermingled with each others so as students do not learn only to read they actually read to learn which is the dream that we want every child to accomplish. Activities and tasks the students worked on also had their contribution. Unlike **English for Palestine** grade 7 prescribed textbooks which focus scanning tasks on answering questions to drive specific information – as if were testing the students rather than teaching them ,the reading clinic incorporated scanning of story titles, authors, illustration, publisher, the first and the last sentence in the book ,the main characters of the text, adjectives used --- etc. This variety encouraged students to practice the skill in a non-threatening atmosphere. It helped also widen the students' awareness of the rewards this skill as a life skill gives: minimizing, for example the time required to discover and extract what matters and to skip what doesn't. One impact the reading clinic will hopefully lead to is that of developing scanning as a study skill.

For skimming reading skill, results indicated that the Z. computed value (2.888) was larger than Z. table value (2.58) in the test which means that there are significant differences at ($\alpha \leq 0.01$) between the students' performance on the pre test and their

performance on the post test ,in favour to the post test .The effect size was large ,too. The table indicates that the effect size of the program was large according to η^2 value. This result indicated that reading clinic as a remedial intervention program is effective and had its influential impact on students' skimming skill. This means that the effect of the program was significant. This large effect may be due to the explicit reading instruction the researcher utilized and to some extent to students metacognitive awareness of what to do to skim a text the mechanism the students were empowered with through modeling and demonstration during the tutoring sessions. The researcher observed tangible correlation between students skimming skills and word recognition skill .Group three students ;good decoders, poor comprehenders were quicker and more accurate in the responses they produced as a result of utilizing this skill than the other two groups.

The least gains were in inferences making reading skill. Making inferences was the most difficult part of the Clinic instruction .For one thing, making precise and accurate inferences require high order thinking skills and the ability to put the parts into one or the other way around; to break the one into its component parts . There is research that supports the conviction that inference making is a complex skill and is acquired over a long period of time. This result is in consistency with studies conducted by Vandervelde (2009) and Edmonds, (2006) who confirmed the complexity of constructing inferences. Edmonds, (2006) found that generating inferences was difficult for both of children with visual impairment and children with sight Edmonds, (2006). As the study dedicated there were no significant difference in both children performance in inferences generating skill. Vandervelde (2009) found in the study he conducted that generating emotional inferences about characters in the stories read by the participant was also very challenging . Even though, students' performance on the post test indicated a considerable improvement. The Z computed value was 2.888 larger than the Z table value which is 1.96 at $(\alpha \leq 0.05)$. The gains can be interpreted in terms of the students' flexibility which helped them save more time to focus on constructing inferences; scanning and skimming became easier to work on, students flexibility empowered them to make decision on what to consider and read patiently and what to pass and read quickly and what to skip at all. This, of course, reduced time and increased focus on what mattered.

Scaffolding was a basic principle in instructing the participants. Reading texts the students practiced during the first weeks of the study were easy and direct. The

inferences students were asked to work out were all bridging inferences which were necessary to establish text coherence and all could be drawn on-line. Bridging inferences connect adjacent segments of text together when there was a conceptual gap and only pointed back to earlier text occurring in the discourse. The students needed not to read backwards nor did they need to blend information from different parts of the text. They were asked to look for the explicit clues to figure out an inference. Moreover. The texts were all shorts and thus the active working memory helped students to hold the text pieces and so to make sound accurate inferences. As students acquired ways of working out on line inferences and demonstrated ability to do so, the next weeks of the study introduced more challenging reading texts where students were asked to figure out more difficult inferences. Students at this stage began working with casual and elaborative inferences; they were asked then to draw causal antecedent; a more complicated inferences (see items 3 and 5 of part three of the test) which required students to refer back to previously stated events and clues, but in a casual manner.

Students' scores in making predictions and anticipations indicated a considerable improvement .The "Z" computed value was (2.812); larger than the" table value (2.58). The anticipation guide used and patiently modeled by the researcher helped students to draw text-based prediction and anticipation in the pre-reading stage and to be engaged in an in-depth reading to either confirm or refute predictions and anticipations made. To make sure that students understood and were convinced they had to negotiate each others' ideas and to find clues and evidences from the texts they were reading.

The best gains in the pre\post test were in word recognition skill domain; the Z computed value at α 0.01 was 3.098 whereas in the weekly selection assessments ,the Z computed value was 2.060. The improvement gained was attributed to the clinical treatment of the program which allocated approximately 22.2% of the total time of session tutoring to word instruction as the table below illustrates:

Table (25): Word Recognition Total Allocated Tutoring Time

Session activities	Time allocated per-session	Time allocated per-week	Total time allocated for-the 12-week long intervention	percentage
Word recognition	10 m.	60 m.	720 m.	22.2%
Explaining and modeling the strategy	10 m.	60 m.	720 m.	22.2%

Practice: guided and free	20 m.	120 m.	1440m.	44.4%
Session opening and closure	5 m.	30 m.	360 m.	11.1%
Total	45m.	270 m.	3240 m.	

The self-assessment questionnaire gave a "Z" value of (3.287),(see appendix C for the questionnaire results) and the teacher observation checklist gave a "Z" value of (3.603),(see appendix D for the observation card analysis).This finding supports the conclusion that gains in word recognition came as a result of the Reading Clinic approach to vocabulary teaching .The graphic organizers, concept sorts ,concept maps were all used to enhance students understanding the word not as a vocabulary but also as a concept (see templates in appendix K) .The Reading Clinic treatment proved that children understand and better internalize words when they encounter them in meaningful settings and thus one remarkable gain of reading is it facilitates word acquisition .The whole language approach the researcher utilized in her remedial treatment helped students to think about the newly presented words within meaningful contexts. The cooperative instruction approach helped students to be always ready to feed each others with words necessary to accomplish the given tasks so evidently students do not only learn the new words selected by the researcher but also helped student to remediate those they had missed earlier. As there were poor and slow decoders ,the researcher was forced to intensify word instruction during one-on –one and small group tutoring sessions using multiple word learning strategies; more specifically the whole language and the phonics instructional model. Decoding as the researcher hoped would provide these students with codes as to activate the memory so as to retrieve and recall the needed words when necessary. Educational practices are needed to promote strong vocabulary growth so that vocabulary can be both the cause and result of successful reading. Vocabulary interventions need to begin early and continue for a sustained period of time (Butt,2011;Allen,2000). According to theoretical and empirical research, there are three components of vocabulary instruction that are needed to boost vocabulary growth and improve reading: (1) both definitional and contextual information, (2) more than one or two exposures to each word, and (3) engagement of students in deep processing about word meaning and use (Apthorp and others 20011).

The results of the current study in word recognition domain confirm the recommendations above. The computed "Z" value was with **large** effect size and this probably because of the Clinic vocabulary instruction that provided multiple contexts and engaged students' processing of meaning to achieve the goals of increased vocabulary knowledge and comprehension.

2.4- Interpretation of the fourth question:

The fourth question of the study was: From the participants' perspectives, does the proposed reading clinic program tutoring instruction help them improve their reading comprehension skills?

Results tabulated in chapter (4) indicate positive assessment of the experience the students had in the proposed reading clinic program. It seems that the students found the clinic reading instruction more accessible, more attainable and more achievable than the one they usually experience in their regular classes. Cooperative reading and reading aloud tutoring strategy helped student to view reading clinic sessions as a safe place where they can work with peers who were all approximately of the same level. Feelings of inferiority some might have always experience because of those brilliant students who dominate everything in the class were no more there in the clinic tutoring sessions. From the students perspective tutoring instruction utilized in the reading clinic program was effective and so much helpful.

3-The study Implications

Findings from this study support the effectiveness of the proposed reading clinic program as remedial intervention program. The following implications can be drawn from the empirical investigation:

- a) Educators and teachers, particularly those who seek ways to assist at-risk students in reading, should understand how complex and difficult it is to learn to read. This understanding is very important because it allows us to tolerate and accept our students' reading vulnerability.
- b) The fact that learn to read is difficult obliged us to modify and simplify our reading instruction in a way that at-risk students can catch up. This implies that reading instruction should have the following characteristics:
 - 1) Reading instruction should be well- staged and well- sequenced:

Teachers in their attempts to help at-risk students should stage and sequence the targeted reading skills and they should provide intensive practice on these skills one by one. This, however, should not be interpreted that teachers should work on one and only one reading skill in each tutoring session and ignore the others, it should be stressed here that staging and sequencing the reading skills is permissible only at the first stages of the treatment, once the students have acquired sufficient mastery of the reading skills, teachers are responsible to encourage students to bring them all and to select the most helpful one or ones in their attempt to extract meaning from the print.

The researcher sequenced her instruction and tutoring strategies in a way that was supportive to the students; the researcher started with scanning which was the easiest and the most common practiced reading skill in regular classrooms activities and ended with inference generating and prediction making as they both needed higher order thinking skills. The researcher helped students to accumulate their knowledge of how to utilize each skill and how to bind them together to build their overall reading skill mastery.

2) The study, also, implies that teachers should stage not only the main reading skills, but also they should stage each main reading skill into its sub skill components. In her clinic, the researcher tried to gradually and smoothly snake reading main skills as a number of sub skills. For example, inference making skill was sequenced in this way:

Stage one: Students worked on instrumental inferences; what instrument was used to perform an action. These are on-line inferences.

Stage two: students worked on bridging inferences. Bridging inferences entail students connect adjacent segments of text together when there is a conceptual gap. These inferences need to find connection between segments in the text.

Stage three: students practiced elaborative inferences: inferences that occur when there is not enough information in the text. These needed students to read forward and backward to make the accurate inferences. (See chapter 2 for detailed explanation of types of inferences).

Staging and sequencing reading skills in this way were very supportive, very encouraging too.

- Teaching instruction should be scaffolded. Scaffolding reading instruction should follow the steps below:
- Teachers should explain the tutoring strategy.

- they need to model it to their students.
- They should encourage students to practice the strategy under their supervision, individually or in small groups.
- Then,they should keep an eye and monitor students practicing and exercising the strategy. At this stage they need to give help on one- on -one tutoring principle to those who seem to need special and more tutoring time.
- gradually, teachers are supposed to relinquish their role to give the students the chance to work on their own- again either individually or in groups.

The researcher scaffolded her instructional approaches as she allowed each student to progress on her own pace. one-in one tutoring allowed the researcher to offer highly individualized instruction that helped each girl to improve and progress according to her own potentialities. Scaffolding helped students to upgrade their performance in the post test scores as the positive mean rank in the total domains of the test was 11.450,the computed "Z "was 3.970 and the effect size was **large**. This brings to the scene one of the most important implications the study suggests:the need for social and individualized reading instruction for those who seem to need more time and more support. In her clinic, the researcher noticed that there are always five students who always needed more time and more effort to practice the assigned tasks and activities, the researcher worked with these students individually as the rest of the students were busy working together in small groups or individually. Peer coaching was also utilized. To work on some tasks, the researcher peered the students in a way that they could coach and help each others.The researcher kept observing and monitoring the performance and interfere when was necessary.

4-Manipulation via Repetition and modeling

One basic component of reading instruction to help at-risk students is that of repetition. The study suggests that teachers are responsible to manipulate reading tasks and activities in a way that they get their students to repeat and repeat over till they actualize the expected outcomes.

Dunn(2005) argued that there isa correlation between active mental manipulation and successful memory of the information that is manipulated consciously. This conscious manipulation can include responding to the information students hear or read by using it for activities such as analyzing, discussing, or writing

about itThe use of active mental manipulation of information in “thinking” activities, Dunn argued, may be the cause of the increased neuronal activity in the prefrontal cortex that is associated with the executive functions of higher level cognition. Dunn (2005) Suggests that sustained or repeated mental processing of information may build and strengthen the neural networks engaged in the thinking activities. In theory, practice builds permanence (Dunn, 2005). The proposed Reading Clinic the researcher experimented aimed at activating the conscious processing of the information extracted from the reading texts and prepared multi activities were the very same information manifested itself but in various different forms. For example in concept sort out activity (see appendix F) students were asked to read a text about "pollution", and to sort out words of "air pollution" ,"land pollution", "water pollution". Then students were asked to read and repeat aloud the words they sorted out, later they were asked to print these words on flash cards. As seen here this manipulation was for one purpose it was to activate the prefrontal cortex cells which work for higher level of cognition. Repetition and modeling showed themselves clearly at times of practicing paired ,shared, repeated reading, all which intended to allow the student to repeat over and over again certain elements till the desired outcomes were realized. Manipulation however was not easy to deal with.

One threat the researcher had to minimize while manipulating reading tasks and activities was how not to get the students feel manipulated. Had the students discovered that they were manipulated they would not have responded the way they did. As it is human nature to reject also to resist being manipulated .As students of grade seven are still young it was not difficult to keep manipulation strategies hidden. The researcher always selected activities students love to practice reading stories .listen and read, directed think aloud ,word sort out and many others(see appendix F for detailed description) these all helped keep manipulation undiscovered. So while teachers are all invited to adopt manipulating reading tasks to foster repetition of targeted elements ,they still all need to find interesting activities ,activities that students love to practice.

5-Comprehensible exposure as the study suggests is very important for students to improve reading comprehension skills.

Recent research has shown that "developmental capacities can be enhanced by positive environments, stimuli, and even in cases of early biological deficiencies (Snow, et al., 1998, p. 11). This means that teachers can create rich reading environment around their students by always calling their attention to the merits of reading books and by providing them with easy attainable books to read. They may need to accompany their students to the school library or to the public library. Teachers should always encourage students to hold books and to brows the pages ,to look at the covers ,the content page ,the illustration and to enhance discussion about one or all of these, This is supportive to students who view reading as the most difficult task they would ask to do in school .It does not only create familiarity with the print but get students also to perceive and feel the joy of reading. The Reading Clinic the researcher experimented here took advantages of these facts and exploit them all in her instructional approaches . She tried to enrich the students' reading experiences with a wide variety of books, stories ,auditory texts .Texts selected were all related to the reading texts they encountered in **English for Palestine** prescribed text books that was to help the students to integrate and construct knowledge from different resources which of course helped expand their knowledgeand exercise their skills.

Early intervention programs are all built on the assumption that the human brain is able to change. (Shaywitz, 2001). Exposure to wide variety of reading texts was intended to enhance brain cells grow so that those areas responsible for reading would be evoked and developed. The researcher included in her instruction tasks that helped students to be cognitively involved; directed and guided activities were designed and presented in a way that defied students and encouraged them to think critically and creatively ,too .Anticipatory guides for example were used to help students and, of course to direct their thinking discovering the mystery of the reading texts they were reading. Concept maps and word sort out strategies helped student to develop comprehensive thinking and to go far beyond the literal meaning of the words. One student when asked what words does a word clean "environment" means to you .She said "big garden. paradise may be." When, the researcher probed her to elaborate, she described the scenes of green hills ,running rivers ,mountains flowers. Techniques utilized by the researcher fired the students imagination and got them to the point where they could interact with what they read adding and expanding their knowledge. It was

not surprising then the students performance on inference and prediction domains of the test outperformed their performance on the pre test as the results indicated(see table16,17,18,19 in chapter 3).

3- Another important implication of this study is the importance of sensory engagement. Sensory engagement is important because human brains collect and then store information based on the input senses gather .Hannan (2006) elaborated that sensory input affect the plasticity nature of the brain cells.

Hannan (2006) review studies of neural cortical activation, brain plasticity ,and braile reading in an attempt to find how best blind and low vision people can be helped on Braille Reading. Hannan argued that in the human brain, a considerable portion of the sensory intake area is dedicated to receiving data from our eyes (the occipital lobes). This is compatible with the fact that 80 percent of the information entering the brain comes in via visual pathways (Celement, 2009). He also added when the something goes wrong with the occipital lobes as the case is with blind people ,the visual cortex reorganize or reorient itself to compensate for the loss of vision and start activation of new neural pathways such as those responsible for auditory and tactile perceptions. The researcher caught this information and constructed her treatment exercises based on visualized aides; concept sort out, graphic organizers,concept maps,illustrations and pictures. Engaging the auditory, tactile, kinesthetic, or olfactory senses to store the same information presented through different senses would reasonably provide greater opportunities for subsequent recognition of new, related data that match the patterns in stored memory. To activate auditory neural cells there were lots of reading aloud texts .Read aloud took many form each was carefully planned for so as to guarantee the maximum sensory involvement possible .Listen ,read and discuss ,Directed think aloud, shared and paired reading, were just few examples .Read aloud created a highly motivating cooperative atmosphere where student negotiate knowledge and information, where they exchange experiences, where they demonstrate to each other how they learn. This cooperative and communicative atmosphere not only evoked the students sensory mechanism ,but also lead to involve the students senses which consequently strengthen the brain cells and the working memory.

4- The current study implies that prevention before intervention is the safest way to approach the problems of at-risk students.

Clements (2009) argued that these incredible discoveries regarding the human brain's ability to recondition and regenerate neurons represent a breakthrough for proponents of prevention and early intervention. The brains of young children, he explains, demonstrate such amazing plasticity that environmental or biological factors can alter their brains, which certainly would include the educational experience of early intervention. In their discussion of neurological bases of early intervention, Shonkoff & Meisels (2000, p. 204) postulate that "neural plasticity lies at the heart of early childhood intervention" they further iterate: The view espoused here is that the efficacy of any given intervention will depend on the capacity of the nervous system (at the cellular, metabolic, or anatomic levels) to be modified by experience. This process referred to as *neural plasticity* is often bounded by time; that is, there may be a window of opportunity, or critical period, for altering neural function. However, it will also become apparent that critical periods often interact with different neural systems, such that some neural systems remain open to modification longer than others. Moreover, there is evidence that critical periods and neural systems may interact at yet a third level, that of the individual. Thus, there may be individual differences in both the timing and the extent to which neural system can be modified by experience (Shonkoff & Meisels, 2000, p. 204). The Clinic in the current study intended to provide help of the seventh graders who she believed were in the most critical stage of their cognitive and character development. As the brain plasticity is bounded by time, the researcher believed that any delay to intervene will not be for the benefit of the at-risk students. Researcher attributed the improvement gained as the mean rank and the Z value symbolized to the fact that students of grade seven are still in the developmental stage where, biologically speaking, we can easily intervene to adjust and modify deficits before they established themselves as permanent features or characteristics of the students readiness to learn.

5- Cooperative learning is one of the most important components of the whole language approach. Cooperative reading as the findings of this study show can be very supportive to students who need help and guidance. The Reading Clinic of the current study depended heavily on the premise that cooperative reading is very supportive to children at-risk. Elliot (2005) argues that collaborative groups allow children opportunities to learn from a variety of other children in a small group setting. Children

share ideas and extend learning as they engage in this form of social interaction. Supportive communication within the group is vital in promoting a sense of community with a shared learning purpose. Cooperative learning allows students to be noisy, active, and social in the pursuit of academic excellence. Cooperative learning is effective at all grade levels, and is particularly appropriate for older students as they are strongly interested in competition, in taking responsibility, and in one another (Allen,2000). This discussion implies that we need to foster reading situation where students can negotiate the text with each others.

7-After school reading remedial programs can be very effective only and only if teachers gain help and support from the school administration and from the community as well.

The proposed reading clinic was an afterschool reading program. In fact the clinic program as an after-reading program echoed many similar programs attempted by many researchers . Miller(2010) and Joseph 2011experimented an afterschool reading program . Findings were encouraging and promising too. It is of course exhausting and very tiring to participate in a program after the long school day,but as it is the only option that we have in UNRWS schools as most UNRWA schools operate on the double shift system and as there are empirically supported studies that confirm the effectiveness of after school remedial programs we need to take the risk and attempt this experience. to arrange remedial reading program.

Finally one last implication this study suggests is that teachers need to believe in themselves and in their students too. They need to believe that there is always a way to have "no child left behind" (National Panel, 2000).

4-The Study Recommendations

4.1-Teaching recommendations

The study aimed at examining the effect of the proposed Reading Clinic Program to improve reading comprehension skills. The result indicated that the program is effective and so the researcher recommends the following:

1. Regardless of the quantity and quality of research-based knowledge about comprehension, students' reading achievement will not improve unless teachers use that knowledge to improve their instruction;/teachers should take

risk and experiment new teaching reading methods and to always look for alternatives that work.

2. Utilizing reading clinic programs to improve basic reading comprehension skills.
3. The researcher recommends using sustained reading aloud strategy to support and help students at-risk improve their reading comprehension skills so as they can gradually move from instructional reading to independent reading.
4. The researcher recommended explicit reading comprehension instructional approaches for teaching reading comprehension skills for at-risk students.
5. The researcher recommended one-on-one instruction for teaching students with reading vulnerabilities.
6. The researcher recommended reading clinic centers as research units in the local universities to find ways to better understand reading as a cognitive and communicative life skill.
7. Universities here might need to think about incorporating Reading Clinics Programs as a component of their pre-service training practicum where reading experts, reading clinicians and reading specialist are prepared to the local market.

4.2 -Recommendations for Changes to the Procedures, Instruments, and Techniques

Several recommendations have evolved from this investigation. One recommendation would be to conduct this reading intervention class at the beginning of the school day instead of the last forty-five minutes of the school day. The students seemed to be ready for their day to end by the time they came to class, and although they worked hard, the researcher felt that production might have been higher if the class was earlier in the day.

Another recommendation would be to lengthen the study. It was believed that by providing a longer timeline for the investigation, more data could be collected. It would also be more valuable if the program started later in the school year. The participant wouldn't be faced with the uncomfortably hot classroom conditions. Pretest scores might be more accurate if the students were able to focus on the task at hand instead of being disrupted by the classroom conditions. Perhaps a survey would have been

beneficial to the research as well. The survey could have been given at the end of the study to determine if the students' felt better about their comprehension skills. A survey could also have been given to the students' content area teachers to note any improvements noticed.

5 - Suggestion for future research

In order to extend the findings of this study, the researcher recommends the following:

- 1) A study should be conducted to investigate the effectiveness of reading clinic programs in improving other reading comprehension skills, for example decoding and reading fluency.
- 2) A study to examine the impact reading clinic program may have on teachers perception and professional practices in teaching at-risk students.
- 3) A longitudinal study to follow the impact reading clinic program may have .Such a study would provide useful information about the impact reading clinic treatment may have on students' overall reading abilities
- 4) A study to investigate the impact of reading clinic tutoring strategies on improving teachers 'performance in teaching reading to struggling readers.
- 5) A case study is highly recommended to examine kindergartens' developmental reading characteristics.
- 6) Finally, a review study of reading clinics in universities and colleges is highly recommended. Such a study would help provide data about establishing reading clinics units attached to the universities as research centers. These centers are supposed to train post-graduate students to be reading clinicians or reading specialists.
- 7) A study to investigate the impact of reading clinic program in improving other language skills, for example writing and speaking.

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Appendix (A)

Reading

Comprehension

Skills questionnaire

The Islamic University of Gaza
Postgraduate Studies Deanship
Faculty of Education
English Curriculum & Methodology Department



Reading Comprehension Skills questionnaire

" Grade 7 "

Dear Supervisor, /Expert teacher,

The researcher is conducting a study, entitled "**Reading Clinic as a Remedial Intervention Program to Improve Reading comprehension Skills for At-Risk Students of Grade7**". One of the requirements of this study is to construct a questionnaire of the most important reading comprehension skills in order to build an achievement test (pre and post) . Thus , the researcher has listed the reading comprehension skills for Seventh Graders as presented in the English Language Curriculum (1999). Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance for each reading skill listed below.

Please tick (√) in the suitable degree of importance.

(Key: 3 = very important, 2 = important, 1 = slightly important)

Thanks for your kind help and cooperation

Supervisor

Teacher

Years of experience

Suha Dawoud

English language supervisor-UNRWA

Reading comprehension skills necessary for middle school students as listed in Ministry of Education Handbook (1999)

Reading comprehension skills as listed in the Ministry of Education Handbook (1999) Questionnaire

No.	Reading comprehension skills	Very important	Important	Slightly important	Total	%
1	Answer factual , inferential , judgment or					

No.	Reading comprehension skills	Very important	Important	Slightly important	Total	%
	evaluation questions .					
2	Read familiar material with correct pronunciation and intonation .					
3	Recognize pro-form referents .					
4	Generate questions about reading text .					
5	Summarize reading text .					
6	Make predictions about reading text.					
7	Make inferences about reading text.					
8	Develop awareness of semantic fields (word mapping)					
9	Word recognition					
10	Identify the main idea of reading text					
11	Identify supporting details .					
12	Distinguish main idea from supporting details.					
13	Recognize rhetorical markers and their functions.					
14	Comprehend visual survival material .					
15	Making inferences.					
16	Scan for specific information .					
17	Distinguish fact from opinion .					
18	Infer mood and author's					

No.	Reading comprehension skills	Very important	Important	Slightly important	Total	%
	attitude or tone .					
19	Understand different types of letters .					
20	Skim for gist or general impression of text or graphics .					
21	Interpret information presented in diagrammatic display .					
22	Find synonyms and antonyms .					
23	Analyze components of text such as setting , theme , characters , etc...					
24	Extract and synthesize information from different sources.					

Results of analyzing the reading comprehension skills as listed in the Ministry of Education Handbook (1999) Questionnaire

No.	Reading comprehension skills	Very important	important	Slightly important	Total	%
1	Answer factual , inferential , judgment or evaluation questions .	12	5	7	53	70.67
2	Read familiar material with correct pronunciation and intonation .	11	6	7	52	69.33
3	Recognize pro-form referents .	10	3	11	47	62.67
4	Generate questions about reading text .	12	4	8	52	69.33
5	Summarize reading text .	12	7	5	55	73.33
6	Make predictions about reading text.	20	4	1	69	92.00
7	Make online inferences about reading text.	11	9	4	55	73.33
8	Develop awareness of semantic fields (word mapping)	8	8	8	48	64.00
9	Word recognition	22	2	0	70	93.33
10	Identify the main idea of reading text	9	8	7	50	66.67
11	Identify supporting details .	7	9	8	47	62.67
12	Distinguish main idea from supporting details.	8	5	11	45	60.00
13	Recognize rhetorical markers and their functions.	11	8	5	54	72.00
14	Comprehend visual survival material .	10	7	7	51	68.00
15	Making between lines	22	1	1	69	92.00

No.	Reading comprehension skills	Very important	important	Slightly important	Total	%
	inferences.					
16	Scan for specific information .	23	1	0	71	94.67
17	Distinguish fact from opinion .	12	5	7	53	70.67
18	Infer mood and author's attitude or tone .	13	8	3	58	77.33
19	Understand different types of letters .	14	7	3	59	78.67
20	Skim for gist or general impression of text or graphics .	22	2	0	70	93.33
21	Interpret information presented in diagrammatic display .	10	7	7	51	68.00
22	Find synonyms and antonyms .	21	3	0	69	92.00
23	Analyze components of text such as setting , theme , characters , etc...	9	11	4	53	70.67
24	Extract and synthesize information from different sources.	9	4	11	46	61.33

Appendix(B)

The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curriculum & Teaching Methods Department



Reading Comprehension Test

The test Refereeing Checklist

Dear referee,

The researcher is conducting a study, entitled "**Reading Clinic as a Remedial Intervention Program to Improve Reading Skills for At-Risk Students of Grade7**" in which she is going to examine the impact of reading clinic treatment on the Palestinian Seventh Graders' English Reading Comprehension Skills. Part of the study requires conducting pre and post test, which the researcher has designed based on through content analysis of English for Palestine textbooks and also on an in-depth investigation of the ministry of Education curriculum standards and broad objectives . Hence, for the purpose of the study, I would like you to referee the attached test through reading the following checklist and then ticking () the appropriate box.

Appendix(5)

No.	Criteria	Strongly agree	Agree	Disagree	Percentage
1.	The test items are valid: test students ability to scan, skim, make inferences and make predictions.				
2.	Number of items 18- items-is enough.				
3.	Instructions given are clear, direct and simple .				
4.	The layout is acceptable.				
5	The items are well-sequenced: from the easiest to the most				

No.	Criteria	Strongly agree	Agree	Disagree	Percentage
	challenging.				
6	time assigned is suitable.				
7	Items are expressed in economic language :brief simple and direct				
8	The length is suitable (224 words)				
9	Story as general is motivating to the students.				
10	Theme of the story is understandable for the students .				
11	The story value and moral is appropriate, familiar and acceptable for students.				
12	Characters and events are authentic .				
13	Vocabulary items are suitable in terms of difficulty and accessibility.				
14	Visual input is adequate and help approach the meaning.				
	Total				

Any further comments are highly appreciated.

.....

.....

Name of the referee / The degree /-----

Thanks for your time and your efforts

Appendix(C)

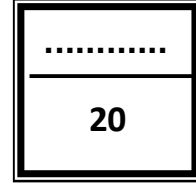


Pre-post Achievement Reading Comprehension Test

Grade: 7

Name :

Class :



School Year 2011 \ 2012

Reading Sub-skills	Marks (Numbers)	Marks (Letters)	Signature	
Skimming				
Scanning				
Inference				
Prediction				
Sum				

أولاً : الهدف من الاختبار

يهدف هذا الاختبار لقياس مدى اكتساب طالبات الصف السابع لمهارات فهم المقروء

ثانياً : تعليمات الاختبار

- اكتبي البيانات الأولية قبل البدء بالإجابة عن الأسئلة.
- أقرأي الأسئلة قراءة جيدة قبل الإجابة.
- أحيبي عن أسئلة الاختبار بوضع دائرة حول رمز الإجابة الصحيحة.
- لا تضع أكثر من دائرة في إجابة السؤال الواحد.
- الإجابة بالقلم الأزرق فقط.
- عدد صفحات الاختبار (5 صفحات).
- مجموع درجات الاختبار (20) درجة بمعدل درجة واحدة لكل إجابة صحيحة
- زمن الامتحان 50 دقيقة .

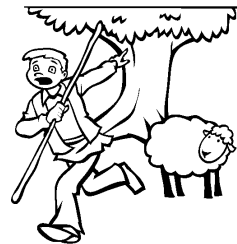
The boy who cried “ Wolf”

Once there was a shepherd boy who had to look after a flock of sheep. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Wolf! Wolf!" The villagers heard his cries and rushed out of the village to help the shepherd boy. When they reached him, they asked, "Where is the wolf?" The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."



A few days later, the shepherd boy played this trick again. Again he cried, "Help! Help! Wolf! Wolf!" Again, the villagers rushed up the hill to help him and again they found that boy had tricked them. They were very angry with him for being so naughty.

Then, sometime later, a wolf went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!" The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!" Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass



The boy who cried “ Wolf”

Part one:-

Scanning

- 1- The shepherd boy lives in a ----- (1 m)
a. village b. city c. town d. countryside.

- 2- The shepherd looks after the villagers' ----- (1 m)
a. sheep b. wolves c. houses d. fields.

- 3- The boy played a -----on the villagers. (1 m)
a. trick b. game c. play d. puzzle.

4. The boy played his tricks because he felt-----.(1 m)
a. happy b. sad c. bored d. frightened.

5. The boy played his tricks -----.(1 m)
a. twice b. once c. four times d. three times.

- 6.The villagers didn't help the boy in the third time because they were -----(1 m)
a. too tired.
b. too busy.
c. too silly .
d. too fed up with the boy's lies.

- 7.The last time the boy cried “ Wolf ! “ , the villagers -----(1 m).
a. laughed because they thought it was a trick.
b. climbed up the hill to help the boy.
c. went home quickly to hide from the wolf .
d. shouted angrily at the boy because he was fooling them.

- 8.The villagers saw the wolf-----.(1 m)
a. eating the sheep
b. attacking the sheep
c. hunting the sheep
d. running away

B: read again and answer:

1-Who do you think is responsible for the killing of the sheep? (2m)

- a. The wolf.
- b. The villagers .
- c. The boy.
- d. Both the boy and the villagers.

2- " I lied before , but this time , it is true " (2 m)

The pronoun it refers to : -----

- a. A wolf is running away .
- b. Many sheep lying dead on grass.
- c. The boy ran to the nearest village .
- d. A wolf is attacking the sheep.

3-Which word(s) in paragraph 2 tells you that the boy repeated his tricks several times. (2 m)

- a. " Help !! Help!! "
- b. " Wolf !! Wolf !! "
- c. trick
- d. again

Part Two:-

skimming

Read the text again and answer the following questions: (1 m)

1- This story is about a boy who -----.

- a. is interested in telling lies.**
- b. is interested in playing games.**
- c. is interested in looking after sheep .**
- d. is interested in shouting at others.**

2- The story shows that ----- (2m).

- a. honesty is the best policy.**
- b. telling lies can bring fun and happiness.**
- c. Fooling others makes them angry.**
- d. protecting sheep from wolves attacks is necessary.**

3- “ Wolf “ is a cry of ----- (2 m)

- a. happiness.**
- b. anger.**
- c. warning.**
- d. fear and warning**

4- Paragraph three is an explanation of : (2 m)

- a .what happened as the boy played his trick**
- b. how the boy played his trick**
- c. why the boy played his trick**
- d. where the boy played his trick**

Part Three :-

Making predictions

1- What do you think will happen next? (1 m)

All the answers below are probable-expect one :

- a. The villages may punish the boy .
- b. The villagers may leave the village .
- c. The villagers may be more careful.
- d. The villagers may be wiser.

2- How do you think the boy feels at the end of the story? (1 m)

- a. happy
- b. sorry
- c. bored
- d. frightened

3- What about the villagers , how-do you think- they would feel? (1m)

- a. excited
- b. sorry
- c. bored
- d. glad

4- What is your opinion? How do you think the boy will be like? (1 m)

- a. more honest
- b. naughtier
- c. more bored
- d. more excited

5- What about the villagers ? How will they be like? (1 m)

- a. wiser and more careful.
- b. more careful and less wise.
- c. wiser and less careful.
- d. neither wise nor careful.

Part Four :-

Making inferences

1-Which statement is NOT true ? (1m)

- a. The villagers are responsible for not caring and understanding the boy's feelings of boredom and loneliness.**
- b. The villagers didn't take a serious action from the first time the boy played his tricks.**
- c. The villagers are responsible for not protecting their village as well as they should .**
- d. The villagers allowed the wolf to run away**

2-Who do you think is responsible for the killing of the sheep? (1m)

- a. The wolf.**
- b. The villagers .**
- c. The boy.**
- d. Both the boy and the villagers.**

3 -What do you think the moral of the story is? (1m)

- a. honesty is the best policy .**
- b. dishonesty is the best policy .**
- c. telling lies is the best policy .**
- d. fooling people is the best policy .**

4-What do you think the villagers should do ? (1 m)

- a. discuss what happened and learn from it .**
- b. kill both the boy and the wolf.**
- c. Never taking the sheep up to the hill and feed them from their farm**

Part Five:-

Word recognition

1- Which verb in paragraph 2 tells you that the villagers believed the boy ? (1 m)

- a. rushed b. found c. tricked d. helped

1-Find the opposite of : (1 m)

quiet- X -----

2-Find a words that means:

asrrive= -----

3-Complete the sentences below with suitable words from the text: (4m)

1-----are people whose job is to take care of sheep and goats.

2-lions-----dears and have them as their food.

3-the thief stole the money and -----before the police arrived.

4-Ahmed forgot his books at home.Mr Hassan was very -----with him.

End of the Exam

Good Luck

Appendix (D)

Students' self-assessment questionnaire

تقيم ذاتي لبرنامج العيادة القرائية المقترح من وجهة نظر الطالبات المشاركات

استخدام برامج العيادة القرائية في تحسين مهارات فهم المقروء لطلاب الصف

السابع

معلومات من أجل الباحثة:

- اسم الطالبة:
- الصف :

- هل تواجهين صعوبة في فهم نصوص القراءة؟
1. نعم 2. إلى حد ما 3. لا
- هل يقدم أحدهم مساعدة خاصة لك في هذا المجال؟
1. نعم 2. لا 3. إلى حد ما
- هل تعتقدين أنك بحاجة الى المساعدة؟
1. نعم 2. لا 3. إلى حد ما
- هل سبق وأن التحقت ببرنامج علاجي يتناول مهارة القراءة؟
1. نعم 2. لا 3. إلى حد ما

استراتيجيات القراءة الجهرية: تساعدنى القراءة الجهرية على:

الرقم	الفقرات	درجة الموافقة			
		أوافق بشدة	أوافق	محايد	لا أوافق بشدة
1	المشاركة في الأنشطة الصفية المبنية على نص القراءة				
2	حل التدريبات والأسئلة التي تتناول النص				
3	قراءة النص قراءة صامتة				
4	المشاركة في مناقشة أفكار ومعلومات النص مع أفراد مجموعتي				
5	بناء توقعات وتنبؤات مبنية على معلومات مشتقة من النص				
6	التمييز بين الأفكار الرئيسية والفرعية				
7	فهم مضمون النص وحتى وإن لم أتمكن من فهم تفاصيله				
8	التمييز بين الأفكار الفرعية والرئيسية				
9	اتقان قراءة النص قراءة جهرية مع توظيف نبرة الصوت				
10	زيادة سرعة القراءة				
11	التركيز على المعلومات المطلوب استخراجها واستخلاصها من النص				
12	اتقان قراءة النص قراءة معبرة مع مراعاة علامات الترقيم				
13	إثارة خيالي وتكوين صور ذهنية حول مضمون النص				
14	تطوير مهارة الاستماع				

ب- استراتيجيات التعلم التعاوني

درجة الموافقة					الفقرات	الرقم
لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة		
					يساعدني النقاش مع أفراد المجموعة في حل تدريبات الفهم والاستيعاب	1
					يساعدني النقاش مع أفراد المجموعة في اقتراح بدائل وحلول للإجابة عن الأسئلة	2
					استفيد من أفراد مجموعتي في تقديم تفسير للإجابات	3
					استفيد من النقاش مع أفراد المجموعة لتحديد فيم إذا كانت مجموعة من الأفكار منتمية إلى النص أم لا	4
					استفيد من النقاش مع أفراد المجموعة في التوصل إلى استنتاجات منطقية	5
					أشارك مع أفراد مجموعتي في القراءة الجماعية داخل المجموعة	6
					تساعدني القراءة الجهرية ضمن المجموعة على تحسين مهارة القراءة لدي.	7
					استفيد من النقاش مع أفراد المجموعة واستثمر هذا النقاش في المشاركة على المناقشة الصفية مع باقي المجموعات	8
					أتطوع لأقرأ قراءة جهرية كباقي أفراد المجموعة	9
					أتطوع لأقرأ قراءة جهرية أمام باقي المجموعات	10
					يساعدني أفراد المجموعة في حل التدريبات ذات الصعوبة	11

جـ قراءة النص قراءة متكررة: تساعدني قراءة النص مرات متكررة على

					الفقرات	الرقم
محايد	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة		
					تحسين مهارة القراءة الفاهمة المعبرة	1
					تثبيت المفردات الجديدة	2
					تحسين قدرتي على لفظ المفردات الجديدة	3
					استطيع الاحتفاظ بتفاصيل النص فترة أطول في ذاكرتي	4
					تزيد من قدرتي على قراءة النص قراءة جهرية	5
					تزيد من سرعة القراءة لدي	6
					تزيد من قدرتي على تحديد الفقرات التي أستطيع من خلالها الإجابة على أسئلة الفهم والاستيعاب	7
					تزيد من قدرتي على تحديد الأفكار الرئيسية لكل فقرة على حدة والفكرة العامة لكل النص	8

دشرح استراتيجية التدريس

درجة الموافقة					الرقم	الفقرات
محاييد	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة		
					1	يساعدني شرح المعلمة لطريقة حل الأسئلة على فهم الموضوع
					2	يساعدني شرح المعلمة لطريقة التفكير في مضمون النص على فهم تفاصيله.
					3	يساعدني عرض المعلمة على بناء طريقة معينة أستطيع من خلالها أن أتوصل إلى أفكار النص ومضمونه.
					4	يساعدني عرض المعلمة لطريقة تناول النص على قراءة النص والتفكير فيه.
					5	يساعدني شرح المعلمة على المشاركة في حل أسئلة الفهم والاستيعاب.
					6	يزيد شرح المعلمة لطريقة حل التدريبات من قدرتي في الاعتماد على نفسي في تناول الأنشطة المبنية على نص القراءة

هـ الانتقال من الكل إلى الجزء: تساعدني المعلمة على

درجة الموافقة					الرقم	الفقرات
محاييد	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة		
					1	فهم موضوع نص القراءة
					2	التعرف على الفكرة الرئيسية العامة
					3	ربط موضوع القراءة بمواضيع ذات صلة
					4	ربط موضوع القراءة باهتماماتي الخاصة
					5	استخدم عنوان النص كوسيلة للتعرف على الأفكار الرئيسية الواردة في كل فقرة على حدى
					6	استخدام أفكار النص الرئيسية لبناء استنتاجات منطقية مبنية على نص القراءة
					7	استثمر أفكار النص وعنوانه في بناء توقعات وتنبؤات مبنية على النص
					8	استخدام الأفكار الرئيسية والفرعية لتحديد الأفكار المنتمية أو غير المنتمية للنص

و- إثارة الحواس:

درجة الموافقة					الرقم	الفقرات
أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	محايد		
					1	تستخدم المعلمة رسوم توضيحية تتركز حول النص
					2	تستخدم المعلمة الخرائط المفاهيمية والذهنية التي تساعد على استيعاب النص وفهمه
					3	تسهل الرسوم والخرائط المفاهيمية الوصول إلى أفكار النص الرئيسية والفرعية
					4	تساعدني القراءة الجهرية على تصور موضوع النص وربطه مع غيره من الموضوعات والخبرات ذات العلاقة
					5	تثير الرسوم والخرائط المفاهيمية ملكة الخيال لدي

ي-القراءة الصامتة المدعمة: يساعدك مما يلي على تحسين مهارات القراءة الصامتة لدي:

درجة الموافقة					الرقم	الفقرات
أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة	محايد		
					1	القراءة الجهرية من خلال أفراد المجموعة
					2	القراءة المتكررة للنص/ قراءة النص مرات عديدة
					3	توظيف الرسوم والخرائط المفاهيمية
					4	مناقشة أفكار النص والتعليق عليها
					5	تثبيت المفردات الجديدة
					6	التطوع للقراءة الجهرية ضمن أفراد المجموعة أو ضمن المجموعات الصفية ككل.

أشكرك عزيزتي الطالبة على وقتك وتعاونك

Appendix (D)

Classroom teachers' observation checklist card

To monitor the students' progress, the researcher prepared an observation checklist. Classroom teachers' comments and observation are believed to be of great importance. To detect improvement, it was imperative to involve the classroom teachers as their comments and ideas could inspire the researcher in her attempt to help the students acquire the needed comprehension skills. To help the classroom teachers doing the observations needed for this study, the researcher prepared the current observation checklist. It was made of 27 items covering the five comprehension skills the study targeted. To prepare the current observation checklist, the researcher reviewed the related literature, also studied and analyzed the grade by grade objectives specification of the prescribed textbook tasks and activities as proposed by the Ministry of Education and as listed in the handbook issued in 1999.

Validity of the referee

The researcher consulted a jury of English language teachers and supervisors to guarantee the validity of the observation checklist as a tool for collecting data. In the light of the jury recommendations, the researcher built the card items and arranged them into six domains; scanning, skimming, making inferences, making predictions and anticipations, word recognition and finally integrating reading and writing. The last domain was not recommended by the teachers as it was deemed very difficult to work on in a 120week treatment program. So, the first version of the card consisted of 32 items.

The researcher benefited from the comments given and modified the card accordingly so that the final version included 27 items and 5 elements were deleted. Some were restated based on the feedback the researcher had got from the members of the jury. (see appendix 000 for a copy; the shading cell shows the domain deleted. The observation cards distribute the 27th items on the five basic reading comprehension skills the current study targeted, namely scanning, skimming, inference making, prediction and anticipation and finally word recognition skill. The observation checklist was filled twice, before and after the implementation of the program. Results obtained used for comparing the students' performance to detect any influence of the program instructional approach in improving the students reading comprehension skills.

d. Reliability of the Content Analysis Card

The researcher herself and one of her colleague-English language supervisor- in the Education Department in UNRWA and two qualified English teachers who have good experience in teaching English to the seventh graders checked the current observation card in order to find out the internal reliability. The researcher used Holsti's equation to count the reliability of the analysis (Appendix1).

CR= 2M / (N1+N2), since: CR: the coefficient of reliability.

M: the number of the agreed upon categories during analysis. N1+N2: the summation of analysis categories (Holsti, 1969, p.142).

The researcher calculated the points of the agreement and disagreement between the analyses .The highest consistency percentage was 96.30,the lowest was 88.89. The average consistency was (93.33 %) and this is a high percentage that allows the researcher to depend on the analysis results. Table (2) shows the points of agreement and disagreement between the analyses.

Table (2): Points of Agreement and Disagreement between the referees

Referee	Number of items	Points of agreement	Points of disagreement	percentage
Researcher & supervisor	27	26	1	96.30
Researcher and teacher"1"	27	25	2	92.59
Researcher & teacher "2"	27	25	2	92.59
supervisor&teacher"1"	27	26	1	96.30
Teacher "1" and teacher"2"	27	24	3	88.89
Total				93.33

As table () shows above the percentage of agreement wobbles between (88.89) and (96.30) with an average of (93.33) .This percentage is a good indicator that the current proposed observation card is reliable to be used for collecting valid data.

The researcher prepared the current observation card because, on one hand, she wanted to triangulate her data so as to come up with as precise information as possible, and on the other, to more involves the regular teacher in the process of the experiments.

The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curriculum & Teaching Methods Department
Testing the validity of Focus Group Checklist Tool

Classroom Teacher Observation Checklist

Dear referee,

The researcher is conducting a study, entitled "**Reading Clinic as a Remedial Interventions Program to Improve Reading Skills for At-Risk Students of Grade7**" in which she is going to examine the impact of reading clinic treatment on the Palestinian's Seventh Graders' English language Reading Comprehension Skills. Part of the study requires focus group discussion and comments. A special checklist has been prepared as a tool to trace students improvement and progress from the group perspectives. Hence, for the purpose of the study, I would like you to referee the attached tool through reading the following checklist and then ticking () the appropriate box.

Dear referee,

Appendix(8)

Classroom Teacher Observation Checklist:

It is useful to better follow the student's progress in clinical setting to have information about her classroom performance . Please note the items you think applicable with a check mark.

Reading Skills and Strategies :

No	Criteria	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
Word Recognition / Identification						
1.	Students have better phonics skills.					
2.	Students have more sight word vocabulary.					
3.	Students can use context to predict unknown words.					
4.	Students can use the newly learned words in novel ways.					
5.	Identify core vocabulary to complete meaning.					
Scanning Students:						
1.	Recall important ideas, events, and information from the reading material.					
2.	Use the words in the question as clues to find specific information.					
3.	Answer factual questions easily.					
4.	Answer referential questions easily.					
5.	Scan for specific information from authentic text (schedule, menu , newspaper.....etc.					
6.	Find information explicitly mentioned in the reading text..					
7.	Find information implicitly mentioned					

No	Criteria					
	in the reading text.					
Skimming						
1.	Identify the main idea or ideas.					
2.	Recognize the supportive ideas.					
3.	Distinguish main ideas from supportive ideas.					
4.	Use the title and the key words as clues to the message and the main topic.					
Inference making						
1.	Read between the lines to discover relationships implicit or hidden ideas and – or information.					
2.	Connect ideas with each other to come up with correct conclusion.					
3.	Distinguish opinions from facts.					
3.	Infer mood and attitude from the text.					
4.	Read critically to form opinion and judgment about the text.					
5.	Recognize proform referents.					
6.	Utilize the title and key words to interpret the hidden message .					
Prediction making						
1.	Use knowledge generated from the text in relevant way to make predictions in real life situations.					
2.	Use the text information, evidences, events ....etc. to build up precise predictions.					
3.	Defend the expectations they draw by giving concrete evidence from the					

No	Criteria					
	text..					
4.	Determine which probable and which is not in the light of the text basic information.					
Integrating reading with writing						
1	Write short summaries					
2	Breaking larger phrases into smaller ones to facilitate understanding					
3	Concentrate on grammar to understand unfamiliar constructions					
4	Analyzing themes ,style and connections					
5	Write reflection and comments					

Thanks for all

Table (): Wilcoxon signed ranks test for results of differences between pre and post test for focus experimental group for all of the sub domain and total score of the domain

Domain	ranks	N	Mean Rank	Sum of Ranks	Z	Sig. value	Sig. level
Word recognition	Negative Ranks	3	4.000	12.000	3.603	0.000	sig. at 0.01
	Positive Ranks	18	12.167	219.000			
	Ties	0					
scanning	Negative Ranks	2	9.000	18.000	3.395	0.001	sig. at 0.01
	Positive Ranks	19	11.211	213.000			
	Ties	0					
skimming	Negative Ranks	1	1.000	1.000	3.788	0.000	sig. at 0.01
	Positive Ranks	18	10.500	189.000			
	Ties	2					
Inference making	Negative Ranks	0	0.000	0.000	4.018	0.000	sig. at 0.01
	Positive Ranks	21	11.000	231.000			
	Ties	0					
Prediction and anticipation	Negative Ranks	0	0.000	0.000	3.929	0.000	sig. at 0.01
	Positive Ranks	20	10.500	210.000			
	Ties	1					
Total	Negative Ranks	1	1.000	1.000	3.980	0.000	sig. at 0.01
	Positive Ranks	20	11.500	230.000			
	Ties	0					

"Z" table value at (0.05) sig. level equal 1.96

"Z" table value at (0.01) sig. level equal 2.58

The table above shows that there are statistically significant differences between pre and post test in **all domains** and the total degree the test domain, towards post test, that means **the supplementary approach is effective**.

To calculate the effect size the researcher used the " η^2 " and "d" size effect by using the following equation. **The Table below shows that:**

"Z" value, eta square " η^2 " , for each domain and the total degree

domain	Z	Z ²	Z ^{2 +4}	η^2	Size effect
Word recognition	3.603	12.985	16.985	0.764	Large
scanning	3.395	11.528	15.528	0.742	Large
skimming	3.788	14.347	18.347	0.782	Large
Inference making	4.018	16.148	20.148	0.801	Large
Prediction and anticipation	3.929	15.436	19.436	0.794	Large
Total	3.980	15.843	19.843	0.798	Large

This table shows that there is a **Large** effect size for each domain and the total scores of the test.

Appendix (E)

Parents' consent letter

رسالة إلى ولي أمر الطالبة

عزيزي ولي أمر الطالبة:.....المحترم ،،
تجري مشرفة اللغة الإنجليزية في مدارس وكال الغوث دراسة بحثية بعنوان أثر برامج القراءة
العيادية على رفع كفايات فهم المقروء لطلاب الصف السابع وذلك بالتعاون مع مدرسة بنات
الشاطي الإعدادية (ج) .

ويتطلب تطبيق البحث تنفيذ برنامجاً علاجياً مكثفاً بواقع حصة صفية كل يوم أثناء الدوام المدرسي
على مدار اربع عشرة اسبوعاً تبدأ وسيقوم تنفيذ هذه الحصص مشرفة مادة اللغة الانجليزية
وبمساعدة ادارة المدرسة وسينتهي البرنامج بعقد امتحان يتم من خلاله تحديد مستوى التحسن لدى
الطالبة وسيكشف عما إذا كانت الطالبة قد تحسنت تحسناً يسمح لها بمتابعة تطوير مهاراتها في فهم
المقروء في صف نظامي عادي عندما تنتقل إلى الصف الثامن أم أنها ما زالت بحاجة إلى مزيد من
التدريبات العلاجية.

على ولي الأمر الراغب في إلحاق ابنته في هذه البرنامج تعبئة نموذج الموافقة المرفق وتسليمه الى
ادارة المدرسة في موعد أقصاه 2011/11/20.

مع خالص الشكر والتحية

مشرفة اللغة الإنجليزية في مدارس وكالة الغوث الدولية-غزة

سهى داود

Reading Clinic Application Form

طلب إلحاق طالبة في برنامج

القراءة العيادية لطلاب

الصف السابع

.....	اسم ولي الأمر	.....	اسم الطالبة
.....	رقم هوية ولي الأمر	.....	رقم هوية الطالبة
.....	تاريخ الولادة	.....	مكان الولادة
.....	رقم جوال ولي الأمر	.....	عنوان السكن
.....	رقم بطاقة التموين	.....	رقم الهاتف
.....	عنوان مكان العمل	.....	مهنة ولي الأمر

أوافق أنا ولي أمر الطالبة على إلحاق ابنتي في برنامج القراءة العيادية وأنا مسئول مسئولية كاملة عن هذه الموافقة. كما أتعهد بمواظبة ابنتي على حضور جميع جلسات البرنامج وحضور الامتحان النهائي المنعقد في نهاية البرنامج.

توقيعه

اسم ولي الأمر

.....

.....

توقيعها

ناظرة المدرسة

.....

.....

توقيعها

المديرة المساعدة

.....

.....

Parent report

تقرير من ولي أمر الطالبة لإلحاق ابنته / ها في برنامج القراءة العيادية

الرجاء التكرم بتعبئة النموذج المرفق بدقة متناهية. إن المعلومات التي ستزودوننا بها حول ابنتكم من شأنها أن تسفر عن تقييم أفضل وأدق حول أفضل استراتيجيات وطرق التدريس المناسبة لها.

1. معلومات شخصية:

اسم الطالبة	.....
عنوان السكن	.....
رقم الهاتف	.....
تاريخ الميلاد	.....
العمر	.....
المدرسة	.....
الصف الحالي	.....
عنوان المدرسة	.....
رقم هاتف المدرسة	.....
ناظرة المدرسة	.....
المدير المساعد	.....
معلم الصف	.....
معلم مهارة القراءة	.....

2. خبرات الطالبة السابقة في مجال مهارات القراءة.

من وجهة نظرك ما هي أهم مشاكل القراءة التي تواجهها الطالبة؟

.....
.....

متى لاحظت هذه المشكلة؟

ما هي ميول الطالبة نحو مهارة القراءة

في البيت:

في مركز القراءة العيادية:

هل سبق وأن حاولت مساعدة الطالبة؟

كيف؟

رد فعل الطالبة:

هل سبق وأن التحقت الطالبة ببرنامج التعلم الصيفي؟

متى؟

مواضيع التعلم الصيفي؟

كيف كان شعور الطالبة تجاه برنامج التعلم الصيفي؟

هل كان برنامج التعلم الصيفي ناجحاً؟

3. أحوال اجتماعية

تعيش الطالبة مع

اسم والد الطالبة اسم والدتها

مهنة الوالد مهنة الوالدة

هل واجه أي من الوالدين صعوبات في المدرسة؟

حدد؟

هل أحد الوالدين أو كلاهما حاصل على مؤهل جامعي؟

حدد؟

الرجاء كتابة أسماء وأعمار الأخوة والأخوات مع وضع دائرة حول اسم الطالبة.

.....

.....

.....

4. تاريخ الطالبة المدرسي

الرجاء كتابة المدارس التي تعلمت فيها الطالبة مع ذكر المرحلة التي كانت فيها.

.....

.....

.....

هل سبق وانقطع الطالب عن الدراسة ثم أعيد قيده؟

في أي مرحلة؟

ما هو رأي الوالدين في مدى تقدم ابنتهم في المدرسة؟

.....

5. أي معلومات أخرى:الرجاء موافاتنا بأي معلومات أخرى تعتقد أنها مفيدة وتساعد في فهم حاجات ابنتك وتحديثها لتحصل على تعلم أفضل.

.....

.....

.....

التوقيع

Appendix (F)

Reading Clinic Tutoring Guidebook

A: Tutoring Strategies

1-Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

Why use directed reading thinking activity?

- It encourages students to be active and thoughtful readers.
- It activates students' prior knowledge.
- It teaches students to monitor their understanding of the text as they're reading.
- It helps strengthen reading and critical thinking skills.

How to use directed reading thinking activity

Teachers should follow the steps below when creating a DRTA.

1. Determine the text to be used and pre-select points for students to pause during the reading process.
2. Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.
3. Note: Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed.
4. Use the following outline to guide the procedure:

D = DIRECT. Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?").

R = READING. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

T = THINKING. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

- What do you think about your predictions now?
- What did you find in the text to prove your predictions?
- What did you read in the text that made you change your predictions?

Tips For second language learners, students of varying reading skill, students with learning disabilities, and younger learners

- The reading should be broken into small sections so that the students have time to think about and process information.
- The amount of reading should be adjusted to fit the purpose and the difficulty of the text.
- Writing may be included as part of the DRTA. As students become more comfortable with this strategy, have each student write predictions in a learning log or on a piece of paper. Then, in small groups, students can discuss their predictions and share their thinking processes. Next ask students to write summary statements about how their predictions compared to the passage.

2- Partner Reading

Why use partner reading?

- It is a cooperative learning strategy in which two students are encouraged to work together to read an assigned text.
- It allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.
- It provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.
- It provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

How to use partner reading

1. Choose the assigned reading and introduce the text to the students.
2. Create pairs within the classroom by identifying which children require help on specific skills and who the most appropriate children are to help other children learn those skills.
3. Model the procedure to ensure that students understand how to use the strategy.
4. Have each member of the teacher-assigned pair take turns being "Coach" and "Player." These pairs are changed regularly, and over a period of time as students work. Thus, all students have the opportunity to be "coaches" and "players."

Note: It is important for teachers to monitor and support students as they work together.

5. Ask the stronger reader to begin this activity as the "Player" and read orally for 5 minutes. Have the "Coach" follow along and correct any mistakes when necessary.
6. Have the pair switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same passage for the next 5 minutes and the "Coach" provides corrective feedback. One point is earned for each correct sentence read (optional).

3-Shared Reading

Why use Shared Reading?

- It provides struggling readers with necessary support.
 - Shared reading of predictable text can build sight word knowledge and reading fluency
 - Allows students to enjoy materials that they may not be able to read on their own.
 - Ensures that all students feel successful by providing support to the entire group.
1. Introduce the story by discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about.

2. Read the story aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions. Ask brief questions to determine students' comprehension level.
3. Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the children to retell the story in their own words.
4. Re-read the story and/or allow time for independent reading.
5. Conduct follow-up activities such as making [crafts](#) related to the story.

Differentiated instruction For second language learners, students of varying reading skill, and for younger learners

- Books can be kept in an area accessible to students for independent and familiar rereading by students.
- Ask students to write their own similar story using the same theme or sentence/language pattern of the book that has been shared.
- Teachers can use sentence strips and have students retell or build the story by putting the strips in order.
- Have students write their predictions based upon what would happen next if the story were to continue

4-Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Why use jigsaw?

- It helps build comprehension.
- It encourages cooperative learning among students.
- It helps improve listening, communication, and problem-solving skills.

5-Listen-Read-Discuss (LRD)

The listen-read-discuss strategy helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. The students then read a text selection about the topic. After reading, there is a large group discussion or students engage in small group discussions about the topic. During the discussion, students compare and contrast the information from the lecture with the information they read.

Why use listen-read-discuss?

- It helps students comprehend material presented orally.
- It builds students' prior knowledge before they read a text.

How to use listen-read-discuss

1. **Listen:** Present information to students about the book they will be reading. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the lecture.
2. **Read:** Ask students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.
3. **Discuss:** Lead a classroom discussion of the material. Encourage students to reflect on any differences between their reading of the content and your presentation. It engages struggling readers in classroom discussions.

6-Think-Alouds

Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

Why use think-alouds?

- It helps students learn to monitor their thinking as they read and improves their comprehension.
- It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.
- It slows down the reading process and allows students to monitor their understanding of a text.

How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below).
 - What do I know about this topic?
 - What do I think I will learn about this topic?
 - Do I understand what I just read?
 - Do I have a clear picture in my head about this information?
 - What more can I do to understand this?
 - What were the most important points in this reading?
 - What new information did I learn?
 - How does it fit in with what I already know?
3. Give students opportunities to practice the technique, and offer structured feedback to students.
4. Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some of the pre-selected questions.
5. Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud.

7-Concept Sort

A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic or book. Teachers provide students with a list of terms or concepts from reading material. Students place words into different categories based on each word's meaning. Categories can be defined by the teacher or by the students. When used before reading, concept sorts provide an opportunity for a teacher to see what his or her students already know about the given content. When used after reading, teachers can assess their students' understanding of the concepts presented.

Why use a concept sort?

- It allows teachers to introduce the new vocabulary which students will see in the assigned text.
- It provides teachers with information about how much the students already know about a topic.
- It familiarizes students with the vocabulary of a new topic or book.

When to use: Before reading During reading After reading

How to use: Individually With small groups Whole class setting

How to use a concept sort

1. If your goal is to teach a concept such as rough/smooth, gather 10-15 objects or pictures that have rough and smooth textures. Or, if your goal is to teach a concept or vocabulary that is presented in a book, choose 10-15 relevant, important words from the book.
2. Working individually, in small groups or as a class, have the students sort the cards or objects into meaningful groups. The groups (or categories) can be pre-defined by the teacher (often called a closed sort) or by the students (often called an open sort).
3. Discuss the categories used within the different groups. Describe why certain cards were placed within certain groups.

8-Inference

Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience. Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Inferential thinking is a complex skill that will develop over time and with experience.

Why teach inference?

- Inference is a complex skill that can be taught through explicit instruction in inferential strategies
- Inferring requires higher order thinking skills, which makes it a difficult skill for many students.

How to teach inference

One simplified model for teaching inference includes the following assumptions:

- We need to find clues to get some answers.
- We need to add those clues to what we already know or have read.
- There can be more than one correct answer.
- We need to be able to support inferences.

- **What is my inference?**

- This question helps students become aware that they may have just made an inference by filling in information that wasn't directly presented.

- **What information did I use to make this inference?** It's important for students to understand the various types of information they use to make inferences. This may include information presented in the text, or it may be background knowledge that a student brings to the learning setting.

- **How good was my thinking?** According to Marzano, once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking.

- **Do I need to change my thinking?** The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information.

B: Reading Clinic:

A Sample of Tutoring Session Plans

Reading Skill:

Scanning

Tutoring Session Plan

Who's polluting our world

Vocabulary instruction: Concept sort

Tutoring strategy: Reading aloud

Aim: By the end of this session, students are expected to scan the text to extract specific information.

Objectives:

A. Reading Skills:

- 1- Answer factual questions.
- 2- Locate where a piece of information is in the text.
- 3- explain/justify answers given.

B. Vocabulary/Word Recognition:

- 1- Sort out a group of vocabulary given.
- 2- Give synonyms/antonyms of a given word.
- 3- Use the correct word to fill in a sentence.

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Warm up What is it	- Split the class into groups.	- Read the riddle and try to guess the	Paper, pens and pins. Envelopes and cards.	1. Observing the students' responses.

	- Distribute an envelope with a riddle inside.	answer. - Write the answer on the attached card and give it back to the teacher.		2. Correct and comment as necessary.
Vocabulary & Word Recognition	Presents the new vocabulary items: Nature → It is what God has given us. No man has a role in this creation. Nature includes trees, rivers,, deserts, ...etc	Look at the pictures, listen to the explanation and guess the word.	Pictures	Give more examples of nature components.
	Global warming, explanation and Arabic meaning	Look, listen and repeat	Pictures and short video	Express opinions, thoughts and feelings about this phenomenon
	Chemicals: show some real chemicals.	Look, listen and repeat	Real chemical things	Give examples of chemical products

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Vocabulary, Concept Sort	<p>Teacher Explains the strategy: Here down is a number of words each is written in a card and here is a big paper with a big word inside. I want you to think carefully and to enclose the relevant card to the big paper. Those which are irrelevant you should keep away.</p> <p>Teacher exemplify the activity now we have the word first and we have in the big paper the word nature. Forest fits nature, so this card should be attached. Look this card has the word factory. Factories are not part of</p>	<ul style="list-style-type: none"> - Listen to the instructions. - Ask questions for clarification if they need. - Participate in the discussion. - Respond to the teacher's inquiries. 	<p>Paper, flip chart, cards, pins.</p> <p>Papers, pens & pencils, cards, pins and stickers.</p>	<p>Observing reaction and responses.</p> <p>Observing the degree of involvement and engagement.</p>

	nature.			
	<p>Split the class into 3 groups.</p> <p>Distribute the papers with the targeted concepts.</p> <p>Explain that there is no wrong/right answer for this exercise.</p> <p>Group One: Nature</p> <p>Group Two: Pollution</p> <p>Group Three: man-made.</p> <p>Distribute the cards. These include the following words:</p> <p>birds, deserts, oceans, animals, global warming, buildings, markets, chemical</p>	<p>Students sort the words into the given concepts.</p> <p>Show their work to the whole class.</p> <p>Explain why they sort out the word, they did.</p>		<p>Observe and comment on the student's work.</p> <p>Help students to explain.</p> <p>Emphasize the fact that the answer is correct as it is justified and explained.</p>

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Reading Skill: Scanning	- Pair students: one needs help with one who is good at reading.	- Listen to the instructions.		
Tutoring Strategy: Partner Reading	<p>Model the strategy: 2 students are going to read together. One is going to be the coach, the other is the player. They are going to read and give answers to the ex. One.</p> <p>It is very important that the pair exchange role each time they read again so I as the coach become the player and the player becomes the coach.</p>	<p>Listen and watch.</p> <p>Start their paired Reading.</p> <p>Extract information to complete the given statement use a colorful pencil to mark the sentence that include the answer in the text</p>	<p>Markers</p> <p>Colorful pencils</p>	<p>Encourage/ support the students work.</p> <p>Monitor progress and \ give guidance as necessary.</p> <p>Discuss the answers publically.</p>

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Tutoring strategy: Listen – Read – Discuss (LRD)	Teacher explains the strategy to the students. Teacher models the strategy and answers student's inquiries and questions.	Listen to the instructions. Ask questions or clarifications.	Classroom strategy guidebook.	Observing reaction and degree of involvement.
	Teacher gets students to listen to a short report about air, water and land pollution while listening. Teacher asks some easy, simple direct yes, No questions to guide understanding.	Listen to the report and participate in the discussion.	Anthology Reading text one.	Observing the students' answers and degree of involvement.
	Students read and try to answer ex, B where they are supposed to give factual information based on the text.	Read and answer ex B	Anthology Reading text one.	Underline the sentences that include the answers. Explain and defend one's answers.
Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		

<p>Reading Skill: Scanning</p> <p>Tutoring Strategy: Shared</p> <p>– Reading</p>	<p>Teacher explains the strategy.</p> <p>Teacher models the strategy.</p> <p>Teacher explains the instruction:</p> <p>I will read, you will listen as I read, I will ask you some questions. Use your marker and color the sentence that include the answer.</p>	<p>Listen to the instruction</p>	<p>Tutoring strategy guidebook</p>	<p>Observing the students' responses and reactions.</p>
	<p>Teacher reads, students follow.</p> <p>Teacher stops to tackle ex. C waits for 1 minute to allow the students find the answer and underline the target sentence.</p>	<p>Listen, then when the teacher stops, read silently and identify the answer.</p>	<p>Tutoring strategy guidebook.</p>	<p>Students read and indicate where they find the answer.</p> <p>Students justify their responses.</p>

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Home work: Tutoring Strategy: Independent Sustained Silent Reading	<p>Teacher explains the instruction.</p> <p>Choose a story to read and try to fill in the template below:</p> <p style="text-align: center;"><u>Book Review</u></p> <ul style="list-style-type: none"> • The title of the book. • The Author. • Illustrated By Model the strategy. 	<p>Listen to the instruction</p> <p>Choose a story from the Anthology.</p> <p>Look at the template and Read what information to fill in.</p>	<p>Anthology texts.</p> <p>Anthology template.</p>	<p>Make sure that the students understand what to do.</p> <p>Discuss the template individually with students.</p>

Reading Skill:
Skimming

Tutoring Session Plan
Extreme Nature

Vocabulary instruction: Concept sort & Concept Map
Tutoring strategy: Reading aloud

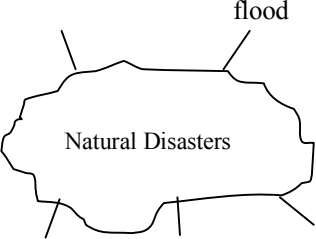
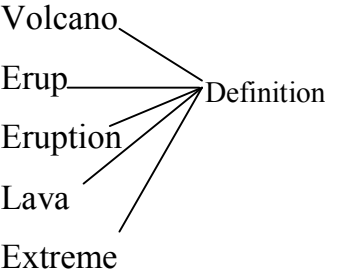
Aim: By the end of this session, students are expected to skim reading texts to identify themes, general ideas and gest.

Objectives:

A. Reading Skills:

- 1- Skim to identify the topic of the reading text.
- 2- Review the title, the headings, the illustrations/pictures to find clues for the central theme of the reading text.
- 3- Distinguish relevant from irrelevant ideas.
- 4- Choose from alternatives the best title (s) of the text.
- 5- Distinguish facts from opinions.

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Warm up	- Spilt the class into groups and ask each group to fill in the spidergram below.	- Fill in the spidergram. - Discuss ideas and suggestions given. - Display the	Anthology templates Concept Maps	- Monitor the students' responses. - Display the groups'

		<p>grammars publically and open discussion</p>		<p>spidergram. - Draw a new spidergram, one that include the most shared ideas.</p>
<p>Tutoring strategy: Concept Map</p>	<p>- Teacher presents the new vocabulary:</p> 		<p>Video: a short video about volcanoes around the world.</p>	<p>- Observing the students' responses.</p>
<p>Heading</p>	<p>Teaching Activities</p>		<p>Av. M</p>	<p>Evaluation</p>
	<p>Teacher's Role</p>	<p>Student's Role</p>		
<p>Concept Map</p>	<p>Teacher helps students fill in this map:</p>	<p>- Participate in the discussion.</p>	<p>Flib-chart Posters</p>	<p>- Comment on the students' input.</p>

	<pre> graph TD Extreme[Extreme] --> Flood[Flood] Extreme --> earthquak[earthquak] Extreme --> Volcano[Volcano] Volcano --> active[active] Volcano --> Empty[] active --> Erupt[Erupt and produce] Erupt --> HotRocks[Hot rocks] Erupt --> magma[magma] Erupt --> HotLiquids[Hot liquids] Erupt --> Lava[Lava] Erupt --> smoke[smoke] </pre>		<p>Pens and pencils Anthology template</p>	<ul style="list-style-type: none"> - Encourage students to think critically about there suggestions.
<p>Reading Skill: Skimming Tutoring strategy:</p> <ul style="list-style-type: none"> - Whole-language approach - Read-Listen-Discuss (RLD) 	<p>T. explains the strategy. T. models the strategy with the students. T. asks students to listen, then to read silently and to determine what the passage all is about. T. asks students to look at the title and the picture to tackle Ex. B.</p>	<p>Students participate. Students listen, read and do the task. Read, look at the title and the subtitle to answer.</p>	<p>Anthology Reading Text. Anthology Tutoring strategy guidebook.</p>	<ul style="list-style-type: none"> - Observing reactions and answers. - Observing students' input, responses and comments.

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
<p>Tutoring strategies:</p> <ul style="list-style-type: none"> - Shared Reading - Silent Reading 	<p>T. divides the text into two paragraphs of discussion. T. explains the strategy. T. models the strategy with the students. T. reads while reading asks to think about answer to ex. C.</p> <p>T. allows some time for silent independent reading before reviewing and individually the answer to ex. C.</p>	<ul style="list-style-type: none"> - Listen and follow the instructions - Participate in the discussion - Read silently to review and to check answers 	<p>Anthology Reading texts.</p> <p>Anthology tutoring strategy guidebook</p>	<p>Observing reactions and cooperation.</p> <p>Reading and giving accurate answers.</p> <p>Explaining and justifying answers.</p>

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
	<p>T. asks ss to rank what helped them come up with the main idea. Number 1 is for the strongest technique:</p> <ol style="list-style-type: none"> 1. The illustration giveng? 2. The title? 3. The subtitle? 4. The concluding paragraph? 5. The introductory paragraph? 6. The language; adjectives for example used. 7. The comprehension questions. 	<p>- Students fill in and the teacher opens discussion to demonstrate how each item can be helpful in coming up with the text main theme and idea.</p>	<p>Anthology template</p> <p>Anthology reading texts</p>	<p>Observing responses and answers.</p> <p>Observing the students' elaboration, comments and explanation of their ranking.</p>

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Homework Tutoring strategy: Independent Sustained Silent Reading	T. explains that students can choose from the anthology what they wish to read. As they read the need to fill in: 1. The title is 2. This passage is about 3. One supportive idea is 4. One conclusion sentence is	<ul style="list-style-type: none"> - Listen to the instruction - Choose a text to read and fill in the template. - Be ready to discuss it with the teacher. 	Anthology Reading Texts. Anthology templates	Make sure that the students choose what to read. Discuss the templates publically with the whole class.

Reading Skill:
Making predictions & Making anticipations

Tutoring Session Plan
Water

Vocabulary instruction: Concept Map
Tutoring reading strategy: Reading aloud

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Wark up Tutoring strategy: Jigsaw	What is it? [water] T. distributes the class into groups. T. gives each group a card that includes a piece of information. Group members read and choose one to move to the neighboring group to exchange information given in the cards. The ones keep moving till they gather information from all the groups. Each returns to her group and disclose the information gathered. Ss discuss and try to make guessing about what it is.	Listen to the teacher's instructions and follow. Read the card information and help each other to make a list of possible answers. Choose one student to be the expert student. The expert student moves around the tables and gather more information, disclose the information to the head group and one more time make a list of possible answers.	Papers and cards Anthology tutoring strategy guidebook	Observing the students' reactions and responses. Follow the students' progress in gathering information. Comment and help while the students try to read and figure it out. Public discussion of the groups work and outcomes.
Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Reading Skill: Making predictions and anticipations	T. asks ss to look at the pictures, the title and to fill in the anticipation guide. (see appendix	Look at the pictures and the diagrams. Read the information in the diagrams.	Anthology Tutoring strategy guidebook.	Observing and supporting the students' answers and gassings.

<p>Tutoring strategy: Discussion and dialog</p>	<p>K) T. explains: There are some statements here. They are all about the text you are going to read. Make your anticipations by ticking (✓) for the one you agree with and (✗) with the one you don't. T. asks ss to read their anticipations. T. asks ss to read the text and to check their anticipation</p>	<p>Read the statements of the anticipator guide and Tick (✓) or (✗). Refer to picture and the diagrams as necessary. Read the text and check their answers. Refer to the text to verify the anticipations made.</p>	<p>Anthology Template. Anthology Reading Texts.</p>	<p>Encouraging the students to justify their answers. Encouraging the students' to find in the text evidences to support their anticipations and predictions. T. reads aloud and arouse discussion and dialogue while ss. fellow.</p>
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Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Homework Reading skill: Making predictions and anticipations Tutoring strategy: Independent sustained silent reading	T. asks ss to read the text about pollution and to fill in the anticipatory guide bellow: T. explains that to make sound predictions/ anticipations, it's good to review the text and the illustrations given. * This passage would tell us the: 1. causes of pollution 2. types of pollution 3. who bring pollution 4. how the world will be like in the coming few years 5. how to stop pollution	Students read and fill in the anticipatory guide. Students read to affirm or refuse the	Anthology reading texts Anthology anticipatory guide Anthology Tutoring strategy guidebook	Observing the students' answers, explanations and ways of reasoning and thinking.

Reading Skill:
Making inferences

Tutoring Session Plan
Embroidery

Vocabulary instruction: Explicit presentation of the new words

Tutoring reading instruction: Reading aloud

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Warm up	What is it? [jigsaw riddle]	Students listen to the instructions and follow.	Anthology Tutoring strategy guidebook.	Observing responses and reactions.
Reading Skill: Making inferences.	T. explains to the ss what to do as to guess what it is. T. explains the instruction see the steps in the previous plan	Students publically discuss the answers with each other		
Tutoring strategy: Read aloud	T. explains the strategy to the students. T. models the strategy to make sure everybody understands what to do. T. read the text aloud as ss follow: T. encourages ss to read silently and to also scan and skim the text to answer A, B, C and D.	Listen to the instructions and follow Students listen and try to read silently to scan the text	Anthology Reading Text	Observing answers Discussing the answers publically. Make sure that everyone understands the details of the reading text.

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
	<p>T. encourage ss to listen and follow to answer the following:</p> <p>What do you know about embroidery?</p> <p>What do you think you will learn about embroidery?</p> <p>Do you understand what you read?</p> <p>What is the most important point about embroidery in this text?</p> <p>What new information did you learn?</p> <p>How does it fit with what you already know?</p>	<p>Students listen and follow on their own copies.</p> <p>Participate in the discussion.</p> <p>Underline the clues they can find in the text</p>	<p>Anthology tutoring strategy guidebook</p> <p>Anthology Reading Text</p>	<p>Observing the student's answers</p> <p>Helping the students with options to choose from.</p> <p>Encouraging the students to negotiate their answers with each other and with the teacher.</p>

Heading	Teaching Activities		Av. M	Evaluation
	Teacher's Role	Student's Role		
Reading aloud	T. reads aloud and asks ss to make inferences.	Students read and discuss.	Anthology strategy guidebook	Observing responses.
Making inferences	<p>Tick T or F: justify your answers with evidences from the text.</p> <ol style="list-style-type: none"> In their free time, women enjoyed embroidery. Palestinian embroidery is part of our culture. Women dress have all been embroidered with traditional styles only. Today the Palestinian embroidered dresses are much more like those in the western country. 	<p>Students read and try to find clues to guide their reasoning process.</p> <p>Read and find evidences to support their inferences</p>	<p>Anthology template</p> <p>Anthology reading text</p>	Monitoring and supporting the students' reasoning process.
Paired Reading	T. gives ss much more time to read in pairs and think about their answers.			
Heading	Teaching Activities		Av. M	Evaluation

	Teacher's Role	Student's Role		
Shared Reading	<p>T. reads and encourages ss to read with her, while doing so, the teacher arouses more questions; to help ss disclose all hidden messages.</p> <p>What do you think the writer wants to say Tick ✓ or ✗:</p> <ol style="list-style-type: none"> 1. We need to be proud of our embroidery as it is part of our identity. 	<p>Students read and participate in the discussion.</p> <p>Listen and Read to write the Tick.</p> <p>Read silently to extract evidences from the text.</p>	<p>Anthology strategy guidebook.</p> <p>Anthology template</p> <p>Anthology Reading text.</p>	<p>Observing students' responses.</p> <p>Support, monitor and follow the students' thinking and reasoning ways to figure out answers.</p>
Silent Reading	<ol style="list-style-type: none"> 2. We need to step embroidering our dress with modern styles. 3. Women love embroidery and used it as a way to express themselves. 	<p>Explain their answers.</p>		

Appendix (G)

Referees' Committee

Questionnaire = 1 Achievement test =2 The suggested program = 3 observation
checklist = 4

No.	Name	Qualification	1	2	3	4
1	Prof. Ezzo Afanna	Faculty of Education (IUG) (PHD)	√	√		√
2	Dr. Moh'd Atiya A. Raheem	Al Aqsa University (PHD)	√	√	√	√
3	Dr. Nazmi Al Masri	Faculty of Arts (IUG) (PHD)		√	√	
4	Dr. Sadiq Firwana	Faculty of Arts (IUG) (PHD)		√	√	
5	Dr. Yosif Abu Malouh	Head of AL-Qutan Research Center (PHD)	√		√	√
6	Mrs.Maha Barziq	El Qutan Center) (MA)	√	√	√	√
7	Mr.Zeyad El Madhoun	Ministry of Education (MA)	√	√		√
8	Mr. Alaa Harab	UNRWA (MA)	√	√	√	√
9	Dawoud Ibrahim	Ministry of Education Ramallah (BA)				
10	Mr.Maher Sharf	UNRWA (BA)	√	√	√	√
11	Mr.Kamal HassabAllah	UNRWA (BA)	√	√	√	√
12	Mr. Nabeel Al Haj	UNRWA (BA)	√	√	√	√
13	Mrs.Sana Afana	UNRWA (MA)	√	√	√	√
14	Mrs Zulfa Shamalakh	Gaza University (MA)	√	√	√	√
15	Mrs Fatema shaheen	UNRWA (BA)	√	√	√	√
16	Miss Nadia Gaber	Ministry of Education (BA)	√	√	√	√
17	Mrs Nuha Abid El-Ati	UNRWA (BA)	√	√	√	√
18	Ms. Sozan Mesleh	UNRWA (BA)	√	√	√	√
19	Mr. Moh'd Al Tatarti	UNRWA (BA)	√	√	√	√
20	Mrs Ghada Isa	UNRWA (BA)	√	√	√	√
21	Mrs Sammar El- Haj	UNRWA (BA)	√	√	√	√

Appendix (H)

Reading

Clinic

Program

Welcome to Reading Clinic Program

The researcher has developed the current Reading Clinic Program to respond to the educational needs of the seventh graders struggling readers who is reading one or two years below grade level. Because these students need adaptive and adjusted instruction in order to accelerate achievement, the proposed Reading Clinic Program is based on a model of teaching and learning that anticipates and addresses the problems of struggling readers as it scaffolds instruction to meet their needs.

Using a combination of research – based approaches, direct instruction, today’s best practices, and engaging materials, the proposed Reading Clinic Program will help students to:

- Raise reading levels and test scores
- Increase motivation and the desire to read.
- Practice reading as a daily habit.

The proposed Reading Clinic Program addresses the needs of at risk students and provides the framework for achieving reading excellence.

The Reading Clinic Formula For Success

- Engaging and Relevant Content.
- Increasingly Demanding Text
- Emphasis on Nonfiction Reading
- Instruction That Targets the Specific Needs of Struggling Readers.
- Explicit and Systematic Skills Instruction.
- Development of Vocabulary Concepts.
- Reading Materials to Motivate Struggling Readers.

The Proposed Reading Clinic Student Anthology

- 18 reading comprehension texts that cover authentic, fiction and non-fiction topics.
- Reading comprehension templates to guide understanding and to help extract message from the print.

Skill Instruction and Assessment

The current Reading Clinic Program instruction focuses on skills and strategies for the struggling Readers. Scanning – skimming – inference making Anticipation / prediction making and word recognition.

Tutoring Instruction

The basic tutoring Instruction in the proposed Reading Clinic is based on sustained Reading alouds that takes various forms: Shared Reading – Paired Reading Partner Reading Think aloud reading, paragraph Shrinking reading – Listen, Read and Discuss, Repeated Reading.

Reading Clinic Assessment

Weekly Selection Assessment Reading Text

Independent Reading

The current Reading Program provides opportunities to practice independent reading. The prepared Anthology contains – 10 reading texts, tables and expository text to allow students build their reading comprehension skills.

Appendix (I)

Reading

Clinic

Anthology

Reading Clinic Anthology



Put Reading First

Reading is Knowledge

Readers are Leaders

Reading is Fun

Read



Unit 1

Seeing things differently

How can you describe an elephant?

Once there were six **blind** men who lived in a village in India. One day they were talking to each other. The first man said, 'There is an elephant in the next village.'

'What's an elephant?' the second man asked.

The first man replied, 'I don't know.'

He asked all the other men but none of them knew. So they went to the next village to find out.

When they arrived the first blind man touched the elephant. He couldn't see it but he could feel it. He felt its **trunk**. 'An elephant is like a snake,' he said. 'It's long and it's rubbery.'

The second man touched the elephant. He couldn't see it but he could feel it. He felt its tusks. 'No, no – an elephant is like a knife,' he said. 'It's sharp and it's smooth.'

When the third man touched the elephant he felt its ear. 'Now I know what an elephant is like,' he exclaimed. 'It's like a leaf, big and flat.'

It was the fourth man's turn. He touched its leg. 'No, you are all wrong,' he cried. 'It's like a tree. It's round and hard.'

The fifth man felt the side of the elephant with his hand. 'It's just like a wall,' he said. 'It's high and it's wide.'

Lastly, the sixth man touched the elephant. He felt its tail. 'Well, I think it's like a rope. It's long and thin.'

Each blind man had a different idea of what an elephant was like, and they began to argue. Each man thought that he was right.

The elephant got so fed up with the argument that he said, 'Excuse me. You are all partly right. My trunk *is* like a snake. And my tusks *are* like knives. My ears *are* like big leaves and my legs *are* like trees. My sides *are* like walls and my tail *is* like a rope. You should listen to each other, because you all have something useful to say. Then you will not need to argue.'

The elephant turned and walked away. The blind men felt very foolish. They shook hands and promised to listen to each other in the future.



TEXT LEVEL

- 1 Write a sentence about each blind man. Say what part of the elephant each man touched.
- 2 How do you know the men could not see? What clues are there?
- 3 Why did each man think the elephant was something different?
- 4 Why did the blind men argue with each other?
- 5 What do you think we can learn from the story?

SENTENCE LEVEL

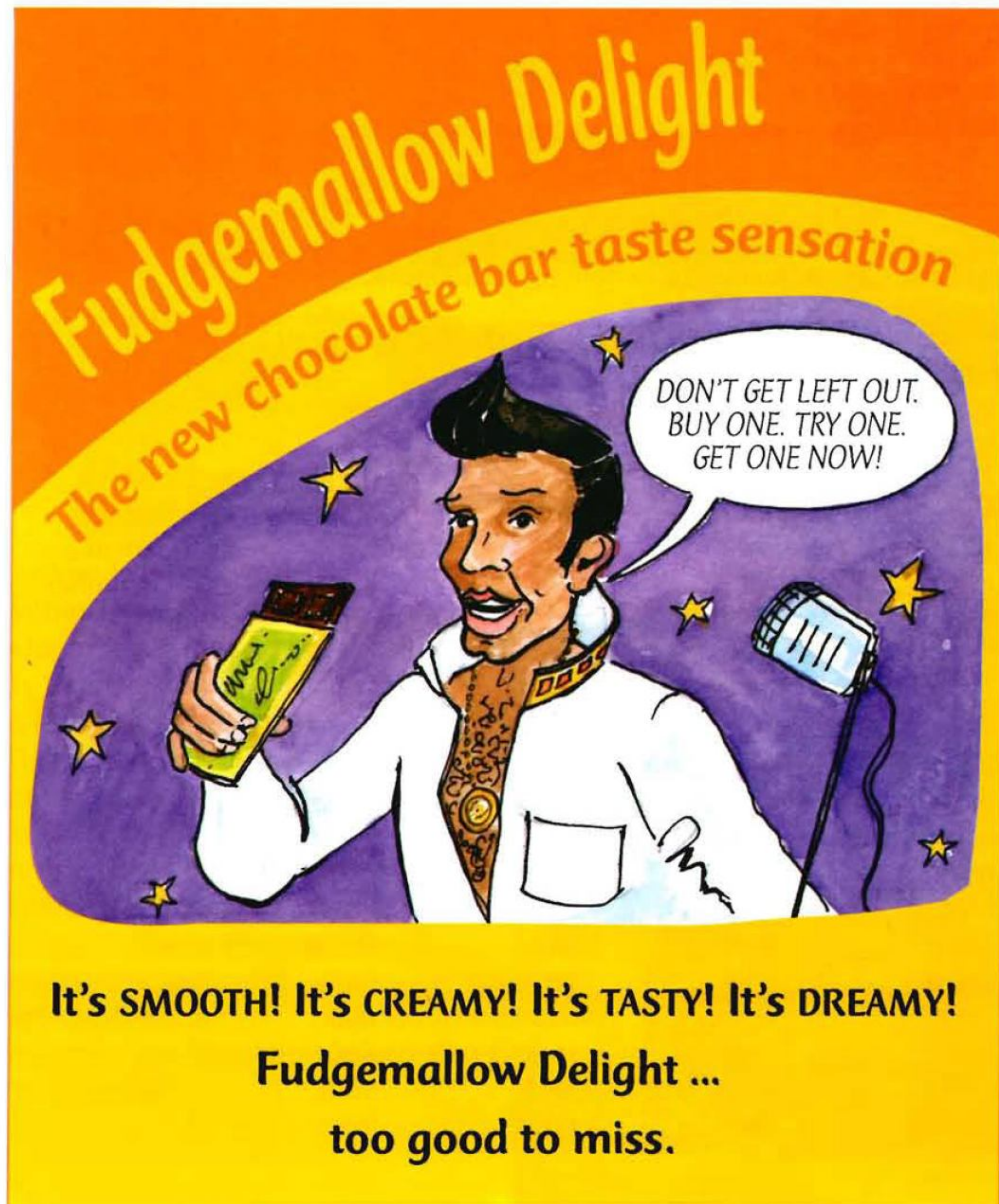
Choose a suitable adjective to complete each sentence.

loud sour smart long heavy rusty sharp delicious high strong

- 1 The trunk of the elephant was _____ .
- 2 The _____ wind blew paper everywhere.
- 3 The aeroplane was _____ in the sky.
- 4 The lemon was rather _____ .
- 5 The man cut the stick with a _____ knife.
- 6 I shouted in a _____ voice.
- 7 I couldn't lift the _____ case.
- 8 A cake tasted _____ .
- 9 The old tin was very _____ .
- 10 I like to wear _____ clothes.

Unit 6 Advertisements

Advertisers try to persuade us to buy things. Here is an advertisement for a new chocolate bar. Would you buy one? Why?



Fudgemallow Delight
The new chocolate bar taste sensation

DON'T GET LEFT OUT.
BUY ONE. TRY ONE.
GET ONE NOW!

It's SMOOTH! It's CREAMY! It's TASTY! It's DREAMY!
Fudgemallow Delight ...
too good to miss.


**TEXT LEVEL**

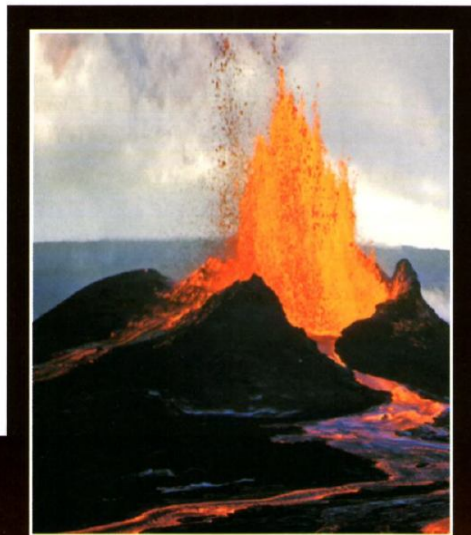
- 1 What is the purpose of advertisements?
- 2 What is the name of the product this advertisement is advertising?
- 3 Who do you think the advertisement is aimed at – children or adults? Why?
- 4 List some of the adjectives used to describe the chocolate bar.
- 5
 - a Write what the pop star says.
 - b How does this make you feel?
- 6 Why do you think a pop star is used to promote the product?
- 7 Why do you think some things are written completely in capital letters?
- 8 Does this advertisement make you want to buy a Fudgemallow Delight? Why?

2 Extreme nature

Reading

Before reading

- 1 Discuss these questions.
 - 1 What's the difference between a volcano and a mountain?
 - 2 Why are volcanoes dangerous?
 - 3 Do you know any famous volcanoes? Where are they?
- 2  Read and listen.



Volcanoes

There are volcanoes all over the earth. They can be on land, **underground**, or under the sea. They can be dormant, which means they may erupt again, or they can be extinct, which means they will not erupt again. There are different types of volcanoes and some are more dangerous than others.

Volcanoes become dangerous when they erupt. Volcanoes erupt when red-hot rock, called magma, **rises** from inside the earth and comes out of a **hole** in the ground. Some of it flies into the air, along with black **ash**. You can see this from many kilometres away. When the rock comes out of the hole, it is called lava, and it is so hot it is **liquid**. It can move across the land. Lava can destroy trees, roads and homes.

When lava cools, it becomes solid rock and **forms** a mountain shape. These types of volcanoes are called stratovolcanoes, and are the most common type. One of the most famous stratovolcanoes is Mount Vesuvius in Italy. In 79 AD, Mount Vesuvius erupted and completely **buried** the city of Pompeii. In 1883, a stratovolcano called Krakatau in Indonesia erupted, destroying more than a hundred towns, and causing big changes to the environment and the climate. Mount Vesuvius is dormant and has not erupted since 1944. Krakatau erupted as recently as 2009.

There are also volcanoes under the **surface** of the sea. These are called submarine volcanoes. If a submarine volcano erupts many times, it grows until it **reaches** the surface of the sea. The top forms an island. In 1963, fishermen near Iceland were surprised when they saw ash and **steam** rising from the sea. It was a submarine volcano. It grew and formed an island called Surtsey. The Hawaiian islands, in the middle of the Pacific Ocean, were also formed by submarine volcanoes, millions of years ago. Now, they are visited by thousands of tourists every year, even though they are not extinct and could erupt at any time.

Supervolcanoes are much bigger than stratovolcanoes and are underground. They are the most dangerous of all volcanoes. You can't see them, but you can see hot water and steam rising from thousands of holes. The largest supervolcano is in Yellowstone National Park in the USA. If it erupted, the **explosion** would cause the sky to turn very dark and there would be black rain. A supervolcano eruption would cause our climate to change completely. The temperature across the world would **fall** because the ash in the air would stop heat from the sun from reaching us. Even though the eruption might only last a few weeks, these changes would last for many years. Luckily, these volcanoes don't erupt very often – only once about every 600,000 years.

Vocabulary

3 Match the words from the text to the definitions.

- 1 ash (noun) dark powder that is left after something has burned in a fire
- 2 _____ (verb) goes up
- 3 _____ (noun) very hot water that has changed into white gas
- 4 _____ (verb) put under the ground
- 5 _____ (noun) something bursting into lots of small pieces with a loud noise
- 6 _____ (noun) the top part of something
- 7 _____ (verb) go down quickly
- 8 _____ (verb) arrives at or touches
- 9 _____ (noun) below the surface of the earth
- 10 _____ (noun) not gas and not solid, for example, water
- 11 _____ (verb) makes, becomes or changes into
- 12 _____ (noun) an opening in something

Reading comprehension

4 Complete the facts. Write one word in each gap.

- 1 Volcanoes can be under the earth or under the sea.
- 2 _____ volcanoes can erupt again.
- 3 When a volcano erupts, you can see _____ from far away.
- 4 When a volcano erupts, _____ can destroy whole towns.
- 5 The last time Mount _____ erupted was in 1944.
- 6 Surtsey is an _____ that was formed by a submarine volcano.
- 7 If a supervolcano erupted, our _____ would change.
- 8 _____ volcanoes are the only ones that are not dangerous.

5 Match the sentences with the pictures.

They look like mountains.
They start under the sea.
They are under the earth.

When they erupt, they can make islands.
They are the most dangerous volcanoes.
They are the most common volcanoes.



6 Match the two parts of the sentences.

- | | |
|-----------------------------------|---------------------------------------|
| 1 Hot rock moving across land is | a a stratovolcano. |
| 2 Lava can destroy | b formed by submarine volcanoes. |
| 3 Submarine volcanoes are | c caused by supervolcanoes erupting. |
| 4 Krakatau is | d found in Yellowstone National Park. |
| 5 Large volcano eruptions can | e everything in a town. |
| 6 The Hawaiian islands were | f called lava. |
| 7 An example of a supervolcano is | g under the sea. |
| 8 Global climate change could be | h be seen from many kilometres away. |

7 Discuss these questions with a partner or with your class.

- 1 What was the most interesting thing you learnt from this text?
- 2 Would you like to visit a volcano? Why or why not?
- 3 Volcanic eruptions are very dangerous but they are natural events. What other dangerous natural events can you think of?

EXE "A"

1-What is this passage is about

2-**Are volcanoes dangerous**

3-**Do you think the title is suitable? Why not? Explain your answer.**

4-**What is the main idea of :**

Paragraph one:-----

Paragraph two:-----

EXE 'B'

Write 'R' for relevant ideas and 'IR' for irrelevant ones:

- 1- **Volcanoes can be found underground.**
- 2- **Volcanoes can be active or extinct.**
- 3- **Volcanoes can be dangerous.**
- 4- **Scientists should find how to stop volcanoes.**
- 5- **When lava cools,it becomes useful.**

EXE 'C'

1- **What is a submarine volcano?**

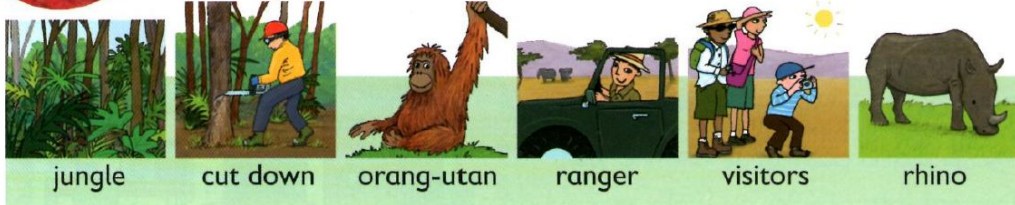
2- **Paragraph three is about-----**

3- **Two supportive ideas in paragraph three are-----**

4- **Write TRUE or FALSE**

The last paragraph is an explanation of the largesse and most dangerous world volcano.

3 A safe place



Reading

1 Read and listen.

What do you know about jungles and the animals that live there?

Lots of different animals live in jungles.

Jungles are beautiful, but people are making

the jungles polluted and dangerous. They are cutting down the trees. The animals are not safe. They need help.



This is Sepilok Park in Malaysia. It's a big park for orang-utans. They are safe here. There are lots of big, tall trees. People can't cut these trees down. Eighty orang-utans are living free in this park.

Look! Can you see the orang-utans in this picture? They are climbing and playing! They're funny! The rangers give them food. These orang-utans are eating watermelon. Visitors can go to the park to see the orang-utans. They watch them and take photographs.

There are other animals here too. Rhinos and bears are not safe in the jungle.

They are living free in Sepilok Park, too. It's a safe and beautiful place.

Come and visit!



Comprehension

2 Read and tick (✓) or cross (✗).

- | | | |
|---|---|-------------------------------------|
| 1 | Animals are safe in the jungle. | <input checked="" type="checkbox"/> |
| 2 | Animals are safe in the park. | <input type="checkbox"/> |
| 3 | There are one hundred orang-utans living in the park. | <input type="checkbox"/> |
| 4 | The rangers give them toys. | <input type="checkbox"/> |
| 5 | Visitors can look at the orang-utans. | <input type="checkbox"/> |
| 6 | There are bears and rhinos at Sepilok Park. | <input type="checkbox"/> |

Appendix (J)

Weekly

Selection

Assessment

Reading Texts

Table manners

Read the passage , then answer the questions :



Table manners are the good rules that used while eating . They help us to be polite when eating . Different cultures have different rules for table manners . Therefore parents all over the world consider table manners to be important .They help their children how to eat correctly . In USA , the drink is always on the right because they think the first two letters in the word " DRink " stands for " Drink Right " and the bread plate is on the left . In Europe , it isn't polite to use hands when eating . People must eat with a knife and a fork.



In India and Arab countries like Palestine , it is normal to use hands.

Chopsticks are used in many Asian countries . **They** are made of wood . In China and Japan , it is acceptable to make a noise or burp when eating . In Palestine it isn't good to make such noise when eating . Any way , we should respect the world manners .

Complete :

- 1- Table manners arefrom country to another .
- 2- Chopsticks are made of
- 3- To make a noise when eating isn't
- 4- In Europe , people use aandwhen eating .

Answer the following questions :

1- Is it acceptable to burp when eating ?

.....

2- Is it normal to use hands when eating in Palestine ?

.....

Find from the passage :

1- The meaning of : mother and father :.....

usual :.....such as :.....

2- The opposite of : the same :.....impolite :.....

3- Two Asian countries :.....

4- The word *they* refers to

5- A word that **rhymes** with **see**

6- Things in the kitchen

7- Part of body

8- The best **title** for the passage is

9- Read and write the topic sentence:

.....

Traditional national dishes

Read the passage , then answer the questions :-

All countries have traditional national dishes . These dishes are always made from crops



or animals . In Palestine , many of national dishes include garlic and olive oil because Palestine is famous for growing olives and garlic. Maftool and Qidreh are the main dishes in Palestine . In England , traditional dishes never include garlic and olive oil . The main dishes are Roast beef or meat . In Jordan , the traditional dishes are based on wheat , mushrooms and milk products . The national dish is **Mansaf** a Bedouin dish . In India , most of the Indian dishes are full of spices such as Beriani . These traditional dishes show the culture and history of each country .

1- Answer the following questions :-

1- What are the national dishes made from ?

.....

2- What are the main dishes in Palestine ?

.....

2- Complete :

1- Palestine is famous for growingand

2- Mansaf is adish .

3- The main dishes in England areand

4- The traditional dishes show theof country .

3- Find from passage :-

The meaning of :well- known :.....

planting :.....

basic :.....

local :.....

The opposite of :a few X.....

empty X.....

international X.....

modern X.....

Two countries :.....

Two types of food :.....

Choose the correct answer :

1- The writer

- a- likes food . b- likes maftool c- presents food culture

2- Beriani isfood .

- a- British b- Palestinian c- Asian

3- British dishescontain garlic .

- a- seldom b- always c- sometimes

Modern Communications

People cannot imagine the world without modern ways of communication. **They** make life easier, the business quicker and more flexible and connect people all over the world in no time. Of course there is still nothing better than a face-to-face contact. This way one can see the eyes of the person he or she speaks to and understands the impression or feelings one has. However, people can not live without modern communications.

Answer:

1. Do the modern communications make life easier?

.....
.....

2. Is better to see others face to face?

.....

Put T or F :

1. Modern communications are not important.()
2. People can live without communications.()

Find from the passage:

1. The opposite of ancient x slower x die x
..... better x
2. Two parts of body:..... ,
3. Two adjectives: ,
4. **They** refers to
5. Put a suitable title:.....

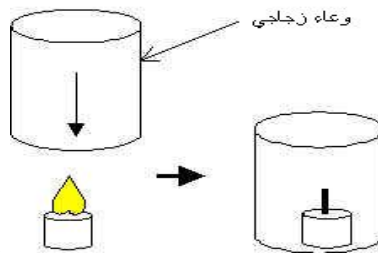
Lets experiment :

You need : a candle

A glass bowl

A light

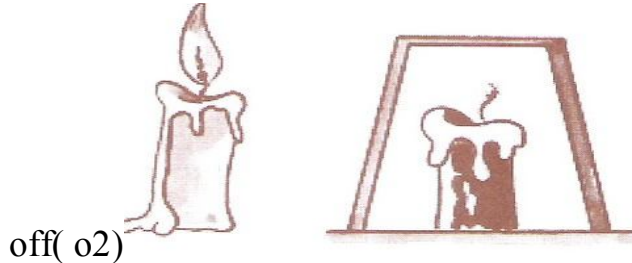
- 1- Bring a small candle and a glass bowl
- 2- Put the candle on the table
- 3- light the candle
- 4- watch the light
- 5- turn on the glass bowl into the small candle



6- watch the light again

7- see what happened

Notice :the light of the candle turns off if the air cuts



off(o2)

Answer the questions :

1-Did the light turn off ?

.....

2-Can we still have fire without air ?

.....

Choose the correct answer :

1- we need to turn off fire .

(co2 – o2 – light)

Re arrange the experiment:

- 1- () turn on the glass bowl into the small candle
- 2- () put the candle on the table .
- 3- () light the candle .

What is pollution?

'Mummy, oh Mummy, what's this **pollution**

That everyone's talking about?'

'Pollution's the mess that the country is in,

It's something we can do without.

Factories let their filthy **fumes** in the air,

And the beaches are all covered with tar,

Now throw all those sweet papers into the bushes

Before we get back in the car.'

'Mummy, oh Mummy, who makes the pollution,

And why don't they stop if it's bad?'

'Because people like that don't think of others,

They don't think at all, I might add.

When they spray the crops it **poisons** the flowers,

And **destroys** the birds and the bees.

Now there's a good place we could dump that old chair

Right out of sight in the trees.'

'Mummy, oh Mummy, what's going to happen

If all the pollution goes on?'

'Well, the world will end up like a rubbish tip,

And all its treasures will be gone.

The **fields** will be covered with plastic and tins,

The streams will be covered with foam,

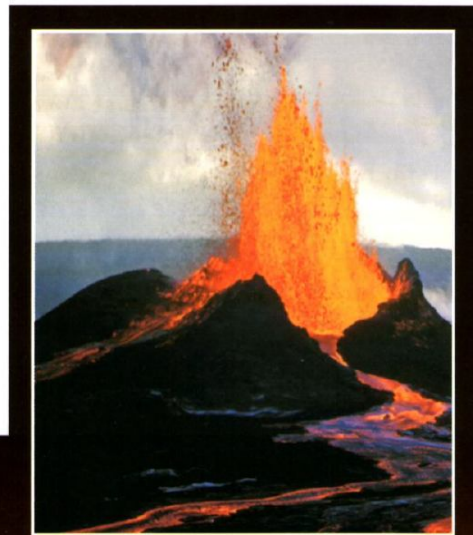
Now throw those two bottles over the hedge,

Then we won't have to take them home.'



2

Extreme nature



Volcanoes

There are volcanoes all over the earth. They can be on land, **underground**, or under the sea. They can be dormant, which means they may erupt again, or they can be extinct, which means they will not erupt again. There are different types of volcanoes and some are more dangerous than others.

Volcanoes become dangerous when they erupt. Volcanoes erupt when red-hot rock, called magma, **rises** from inside the earth and comes out of a **hole** in the ground. Some of it flies into the air, along with black **ash**. You can see this from many kilometres away. When the rock comes out of the hole, it is called lava, and it is so hot it is **liquid**. It can move across the land. Lava can destroy trees, roads and homes.

When lava cools, it becomes solid rock and **forms** a mountain shape. These types of volcanoes are called stratovolcanoes, and are the most common type. One of the most famous stratovolcanoes is Mount Vesuvius in Italy. In 79 AD, Mount Vesuvius erupted and completely **buried** the city of Pompeii. In 1883, a stratovolcano called Krakatau in Indonesia erupted, destroying more than a hundred towns, and causing big changes to the environment and the climate. Mount Vesuvius is dormant and has not erupted since 1944. Krakatau erupted as recently as 2009.

There are also volcanoes under the **surface** of the sea. These are called submarine volcanoes. If a submarine volcano erupts many times, it grows until it **reaches** the surface of the sea. The top forms an island. In 1963, fishermen near Iceland were surprised when they saw ash and **steam** rising from the sea. It was a submarine volcano. It grew and formed an island called Surtsey. The Hawaiian islands, in the middle of the Pacific Ocean, were also formed by submarine volcanoes, millions of years ago. Now, they are visited by thousands of tourists every year, even though they are not extinct and could erupt at any time.

Supervolcanoes are much bigger than stratovolcanoes and are underground. They are the most dangerous of all volcanoes. You can't see them, but you can see hot water and steam rising from thousands of holes. The largest supervolcano is in Yellowstone National Park in the USA. If it erupted, the **explosion** would cause the sky to turn very dark and there would be black rain. A supervolcano eruption would cause our climate to change completely. The temperature across the world would **fall** because the ash in the air would stop heat from the sun from reaching us. Even though the eruption might only last a few weeks, these changes would last for many years. Luckily, these volcanoes don't erupt very often – only once about every 600,000 years.

Vocabulary

3 Match the words from the text to the definitions.

- 1 ash (noun) dark powder that is left after something has burned in a fire
- 2 _____ (verb) goes up
- 3 _____ (noun) very hot water that has changed into white gas
- 4 _____ (verb) put under the ground
- 5 _____ (noun) something bursting into lots of small pieces with a loud noise
- 6 _____ (noun) the top part of something
- 7 _____ (verb) go down quickly
- 8 _____ (verb) arrives at or touches
- 9 _____ (noun) below the surface of the earth
- 10 _____ (noun) not gas and not solid, for example, water
- 11 _____ (verb) makes, becomes or changes into
- 12 _____ (noun) an opening in something

Reading comprehension

4 Complete the facts. Write one word in each gap.

- 1 Volcanoes can be under the earth or under the sea .
- 2 _____ volcanoes can erupt again.
- 3 When a volcano erupts, you can see _____ from far away.
- 4 When a volcano erupts, _____ can destroy whole towns.
- 5 The last time Mount _____ erupted was in 1944.
- 6 Surtsey is an _____ that was formed by a submarine volcano.
- 7 If a supervolcano erupted, our _____ would change.
- 8 _____ volcanoes are the only ones that are not dangerous.

5 Match the sentences with the pictures.

They look like mountains.
They start under the sea.
They are under the earth.

When they erupt, they can make islands.
They are the most dangerous volcanoes.
They are the most common volcanoes.



6 Match the two parts of the sentences.

- | | |
|-----------------------------------|---------------------------------------|
| 1 Hot rock moving across land is | a a stratovolcano. |
| 2 Lava can destroy | b formed by submarine volcanoes. |
| 3 Submarine volcanoes are | c caused by supervolcanoes erupting. |
| 4 Krakatau is | d found in Yellowstone National Park. |
| 5 Large volcano eruptions can | e everything in a town. |
| 6 The Hawaiian islands were | f called lava. |
| 7 An example of a supervolcano is | g under the sea. |
| 8 Global climate change could be | h be seen from many kilometres away. |

7 Discuss these questions with a partner or with your class.

- 1 What was the most interesting thing you learnt from this text?
- 2 Would you like to visit a volcano? Why or why not?
- 3 Volcanic eruptions are very dangerous but they are natural events. What other dangerous natural events can you think of?

Ex. A

- What is this passage about?
- Are volcanoes dangerous?
- Why do you think the title is suitable?
- What do you think this text is about?
 - o Calm natural phenomenon
 - o Dangerous natural phenomenon
 - o Good natural phenomenon
- How did you come out with the answer? Which word or words helped you?

Ex. B

- The main idea of paragraph one:
 - o There are volcanoes all over the world.
 - o Volcanoes are dangerous.
 - o There are different types of volcanoes.
- Paragraph two is about:
 - o Red hot rocks
 - o Magma and lava.
 - o How volcanoes are erupted.
- Write “R” for relevant ideas and “I” for irrelevant ideas:
 - o Volcanoes can be found underground.
 - o Volcanoes can be active or extinct.
 - o Volcanoes are very dangerous
 - o Volcanoes is the study of geology
 - o Scientist should find how to stop volcano erupted.
 - o When lava cool, it becomes solid mountain.

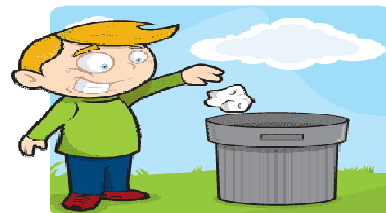
Ex. C.

- What is a submarine volcano?
- Paragraph three is about
- Write three supportive ideas to defend your answer to (2)
- True or False:
 - o The last paragraph is an explanation of the largest and most dangerous world volcanoes.

Reading Passage - 1 –

Read the following passage then answer the questions below:

Pollution is man-made. and it's a very dangerous problem, it makes the nature dirty , ugly and unhealthy .The pollution is divided into three parts ,land pollution , air pollution and water pollution .Rubbish in the streets and fields make land pollution and this can cause illness .Polluting gases that come out of cars , buses and planes cause air polluting and that causes climate change which is called global warming . Finally chemicals from factories and farmer's field is the reason of the water pollution .



(A) Choose :-

1. ----- (**Nature – Pollution – Climate**) is man –made.
2. There are ----- (**three- – thirteen – thirty**) types of pollution.
3. Rubbish makes the streets ----- (**beautiful - ugly – amazing**).
4. Land pollution causes ----- (**happiness - illness – sadness**).

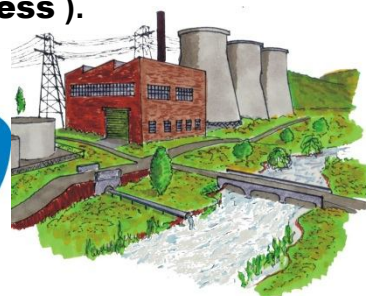
(B) Answer:

- 1- What causes water pollution?

- 2- What is global warming ?

- 3- What does the underlined word refer to?

- 4- The underlined pronoun it refers to : -----



(C) Write from the passage:

- 1) The opposite of : **safe** × -----
beautiful × -----
health × -----
- 2) The meaning of : **clean** = -----
cause = -----



(f)) Write a suitable title for the passage:



Reading Passage - 2 -

Read the following passage then answer the questions:

Water is life. Nothing can live without it so it's basic for the life of all creatures on the earth . The water we have in the world now is all we ever have. It is also all we have ever had. It is recycled an a natural process that never ends. The water you drink today has already been through many people .there are also processes to recycle polluted water. Water from homes and factories is treated and then used again.

(A) Complete:

- 1- Nobody can live without -----
- 2- We can -----polluted water and use it again.
- 3- Water is ----- in a natural process.

(B) Answer :

- 1- Can we live without water?

- 2- Is water useful for us?

- 3- What can we do with polluted water?

- 4- The underlined pronoun It refers to : -----



(C) Get from the passage:

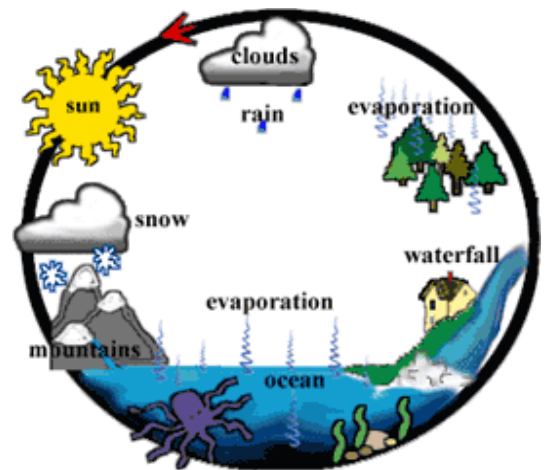
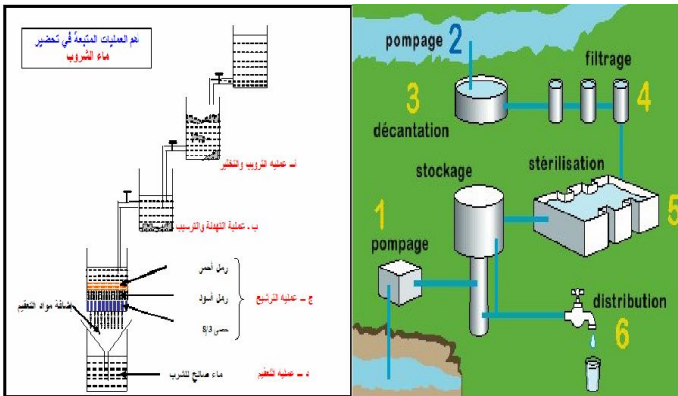
1. The opposite of : **begins** × -----

die × -----

2. The meaning of : **important** = -----

dirty = -----

(D) The best title for the passage is -----



Reading Passage – 3 –

Read the following passage and answer the questions below:-

Hebron is well-known for its beautiful glass. Glass – blowing is very ancient it was invented in this region several thousand years ago . there has been glass industry in Hebron for over 600 years. In the past the glass was made from sand and soda ash .Nowadays most of it is made from old bottles and broken glass .Workers collect the used glass and smashed it into small pieces before they put it in a very hot oven ,it's heated until it becomes liquid ,then they make the liquid glass into beautiful shapes .



(A) Tick true (✓) or false (✗):

1. Hebron is well- known for its beautiful glass. ()
2. Glass- blowing is a modern industry . ()
3. Nowadays most of the glass is made from broken glass()



(B) Answer the following questions:

1- Does modern glass –blowing help the environment?
.....

2- What was the glass made from in the past ?
.....

(C) Get from the passage:

1. The opposite of ugly ✗

modern ✗

hot ✗

2. The meaning of famous =

many =

soil =

(D)The underlined pronoun refers to: its

they

(E) The best title for the passage is

Reading Passage – 5 –

Read the following passage and answer the questions below:-

Many civilizations contributed to Palestinian culture , so there is a wide choice of arts and crafts for visitors to enjoy .the markets and small craft shops offers many different gifts for tourists to take home with them , they can take the carving of olive wood , wicker furniture , lovely vases and jugs or olive oil soap which is excellent for skin.

(A) Tick true (✓) or false (×):

1. Many civilizations contributed to Palestinian culture. ()
2. There are lot of arts and crafts in Palestine . ()
3. The visitors don't like Palestinian arts and crafts . ()



(B) Answer :

1- What do the markets and craft shop offer?

2- Is the olive oil soap good for the skin ?

3- What gifts can visitors take from Palestine ?



(C) Get from the passage:

1. The opposite: **big** × -----

Give × -----

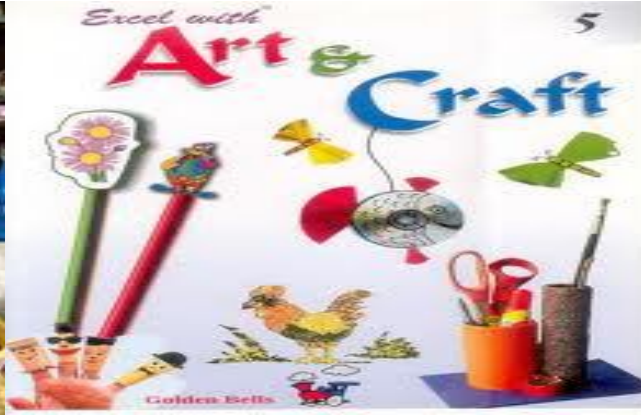
narrow × -----

2. The meaning of : **tourists** = -----

Beautiful = -----

(D) The underlined pronoun refers to: them -----

(E) Write a suitable title for the passage: -----



Read the following passage and answer the questions below:-

Every visitors to our country wants to see the old city of Jerusalem, it's small in size, but it's of huge interests and importance to all religions. Inside its walls are found a lot of historical and religious places, for example the Haram Al Sharif and the Church of the Holy Sepulcher. Jerusalem is also home to thousands of people who can be seen shopping in the old markets and children play in the narrow streets.

A- Tick true (✓) or false (✗):

1. All visitors like to see the old city. ()
2. Jerusalem is very big in size. ()
3. The streets of the old city is wide ()
4. There are a lot of historical places in Jerusalem. ()



B- Answer the following questions:

1. Do people live in the old city of Jerusalem ?

2. Where do children play ?



C- Get from the passage:

1. The opposite of: new ✗ -----
 wide ✗ -----
 tiny ✗ -----
2. The meaning of : ancient = -----
 kids = -----



D- The underlined pronouns refer to : it's -----

E- The best title for the passage is : -----

Reading Passage - 7 -

Read the following passage and answer the questions below:-

Food culture is not only what people eat , but also how they eat it . Parents all over the world consider table manners to be important, so they teach their children how to eat correctly. However, table manners are different in different places. In some countries, People must eat with knives and forks but in other countries people use their hands to eat . In some Asian countries , people use chopsticks to eat, too . It's acceptable to make a noise when you are eating in some cultures , but it is impolite to do this in others .So eating food is a culture .

(A) Tick true (✓) or false (✗):

- 1. Table manners are different in different countries. ()
- 2. In Arab countries ,people must eat with knives and forks. ()
- 3. People in Europe use chopsticks for eating. ()



(B) Answer the following questions:

- 1. Is food culture only what people eat?

- 2. Why should parents teach their children how to eat correctly ?



(C) Get from the passage:

- 1. The opposite of: **polite** ✗ -----
- learn** ✗ -----
- similar** ✗ -----
- 2. The meaning of : **father and mother** = -----
- basic** = -----



normal =

(D) The underlined pronouns refer to :they

it

(E) The best title for the passage is



Reading Passage - 8 -

Read the passage and answer the questions below:-

Palestinian embroidery has a history of thousands years ago .village women met after work to talk and embroider dresses. Each village in Palestine had its own design, so it was possible to know where a women came from by looking at her a dress . In recent years , Palestinians have kept the traditional designs of their embroidery and have introduced more modern style of dresses which are like those in western countries .

A- Choose the correct answer:

1. The country which is famous for embroidery is----- (Japan – Palestine - Egypt)
2. The Palestinian villagers ----- their dresses. (washed – sold - embroidered).
3. Embroidery was usually done by ----- . (children – women – men)
4. Embroidery is a ----- craft. (new - traditional - modern)

B. Answer the following questions :

1. How do you know women from villages ?

.....

2. Do the Palestinians improve their dresses style ?



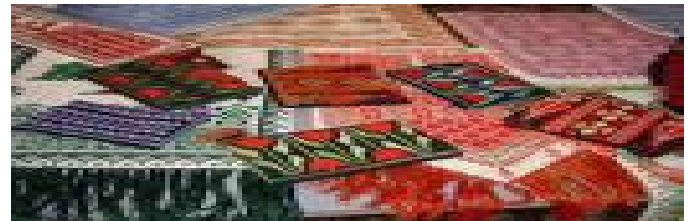
(C) Get from the passage:

1. The opposite of eastern × -----
ancient × -----

2. The meaning of speak = -----
as = -----

**(D) The underlined pronouns refer to her -----
their -----**

(E) The best tit



Appendix (K)

Reading

Clinic

Templates

Name _____

Date _____

Title of story _____

Author _____

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

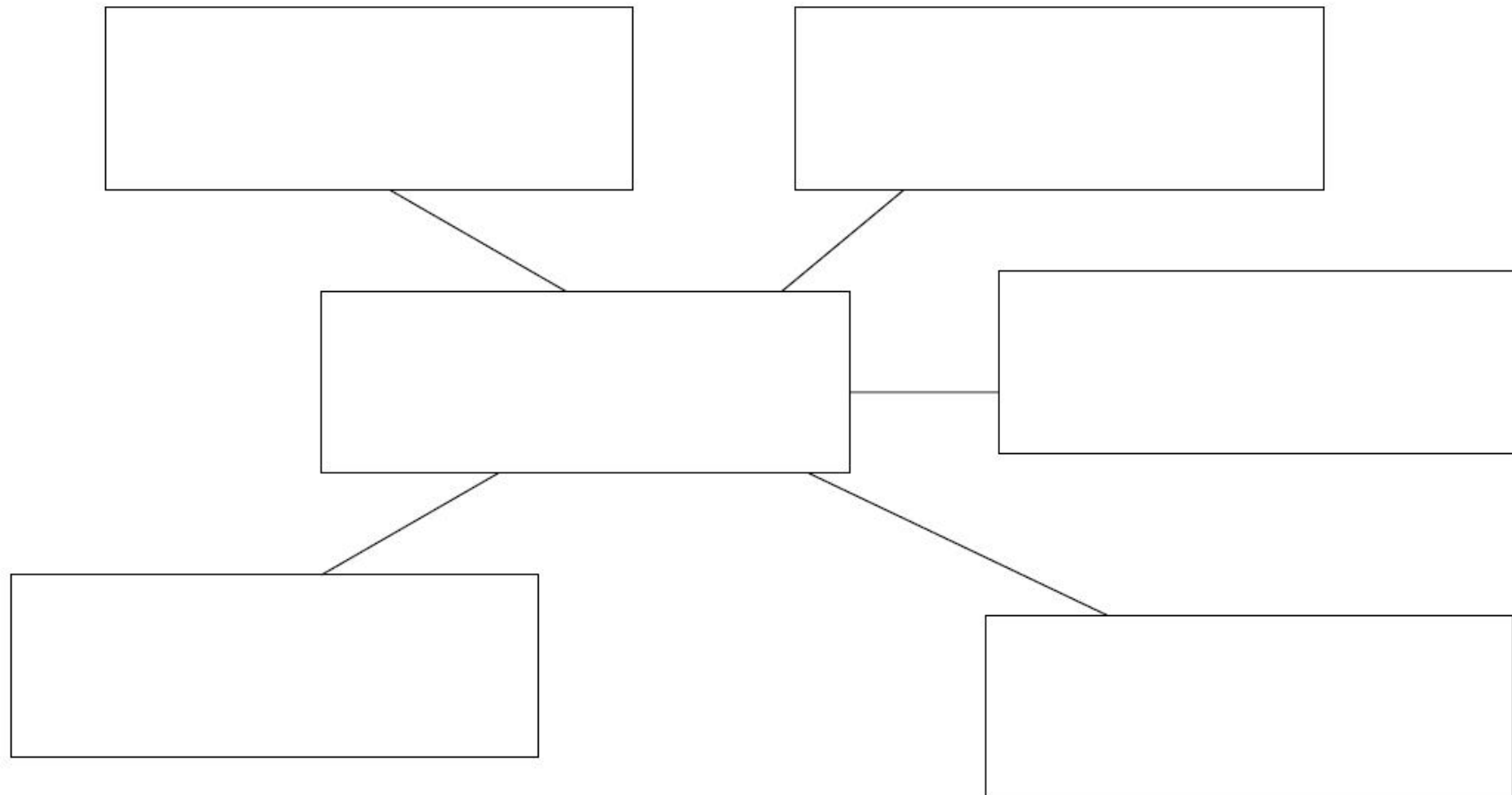
Name _____

Date _____

Class/Subject _____

Teacher _____

Concept Map



• Book Review •

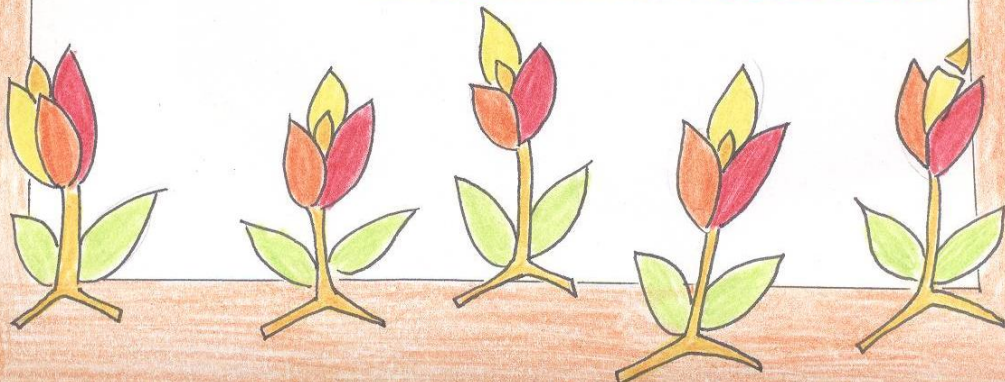
The title of the book: _____

The Author: _____

Illustrated By: _____

I _____ the book.

because _____



Book Review

The title of the book:

The Author: _____

Illustrated By: _____

I _____ the book

because _____

