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# اثر استخدام استراتيجيات تنال القمر في مهارات القراءة الناقدة لطلبة متعلمي اللغة الانكليزية لغة اجنبية في الاستيعاب القرائي في كلية التربية الاساسية

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# **The Effect of (P.O.S.S.E) Strategy on Critical Reading Skills in Reading Comprehension of EFL Students of Basic Education College**

*A Thesis*

*Submitted to the Council of the College of Basic Education  
, Department of Curriculums and General Teaching Methods, University of  
Misan in Partial Fulfilment of the Requirements for the  
Degree of Master of Curricula and General Teaching Methods*

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Teaching Methods**



*In the name of Allah,  
the Most Merciful,  
the Most  
Compassionate*

*Read! In the Name of your  
Lord, Who has created (1)  
Has created man from a clot  
(2) Read! And your Lord is  
the Most Generous (3) Who  
has taught by the pen (4)  
Has taught man that which  
he knew not (5).*

God Almighty has spoken  
the truth  
From Surah **(Al-Alaq)**

# ﴿ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴾

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾  
خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ  
وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ  
بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ  
يَعْلَمُ ﴿٥﴾ .

صدق الله العلي العظيم

من سوره ﴿العلق﴾

## Supervisors' Report

We certify that this thesis entitled "*The Effect of P.O.S.S.E Strategy on Critical Reading Skills in Reading Comprehension of EFL Students of Basic Education College* " has been written under our supervision at the University of Misan, College of Basic Education, Department of Curricula and General Teaching Methods in partial fulfillment of the requirements for the degree of Master of Curricula and General Teaching Methods.

**Signature:**

**Date:**

**Supervisor: Prof.Dr. Abdul Kareem Lazim Bhayir**

**Signature:**

**Date:**

**Supervisor: Asst. Prof. Sadoon Saleh Mutter**

*In view of the available recommendation, I forward this thesis for debate by the Examining Committee.*

**Signature:**

**Name:**

**,Head of the Department of  
Curricula and General Teaching Methods  
University of Misan**

**Date:**

## Examining Committee's Report

We certify that we have read this thesis which is entitled "*The Effect of P.O.S.S.E Strategy on Critical Reading Skills in Reading Comprehension of EFL Students of Basic Education College*" as an Examining Committee, and examined the student in its contents, and that in our opinions, it is adequate as a thesis for the degree of Master of Curricula and General Teaching Methods.

*Approved by the Council of the College of Basic Education.* Signature:

Signature:

Signature:

Name:

Name:

Date:

Date:

**Chairman**

**Member**

Signature:

Signature:

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Name:

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Date:

**Member**

**Member & Supervisor**

**Member & Supervisor**

Signature:

Name:

**Dean of the College of Basic Education,**

**University of Misan**

Date:

# Dedication

*To*

*My adorable family, incredible  
Friends, and everyone have helped  
me to complete my thesis. Thanks,  
for supporting me in my way and  
being a reason of my success.*

*Elaf*



# Chapter One

## Introduction

### 1.1 Problem of the Study

English Language has four skills listening, speaking, reading and writing. Reading as an important and basic skill should be mastered by any language learners. By reading students can get knowledge, information, and experience depending on their comprehension. Generally, students at college have difficulties in English reading comprehension (RC, for short) and especially in critical reading skills.

There are many reasons behind the difficulties of RC and critical reading skills. Those reasons are: First, some of the students are not interested in reading .Second, the students' afraid from facing new English texts and unable to translate them accurately in spite of understanding the main ideas or what the writer wants to say. Third, many students can not find the topic or summarize the main ideas by using their own words. Fourth, many students can not distinguish between facts and opinions. Fifth, they can not give a judgment with evidences about the writer's text. Lastly, some of the teachers' teaching strategies are traditional.

It is important to make students good comprehenders and be critical readers .Critical reading is defined as “*a reading practice which attends to the ideological underpinning of text, as signaled not so much by what writer chooses as a topic but how people, places, and events are talked about* ” (Carter and Nunan , 2002: 220). In critical reading process the reader has to think about the writer’s messages and what the writer discusses about this subject. In this case, the reader evaluates the text depending on his personal knowledge. If the readers do so; we can say that they have critical reading habit (Aşılıoğlu, 2008:7).

To read critically means to question, to understand and to remember (Missouri, 2002: 1). As a result, there is an argument to try new strategies thus, i.e. applying the (P.O.S.S.E) for developing the critical reading skills in one hand and in another hand to state whether is any significant in using such as strategy to develop the student's abilities in developing critical reading skills, this study is done.

## **1.2 Aim**

This study aims at finding out the effect of (P.O.S.S.E) strategy on critical reading skills in reading comprehension of EFL students (third year) at the Collage of Basic Education / department of English/ University of Misan.

## **1.3 Hypothesis**

It is hypothesized that:

- There is no statistical significant difference at 0.05 between the mean score of the students who are taught by the Lecture Method, which is the traditional method, and those who are taught by the P.O.S.S.E Strategy, according to their pre and posttests results.

## **1.4 Value**

The value of the study is summed up as follows:

1- It is an attempt to shed light on the effectiveness of (P.O.S.S.E) Strategy on developing EFL student's ability in critical reading skill.

2- Making use of the results reached in this study in teaching RC by using (P.O.S.S.E) Strategy in Iraqi Universities, Departments of English.

3- Giving students an opportunity to read critically.

4- Stimulating for further studies by those who are interested in teaching RC.

## **1.5 Limits**

The study is limited to third year college students (Morning class) at the Department of English/ College of Basic Education in the University of Misan who are studying RC in the academic year 2017-2018.

## **1.6 Definition of Basic Terms**

The definitions below are the basic in this study:

### **1.6.1 Effect**

Effect means something formed on an action or cause which formed typically more or less immediately (Patric, 1971:40) . It means a change that is caused in a person or thing by another person or thing (Collins, 1987:33).It is defined as:

*“a measure of the strength of one variable’s effect on another or the relationship between two or more variables. When a researcher rejects the null hypothesis and concludes that an independent variable had an effect, the size of the effect is calculated to determine how strong the independent variable is on the dependent variable”*. (Richards and Schmidt, 2002: 175)

- The effect is the positive or negative change of students’ critical reading skills in RC caused by using (P.O.S.S.E) strategy.

### **1.6.2 P.O.S.S.E Strategy**

It is a variety treads teaching strategy that not only promotes students in recovering the prior knowledge, but also encourages them to organize their present knowledge and structure, then summarize and separate on the relationship between what they already knew and what they have learned. (Freville&Collen, 2006:21)

Furthermore, (P.O.S.S.E) strategy is a RC strategy to frame habits of readers and teach them how to employ these strategies. (P.O.S.S.E) stands for: Predict Organize, Search, Summarize, and Evaluate.(Englert & Mariage,2009:210)

-**Predict:** when a person expects that something will happen before it will be. (Longman, 2006: 1195). To say that something will happen, but not sure if it will be or not (Oxford, 2007: 1185).

- The student's ability to use brainstorming of what the theme will be about or what will happen. So that, the researcher uses the title, the picture(s) and sometimes read lines from the passage.

- **Organize:** when a person arranges essential maps for something to occur (Cambridge, 2000: 599). Make important arrangements or plan to make something happen successfully (Longman, 2006: 1079).

- Semantic map will be used to organize the students' predictions.

- **Search:** when a person looking carefully to find information, explanation, and solution (ibid:1377). Looking for particular information (Oxford, 2007: 1367).

- The students will search for new vocabularies, main ideas, supporting ideas, facts, and opinions.

- **Summarize:** when you review an event you have already known (Cambridge, 2000: 870) .To give the main information and make short statement without details about event, report, plan (Longman, 2006: 1549). Give only main points of something (Oxford, 2007: 1537).

- The students will summarize the text by identifying the key idea of each paragraph in the (P.O.S.S.E) strategy sheet.

- **Evaluate:** when give judge or analyze something's value, significance, or quantity (Cambridge, 2000: 291). A person's ability to give good judgment about something and evaluate his work (Longman, 2006:504). To make good opinion about value or quality after deep thinking (Oxford, 2007: 521-522).
- The students will evaluate their understanding of the text, form judgments, and recognize author's purpose.

### 1.6.3 Critical Reading skills

Critical reading is “*an interactive process using several levels of thought simultaneously*” (Flynn, 1989:664). While Richards and Schmidt refer to critical reading as:-

*“Reading in which the reader reacts critically to what he or she is reading, through relating the content of reading material to personal standards, values, attitudes or beliefs, i.e. going beyond what is said in the text and critically evaluating the relevancy and value of what is read”*(Richards and Schmidt, 2002:134).

Accordingly, critical reading skills are inspect sources, distinguish the author's purpose, build judgments, rephrase what the author has written, identify the author's mood or tone, etc( Spache, 1961:52 & Logan,1972:372).

### 1.6.4 Reading Comprehension

- The mental process includes the explanation of signs perceived through the sense of organs (Hildreth, 1965:2).
- Smith (1978:102) states that RC is a form of communication and fundamental skill that make students get information.

- The process of building meaning gathering a series of complex processes consist word reading, word and world knowledge and fluency (Klingner ,2007:2).
- Harris and Sipay (1979:19) believe that RC ***“involves the use of one’s knowledge of syntax and semantics to extract meaning from a series of sequential perceptions of words”***

## Chapter Two

### Theoretical Background and Related Previous Studies

#### 2. Introductory Note:

This chapter is divided into two sections; the first one presents an overview of RC, critical reading skills, and (P.O.S.S.E) strategy. The second one is concerned with the previous studies that are related to the current study.

#### 2.1 What is Reading Comprehension?

Reading is a deep conversation between the reader and the writer .There is a basic relation between language and ideas in reading, the writer sends ideas as language, and the reader gets language to ideas (Goodman, 1967: 126-135). Reading is a difficult skill because it needs from the reader great attention, good memory, high perceptual processes, and many comprehension processes (Kern, 1989: 135). In addition, reading is complex since it is a cognitive process which consists of many psychological activities depending on the readers' purposes; it is more than pulling out and explains the meaning. Accordingly, this unfixed characteristic of reading seems as a dynamic process which needs both ***“identification skills”*** to decode the text, and ***“interpretation skills”*** to understand it as a coherent whole (Cohen, 1990: 75).

In this sight, the reader looks like an energetic individual who contacts with the text so as to build meaning and attempts to solve comprehension obstacles through using several reading strategies as facilitators and needs some of the basic mechanism of reading as ***“word recognition, syntactic interpretation, assignment of meaning, and interpretation of the message”*** (McDonough ,1995: 40).

Reading is defined as the ability to catch meaning from the printed page and illustrate the information in right way (Grabe and Stoller, 2002: 9). Reading is an exceptional achievement of the human brain. The capacity of reading has considerably formed our history and culture, and it is a necessary role in our everyday lives. Good readers can hardly stop processing a written stimulus, and they take hold of a word's meaning in the fraction of a second. The goal of psycholinguistic research is to understand the underlying mechanisms as well as the time course of this seemingly effortless skill (Dambacher, 2010:1).

Reading is the understanding of language from written words that stands for thoughts, communicates information, and ideas. Reading is a cognitive process that needs a comprehension of the language, memory, and attention. Useful reading is more than decoding of words, but consists of estimating the meanings of printed words (Lewis, 2016:16).

Comprehension is the spirit of the reading process; it is the basic intention of reading for the author's ideas. It is understanding the material and it depends on the successful strategies that guide to understand the meaning (Fry, 1975:10). RC is constructed of the concept that reading is not only occasionally visual, but also effective current approaches that indicating is not totally prepared in reading text for the person who reads to decipher; rather it is strived through the react of text and reader. RC is ahead of reading, since the use of all reading is to draw together the meaning from the printed text. It is a quite difficult process consists of a sequence of procedures to be rationally performed. If a person says words in a text without grouping their meaning, he will be confused to describe that reading (Hafner, 1977:127).

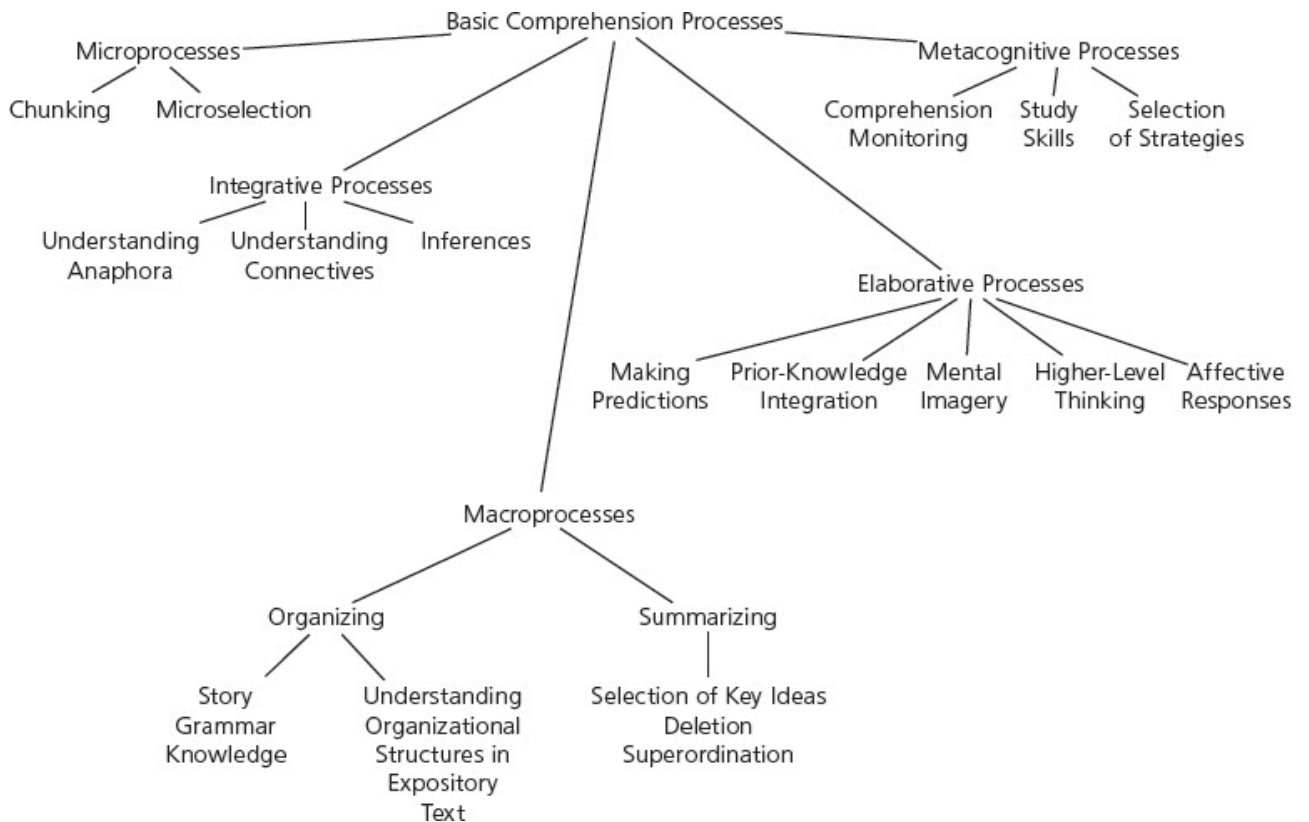


Comprehension is the basic thing for reading and understanding the author's ideas depends on the effective strategies that guide to understand the meaning (Richard and Renandya, 2002: 227). Accordingly, a good reader is the one who holds meaning from the text and actively links it with the material. This means determining what one is reading returns to other material in the field, to one's own learning and particularly to one's purpose of reading (Marshall and Rowland, 1998:1).

Harris and Hodges (1995:39) say that RC is "*The construction of meaning of a written or spoken communication through reciprocal, holistic interchanges of ideas between the interpreter and the message in a particular communicative context*". Accordingly, RC is the process of quick acting and making meaning during interaction and engagement with written language to identify the content, context and element of the text. (Beatrice & Jefries,2004:vi).Moreover, The process of understanding the meaning of the text consists of vocabulary and sentences in the text and has a deep relationship with reading called comprehending. RC is contains higher-order thinking skills and it is much more difficult than merely decoding specific words ( Caroline & David ,2006:71).

In addition, Mikulecky and Jeffries (2007:74) believe that comprehension is not only deducing and understanding words but also link the idea of the text with readers' knowledge. RC has much more than readers' answers to text. It is a multicomponent, extremely uneasy process that has a lot of connections between readers and what inside the text (prior knowledge, strategy use) as well as things related to the text itself (enjoy in text, comprehending of text). When readers comprehend what they are reading, five basic comprehension processes that work collectively at the same time and complement one another: *microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes*. While covering about these dissimilar cognitive

Processes, remember that the reader applies these different strategies, going back and forward from spotlighting on definite chunks of text, as with microprocessing, to walk back and returning about what has been read, as with metacognition. Microprocessing submits to *the reader's initial chunking of idea units within individual sentences* (Klingner, 2007: 8-10).



**Figure 1 Five Basic Comprehension Processes. Klingner, 2007: 10.**

Koda in Grabe (2009:14) assures that comprehension is the process at what time readers note and link information of the text with what they have known. The central aim of reading activity is Comprehension (Bos & Vaugh, 2009: 312). RC needs the application of strategies before, during, and after reading. Strategies in RC of context defined as thoughtful actions that readers chose to build and promote their comprehension. Good readers are good employers of effective strategies in their reading (Lems & others, 2010:172).

In the view of Berardo (2006:60), reading has several meanings, reading is distinguishing written words, and it is also a chance to identify their pronunciation and to exercise speaking. Depending on those definitions, it is effortless to infer that reading definition is changed for each reader. It is changed because of the different reader's goals in reading.

## **2.1. 1 Reading Comprehension Theories**

It is hard to differentiate between 'model' and 'theory' in reading, because both terms are occasionally used interchangeably (Cohen & others 2011:11). As a result of that Ruddell and Singer (1994) differentiate between models and theories, saying that an explanation of the reading process as a phenomenon is a theory, in the other hand a model supplies as a tool to give explanation and represent a theory. This representation seldom obtains the form of a description, of the interrelationship between a theory's variables and observations. The model is thus less active in nature than the theory. The model is often fixed and represents a picture of a dynamic process. (Ruddell & Singer, 1994:812). There are many theories about RC; however the researcher will refer to the following ones which seem suitable with the current research: Traditional view, Cognitive view, and Meta-Cognitive view.

### **2.1.1.1 The Traditional View**

The traditional view is also labeled "outside - in" processing submitting that readers revise written words to their own ideas. In this view beginner readers get a set of cumulatively ordered sub-skills in succession to construct comprehension ability. Readers are regarded as experts after mastering these skills. Reading in this view is essentially issue of decoding a group of written characters into their aural equivalents in the task for understanding the text (Morales & Campiño, 2012:16-17)

Reading focuses on the smaller parts of a text as its letters, words, phrases and sentences. After that, a syntactic and semantic processing happen through which reading builds the final meaning. In this case, be able to understand means that the reader should read all the words in a phrase, or a sentence. The process of reading starts with decoding the smallest linguistic elements, in particular phonemes, graphemes, and words, and lastly builds meaning from the smallest to the largest parts. The readers use their past knowledge to the information they get in the texts. However, the negative side in this view is that the readers will simply be successful in reading if they correctly decode the linguistic elements and knowing the connection between words (Yoosabai, 2009:16 -17)

### **2.1.1.2 The Cognitive View**

In the cognitive view, "*Cognition refers to thinking and memory processes, and cognitive development refers to long-term changes in these processes*" (Lemma, 2005:103). This view emphasizes the students' background knowledge, and linguistic clues to comprehend text to constructs literal comprehension of a text. Students in Cognitive view have to be focus, scene, differentiators and collective thinkers (Fatemi, 2014: 687) .The reader starts reading the small parts of the text, that is, letters. Recognize these letters by scanning them. Next, the reader changes these letters into systematic phonemes by transferring of the information of the text to a decoder, while the lexicon aids to recognize and utter a word. Then the reader continues processing words and on the contrary to the end of the sentence. At last, they go on to a part labeled Merlin, in which syntactic and semantic rules give a meaning to the sentence. (Gough, 1972: 136)

The function of background knowledge in language comprehension is fundamental in context. The reading process is the interaction between the text and the reader, while comprehension needs more than just translating texts by using linguistic knowledge. The text is not considered comprehensive since the reader uses the additional data source, and background knowledge. It is clear that the reader does not get meaning from the text itself, he reaches it from putting his personal background knowledge, aim of reading, reading strategies, and the text. Additionally, the essential parts of reading are viewed comprehension strategies. (Kantarci, 2006: 13-14)

### **2.1.1.3 The Meta-Cognitive View**

The last view in this study is the Meta-Cognitive, it has two parts; metacognitive knowledge and metacognitive experiences. The first term means an individual's knowledge and beliefs about cognitive materials, got from experience and stored in the long-term memory, and the second term means affective experiences that back to cognitive activities. Metacognitive knowledge could do with knowledge about cognitive processes which contains three subcategories of knowledge of individual variables, task variables, and strategy variables. The individual variable such as how well a reader is able to read the text ,while the variable of task includes of information about the task such as being familiar with the topic or not. The third variable strategy needs to evaluate the strategies that are expected to be useful to get the reading goals.In the other hand, metacognitive experiences require one's cognitive efforts (Razi, 2010: 97-98).

The use of Metacognition "thinking about thinking" encourages individual's thinking, makes an advanced learning and well performance. Additionally, understanding and controlling cognitive processes, understanding

of current experience, and judgments on what one knows or does not know to complete a reading task (Mahdi, 2015:15).

Metacognition may be a crucial element for the learner's learning in reading. Learners who use metacognitively in reading text aptly use related strategies and fit them to other texts. The employment of metacognitive strategies can make a distinction between poor and a good reader, that is poor reader is unable to employ successful strategies and then he has a difficulty in reading comprehension. Indeed, metacognitive skills of good reader increase and he can manage his individual learning (Bentahar, 2012: 17-18).

There are three essential stages of metacognition: planning, monitoring evaluation. In the first stage, the reader identifies the goal of a reading and makes a decision to use effective strategies to get its goal. Then in second stage, the reader manages and rearranges his/her strategies during the reading to realize its objectives. Finally, in the third stage of the reading process the reader evaluates his/her cognitive capacity in finishing the task. This metacognition is decision-making in using of specific reading strategies, containing what is known about cognition and how it is directed. When the reader thinks about his/her personal thinking skills, self-efficacy and weaknesses, it means he/she has metacognitive skills. Metacognitive skills make good changes in reading behaviour and in choosing effective reading strategies (Kuek, 2010: 49-50)

***"Teaching metacognitive skills can encourage learners to better plan, describe and evaluate their own thinking and learning, managing working memory, so that conscious and unconscious processes are used together to produce desired outcomes"(Ibid:50).***

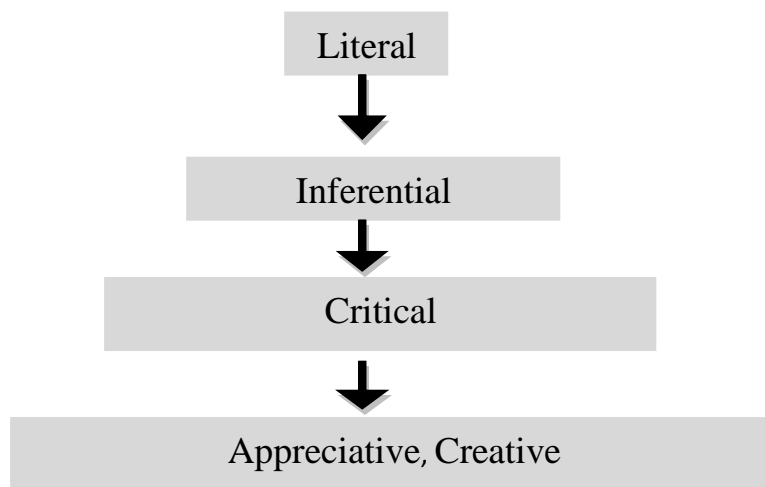
Mahdi states that Anderson (1991) has submitted five major components for metacognition :

1. Plan for learning.
2. Select Strategies learning.
3. Examine the use of the strategy.
4. Monitor different strategies, and
5. Evaluate the strategy use and learning. (Mahdi, 2015: 16)

Planning strategies contain preview of a text to make a decision on a direct of reading. In the other hand, monitoring strategies consist of verifying, evaluating the learner's thinking and reading performance (Osuji, 2017: 48-49).

### **2.1.2. Levels of Reading Comprehension**

There are different views about names of levels of RC skills, Burn (2000: 56) clarifies four levels namely literal, integrative, Critical, and creative, in addition Smith (2001:186) is also divided it into four levels namely literal, inferential, critical/ evaluative, and appreciative. In the other hand, Jasim (2007:225) describes four levels of RC: literal, interpretive, critical and creative as shown in Figure (2):



**Figure 2The Levels of RC**

### **2.1.2.1 Literal Level**

Literal level is the first level of comprehension because it forms the basic step of understanding the text and it is impossible to comprehend without the knowledge of words (Lazim, 1989: 28). It is an understanding of the direct meaning of the text; it deals with facts, such as names, dates, and places. In this level, the reader spotlights on the ideas and information that are clearly identified in a context. (Paulson & Bruder, 1976:160). This kind of reading increases understanding, remembering, or recalling the information clearly contained in text. The literal message depends on remembering of facts in texts where information is obviously stated at a fundamental level of thinking (Mohammed, 2016: 66).

Additionally, recognition and recall are tasks of literal level. Firstly, recognition tasks need the readers to identify the main points of the reading text. Secondly, recall tasks, on the other hand, need the readers to construct memory clear statements from the text. These two tasks have difficulty and this difficulty depends on different circumstances, for instance readers' linguistic abilities and the number of events or occasions to be recalled. Accordingly, when the two tasks deal with the same content a recognition task is easier than a recall task. In clear words, literal comprehension tasks that involve recognition and recall are: details, the main idea, sequences, character traits, and cause and effect relationships (Jubouri, 2003: 14-15).

At this level, students are unable to understand the real meaning of a paragraph, but they are able to memorize the information. Teachers might request students to read a passage treating with dates or limited facts. Unfortunately, even if they have ability to memorize these facts, it does not mean that they necessarily understand their full meaning. Furthermore, in this level the students are able to state facts such as, data, specifics, numbers, and places. This level contains



surface meanings. Teachers can request students to find information and ideas that are clearly described in the text. Students are able to understand the meaning, translation, and interpolation (Shamla, 2010: 19-22).

### **2.1.2.2 Inferential Level**

Logan and Logan (1970:372) indicate that inferential comprehension *“compels the reader to infer meanings which are not apparent in the words presented”*. This level involves mental activities help the readers to rebuild ideas in the text by using their own experiences. According to Durkin (1978: 444), the reader in this level has ability to arrive at something not directly explained in the explicit context such as, a conclusion, identification of a reason, an inference, and a prediction. In addition, the reader has the ability to read between the lines and headlight on what the writer means by what he says (Cushenbery , 1988 : 76 ). This level of reading comprehension as the implicit stated information in the text is sent through constructing presumptions and guess. It is also includes finding out the information which is not stated clearly in the reading text can be also skillful depending on readers' reading with using their experiences, intuitions and by inferring (Mohammed, 2016: 67).

Kadhim (2016, 79-80) states a number of skills of inferential level, as follows:

- Discovering supporting details.
- getting main ideas
- make comparison.
- determining the sequence of events
- gathering cause and effect relationship.
- identifying character trait.

- predicting outcome.
- inferring figurative language.

### **2.1.2.3 Critical Level**

This level has his own section and it will be clearly explain, because of its importance for the present study.

### **2.1.2.4 Appreciative, Creative Level**

It is the last level of RC, Ekwall and Shanker(1985: 17) say that readers in this level have ability to contact with the written text emotionally and aesthetically sensitive to get a reaction to its psychological and artistic elements. For instance, when a reader expresses his feelings about the written text in terms of fear, enjoyable, like, dislike or boredom, they are functioning at this level. Richards and Schmidt (2010:483) define appreciative level as reading with drawing attention to get emotional or other kinds of brilliant response[s] from a text. It needs from the readers to react with their emotions for the text and the subject. The responses are not found in the text, thoughts build accurately from the reader. Additionally, the readers have to use their divergent thinking skill to analyze and pass the previous levels of comprehension (Abdulla, 2007: 13).

Kadhim (2016: 80) states some skills of appreciative level, they are:

- Emotional response to content.
- Identification with characters or incidents
- Reaction to authors us of language.
- Imaginary.

Finally, Shamla (2010: 9) states the ability of students in each level of RC as follows:

- 1- Students in the literal level are able to read and understand exactly what it is in the text.
- 2- Students in the interpretive level are able to read between the lines.
- 3- Students in the critical level are able to read beyond the lines.
- 4- Students in the creative level are able to read beyond the lines and create new ideas.

### **2.1.3 Reading Comprehension Difficulties**

Teachers mainly are not able to recognize the cause of the students' difficulties. They may identify that the students have difficulties in RC, but they are unable to determine the reasons. Frequently, many teachers suppose that difficulties of RC happen because of impairments in psychological processes for example memory and perception, student's poor attitude and motivation, lack of educational support. Unfortunately, teachers tend to blame the student more than question the quality and quantity of the teaching the student gets in class. In addition, lowers a teacher's expectations of a student development in reading make him/her avoid extra support for his/her student to become in high levels of RC (Westwood, 2001: 26).

In fact, many teachers are unable to find the suitable reading materials for their students from their environment, tendency, and level. Teachers should be careful when they select reading materials, they should strike a balance between content and language. Another important thing, students are often required to read high –level RC while they are not able to read materials at the lower- level or required to read low–level RC while they are able to it (Hartney, 2011: 40).

Accordingly, the feeling of failure can be controlled by successful reading experiences, so that the most essential thing for teachers is to select and prepare many appreciate reading materials for their students. In this case, Teachers develop their students ' RC skills then they can read and comprehend text easily (Day & Bamford, 2000:14).

Difficulties at text level occur from limited vocabulary knowledge, lack of fluency, the students' unfamiliar with the subject matter, inadequate use of effective reading strategies, and problems in remembering information after reading. Students have three different forms of reading difficulties:

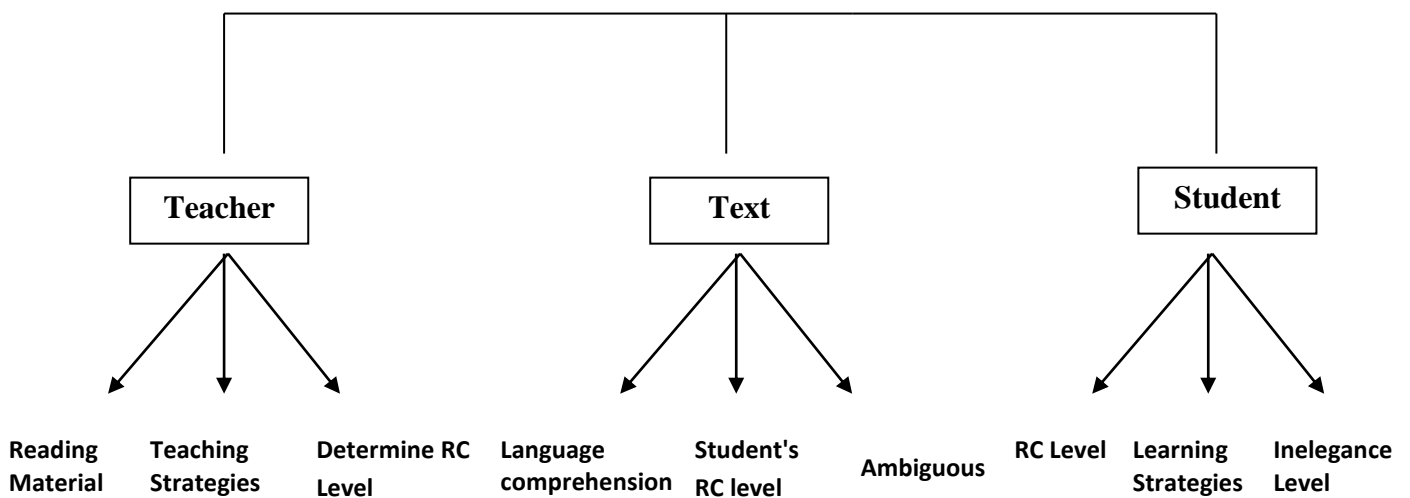
1. General poor comprehension, such as poor word reading and poor language comprehension.
2. Specific word reading difficulties, such as poor word reading although good language comprehension.
3. Specific comprehension difficulties, such as good word reading, but poor language comprehension (Savić, 2016: 108-109).

There are some difficulties that happen on students RC, some students have ability to read the words of the text fluently, but they still have difficulties in understanding of the text they have read. In addition, there are some difficulties that students face when they are practicing RC as described below:

1. Students' problem in using strategies,
2. Students' problem of relevant prior knowledge,
3. Students unable to apply relevant prior knowledge,
4. Students' problem in reading engagement (Utami, 2013: 20).

There are many factors that may affect the difficulties of RC, for instance, student's intelligence, the capacity of word recognition, student's background experience and prior knowledge, general motivation, the aim of reading and emotional factors. Moreover, students have lack of skills and knowledge of how native people use their own language, how they state their ideas about the environment and the things they see happening, it may be new obstacle of RC (Abdulla, 2007: 15).

From the words above, it is clear that there are three basic reasons of RC difficulties. Those reasons have their own sub- difficulties. The teacher, the students, and the texts are the fundamental difficulties. The teacher has a problem in selecting the correct reading material for his/her students, using the effective RC teaching strategies, and unable to determine the students' RC level in order to develop them into high level. The students have different inelegance level, comprehension level, word recognition ability, prior knowledge, and learning reading strategy. The text is the most basic reason of RC difficulty, because it has a difficult language comprehension, it is not suitable with the student's RC level, it is ambiguous, and includes many unfamiliar words, proverbs, metaphors, as shown in Figure(3):



**Figure 3 Reasons of RC Difficulties**

## 2.2. Critical Reading

Critical reading has different names, such as evaluative, creative, applied, expressive, and associational. Having ability to read critically means the readers' using of the skills relate to literal and inferential levels. The reader gets the facts and information from the literal level and understands it at inferential level. After that, he uses the product of these two levels in some pragmatic exercises. (Lazim, 1989:32). In addition, "*critical reading may be concerned with the form of presentation of the ideas, the choice of vocabulary, sentence organization, paragraph structure, illustrations, or general quality of the writer.*" (Durrell ,1949: 203)

Critical reading is defined as Persons' think about what they read, judge what they read and it becomes habit to use their own value judgments while they are reading (Özdemir ,2002: 19).Critical reading means to communicate and interact with the text and the ability to evaluate the text. Reader's ability of keeping what he/she has already read in his/her mind for a long time can only be available with critical reading. Accordingly, a critical reader can get competencies at levels of analysis, synthesis and evaluation. In clear words, critical reading indicates beyond the text and reading along with fully understanding of the reading text (Ferdi, 2014: 2445).

Critical reading is the way in which the students and teachers interact in the classroom to practice a higher level of comprehension. Critical reading is an interactive process, which consists of many levels of thought all together. In fact, to be a critical reader you need to have background experience for making observation and judgments. Critical reading is a way of reading a text and analyzing what the writer is saying and the methods that the author is using to send a message or idea. The reader's analysis is complete when he/she has constructed his own interpretations of the writer's intentions. When the reader

question and think about the written material analytically, this means he/she is a critical reader (Wall, 2005: 4). Roussey (2008: 769) emphasizes that "*Critical reading of a text includes processes that are more or less automated, and thus more or less effortful, depending on the text level being assessed*". Additionally, in critical reading, learners evaluate the text while they are reading, look at the text by their own knowledge vision. If learners behave in reading like this, then they have critical reading habit. In this light, a learner who can read critically, he can look out of the text and what it tells about, which idea support him and how the ideas are described (Aşılıoğlu, 2008: 7).

Critical reading submits to a careful, active, reflective, and analytic reading. Critical reading gives learners the ability to think about and analyze the text critically which means being able to read the context with a wider viewpoint related to their critical understanding and getting ability to evaluate the context they read. In addition, a critical reader does a mental action on the word-form and makes associations between the context and his/her own personal knowledge to conclude the word meaning. A critical reader has an ability to link between the context and its vocabularies by focusing on the process of decoding meaning from the passage through involving with text rather than just rote-reading the words (Talebi, 2015: 1180).

Richards and Schmidt (2010:483) say that the aim of critical reading is evaluating the knowledge in a text with the reader's own information and values. Critical reading seems to be the most difficult form of reading. Furthermore, a critical reader analyzes, evaluates, and also judges the reading text and discovers very important element of them as distinguish the difference between facts, opinions, and implications .In such cases, teachers are supposed to cheer their students to question the reliability of the information in the text. In addition, encouraging students to become more critical readers may promote their comprehension (Razi, 2010: 39-40).

Many teachers and experts of RC believe that the critical reading is necessary for students, particularly for those who had courses in RC; since the students' understanding sentences and paragraphs does not mean that they comprehend the whole reading materials (Durrell, 1949: 203). On the other hand, teaching students to be critical readers is no an easy task, since the time is limited campering with the importance of critical reading skills, and the teacher is not sure if he has the ability to pursue it. (Gans, 1963: 198). Wiriyachitra (1982: 23) says that in order to reduce the teaching critical reading difficulty it should be emphasized at all the academic stages by the teachers. He adds, teachers have to teach students in the developmental reading programme, "*from the beginning....Through the upper levels*".

### **2.2.1 Critical Reading Skills**

Durrell (1949: 203) says that the critical readers have skills such as:

1. They can give judgment about the suitability of material for specific purposes.
2. They are able to distinguish between facts and opinions.
3. They can discover evidence of bias of prejudice and they have other evaluation skills.

Lazim (1989: 80) spotlights on other skills of critical readers as described below:

1. The ability of paraphrasing author's writing.
2. The ability of recognizing author's purpose.
3. The ability of forming judgments.
4. The ability of recognizing author's mood.

Shamla (2010: 114) states that there are ten skills of critical reading and the readers at the third level of RC should have those skills, which are:



1. Judging the truth and logic of the text they have read.
2. They can judge things. "Do you think that ... is suitable? Why? Why not?"
3. Determining whether the ideas in the text are true or not according to guide standard.
4. Make a decision if the statement is fact or opinion.
5. Follow the author's arguments.
6. Make sure of the author's reputation. He is a good person. Why? Why not?
7. Interact with the text emotionally.
8. Explain his point of view towards the text.
9. Make use of illustrations, graphs, and titles from the text to build inferences.
10. Building an image of what is read in the text by writing and drawing.

While Güneş (2013: 963) sees that critical reading skills are answers of the reader him/herself questions. These questions are:

1. Why am I reading that text?
2. Who wrote this text?
3. Can I understand what it tells me?
4. Before I read should I think about this text?
5. Information which I read in text should I search other source to check them?
6. Truth in this text, how is different from my own truth?
7. Can I discuss the ideas in the text with other readers?

According to Manarin (2015: 4) reading critically for academic success involves of the following basic skills:

1. Ability of identifying patterns of textual elements.

2. Ability of distinguishing between main and subordinate ideas.
3. Ability of evaluating credibility.
4. Have Ability to make judgments about how a text is argued.
5. Ability of making relevant inferences about the text.

In addition, Kadhim(2016: 80) list critical reading skills, as follows:

1. Give judgment of reality.
2. Give judgment of fantasy
3. Give Judgment of appropriateness.
4. Give Judgment of facts and opinions.
5. Give Judgment of adequacy and reality.
6. Give Judgment of worth, desirability and acceptability.

The critical reading skills that follow in this study are:

1. Distinguish between facts and opinions.
2. Paraphrase author's writing.
3. Recognize author's purpose.
4. Forming judgments
5. Explain his/her point of view towards the text.
6. Make judgments about how a text is argued.
7. Give Judgment of adequacy and reality.

### **2.2.2 The Importance of Critical Reading**

Reading in general and critical reading in particular are considered among the most important language skills .Many researchers and educational practitioners draw attention to critical reading to deal with the expansion of knowledge and information which needs a critical reader not a naive reader.

Additionally, critical reading skills help in being capable in the technological revolution. Even though critical reading skills are basic for all students, but the students are unable to apply them adequately. Nevertheless, critical reading skills help students to analyze, synthesize and evaluate what is read. They also make the students critical thinkers, observe the cause and the effect, compare between ideas and know the reasons of reading (Alqatanani, 2017: 310).

Moreover, critical reading skills can increase learners' ability to be critical thinkers by dealing with reading as a process rather than a product. Critical thinking skills can help learners to succeed and being competent in learning the language since the learners are able to organize and evaluate the information they get from reading materials. It is necessary to have new effective strategies to teach critical reading skills and they will have beneficial effects on students' reading ability in comprehending the reading texts (ibid).

Critical reading and higher level thinking skills can help students to develop their ability to use effective reading strategies. Additionally, critical readers use a mental action on the word-form and have ability to make connections between the context and their own personal knowledge to conclude the word meaning. A critical reader is able to construct an association between the context and its vocabularies by focusing on the process of decoding meaning from the passage that he/she reads through developing the text rather than just rote-reading the words (Talebi, 2015: 1180).

Critical reading increases the readers' advantages of education life, promotes theme, and develops thinking skills and critical thinking. Moreover, students (critical readers), who have critical reading skills, think about what is written in the text, ensure about it is true or false of information; search if he/she does not know anything. In addition, critical reading allows the readers to link the new information with the pre-owned knowledge in order to produce new ideas

then they produce new ideas, search this idea, read about it in order to develop it. At the end of this process readers increase their own knowledge. In applied linguistics search results of the readers who know about how they read, understand, when they make a compression with coeval, have better performances. Critical reading makes readers understand the text, and its message. Additionally, in order to understand this message, they should develop their own techniques (Güneş, 2014: 964-965).

Likewise, the English language teacher's task of critical reading, can help the students to develop their internal values and ability to criticize the world, encourage debate and discussions of societal conflicts, give confidence for students to take a critical point of view when reading texts, and recognizing that texts. All these tasks are essentially written from particular perspectives that reveal only one version of the world. In this case, teachers should encourage and make discussions in classroom for that concern to the students' large society. In fact, Students will not wait for teacher-given knowledge; but, teachers and students turn into problem-posers. Educationalists have a power to take the students' hands to develop a language of critique which makes them able to enter into conversations that shade light on the transformative process of reality .However, the fact that English language students have capacity of thinking critically if curriculum designed to improve them to catch a critical stance toward reading passages and texts then readers will get benefit to be good comprehenders (Asgharzadeh, 2006: 3).

In addition, El-Qassas (2015: 37) states that there are a lot of significant points of critical reading to the English learners, as follows:

- 1- Helps the EFL learners think critically.
- 2- Makes the EFL readers talk freely about their points of view.
- 3- Improves the EFL learners' other skills such as, writing, and speaking.

- 4- Encourages and motivates the EFL learners to read texts critically.
- 5- Makes the EFL learners able to give judgments about how a text is argued, and give unfamiliar ideas about the text.
- 6- Motivates the EFL learners to make questions about the text.
- 7- Enables the EFL learners to think deeply and widely.
- 8- Enables the EFL learners to distinguish between facts and opinions.
- 9- Enables the EFL learners to analyze, judge in their own life not only reading for reading.

### **2.2.3 Critical Reading and Critical Thinking**

Critical thinking has many definitions, below some of them:

- It is the way of thinking in conclusions carefully which accept the suitable evidence and the relationship of cause and effect (Novak, 1960:32).
- It is the using of those cognitive skills or strategies that raise the possibility of result. It is used to explain thinking that is helpful and logical. This kind of thinking had in solving problems, making inferences, and building decisions when the person is using skills that are thoughtful and useful for the specific context and sort of thinking task (Halpern, 1996:5).
- Critical thinking is "*reasonable, reflective thinking that is focused on deciding what to believe or do*" (Ennis, 1998: 16).
- It is the one's ability to analyze, criticize, defend ideas; to give explanation inductively and deductively in order to arrive at realistic or judgmental conclusions depends on good inferences taken from clear statements of knowledge . (Freeley &Steinberg, 2000: 2).

- Critical thinking is "*Asking questions; trying to answer those questions by reasoning them out and believing the results of our reasoning*" (Nosich, 2012: 5).

Critical thinking consists of predicting outcomes, shaping questions, and answering those questions depending on text by using person's own values and beliefs. Additionally, critical thinking has close relation to reading comprehension which is similar to the view that reasoning is an essential part of reading. Furthermore, critical thinking, which consists of reasoning, is the process the reader applies to determine which interpretations are reliable with textual evidence and background knowledge. In fact critical thinking skills are very similar to those skills listed as critical reading skills in reading texts. Some critical thinking skills such as building judgment after ensuring evidence, asking questions, being flexible, making inference, make predictions of outcomes, recognizing bias can also be found in critical reading textbooks as some of the critical reading skills (Talebi, 2015: 1180 -1181).

Likewise, Paul (1993: 305) states that learners want to have ability to read critically by the skills of critical thinking such as, recognizing assumptions, evidences, conclusions, implications and consequences. In the light of words above, it is clear that a critical reader is a critical thinker, because critical thinking shares some skills with critical reading. Bernasconi (2008: 19) adds that critical thinking inside English classroom gives enormous effective environment of learning and practicing of critical thinking skills such as, think critically, learn how to read rhetorically, write confidently, get unexpected value, , know well further than the academic world.

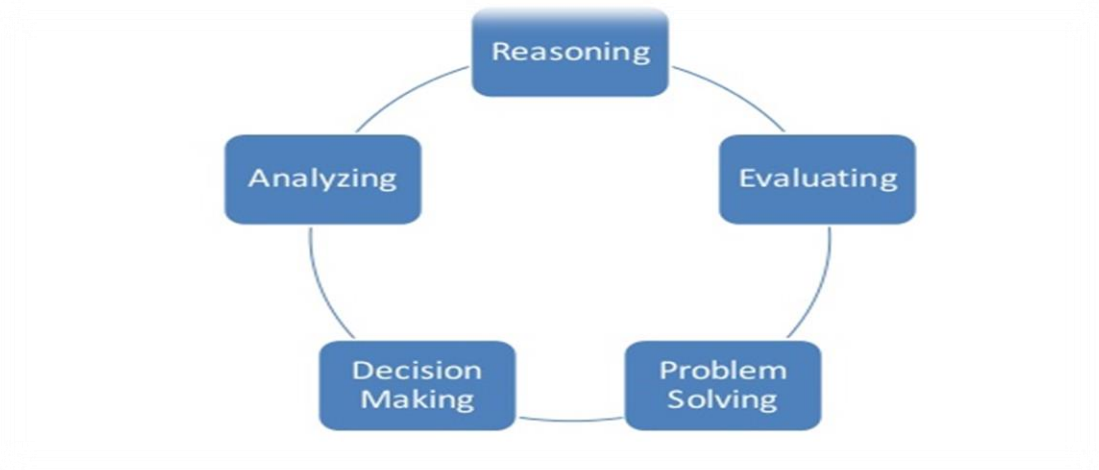
Súkeníková ( 2017: 6-7) clarifies three basic reasons for enhancing critical thinking, those reasons are:

1. Critical thinking allows students to interest in practicing reading skills and makes them have deep understanding of a text.
2. Critical thinking improves reader' abilities to be active and participate in discussions.
3. Critical thinking skills have good and positive effect on readers' life. They gain more information from reading texts.

In the other hand, (Khan, 2017: 56) lists the importance of crtical thinking :

1. For the students, critical thinking it is not just a group of skills, it consists of the desire of students to think critically and this desire is depending on whether the students can see the significance in critical thinking or not.
2. Critical thinking basically consists of asking questions; however these questions have definite nature: focusing on what is present and its meaning, importance of what is taught based on what is previously understood.
3. Critical thinking is habitually related to the idea of forming judgments that are implying asking the right questions and after that drawing valid conclusion.
4. Words and phrases such as reflection, analysis, evaluate, form arguments in many definitions of critical thinking.

Critical thinking skills help learners to become successful and capable in learning English language because they can arrange and evaluate the information they get from reading books. In fact, using new effective strategies to teach critical thinking skills will be beneficial for students' reading ability in comprehending the reading texts (Alqatanani, 2017: 310). Additionally, Paul (1993: 33) emphasizes that critical thinking gives learners more wide benefits such as *"intellectual, humility, intelligence, courage, intellectual perseverance, intellectual integrity and confidence in reason"* .The Figure (4) below shows the critical thinking cycle (Web, 12.07.2010 Public by Grosar):



**Figure 4 Critical Thinking Cycle**

### **2.3. P.O.S.S.E Strategy**

In the light of neuroimaging and neurocognitive search, strategies of RC enhance efficiency of the comprehension process, and make learners skilled readers by refreshing their prior knowledge and decode fluently and accurately. The new comprehended knowledge which is constructed by the brain during a set of neural networks includes forms, categories, and complex linked relations will be illustrated containing marriage learning, individual association, background information, spacious context, prediction, and critical analysis, lead learners to contact their personal comprehension capacities and support each learner decide challenging and reach RC goals (Willis, 2008:127-128).

Generally, in the framework of language learning and especially in learning RC, cognitive and metacognitive strategies are mentioned as fundamental learning tools. In one hand, cognitive strategies help the learner in gathering, merging, putting, and transforming knowledge of the language and culture (Oxford, 2011: 46). On the other hand, metacognitive strategies make the learner have ability to make focus, draw a plan, get resources, organize, manage, and evaluate the construction of second language knowledge (ibid: 44).



Mahdi (2015:47) adds that the use of metacognitive strategies develop students to become better readers and active thinkers in their reading process. Furthermore, it smooths the progress of gathering and interaction by keeping students motivated by activating their prior knowledge. On the other side, metacognitive strategies allow the students to become more active in learning process. In fact, it is important to know that in the metacognitive strategies the teacher does not direct learner, but gives them support to be able to learn on their own. The metacognitive strategies basically make students become more interactive in their teaching.

(P.O.S.S.E) as RC strategy is designed by Carol Englert and Troy Mariage in 1991, it involves several techniques like improve organizer, text constructions, self-judgment, prepares background knowledge, cheers the learners to arrange their knowledge, and make a comparison between what they knew and what they have learned newly ( Aprilia, 2015: 24).

As well as, Westwood (2008: 45) says that "***POSSE strategy is designed to activate learner's previous knowledge and to link it with new one***" and also the (P.O.S.S.E) Strategy depends on three phases: Pre reading, while reading, and post reading. This RC strategy consists of various reading exercises that have been revealed to support RC, like graphic organizers, text structures, activate learner's background knowledge, and self-motivation .( P.O.S.S.E) strategy is used to teach learners by using a series of steps, similar to SQ3R that can be applied to take full advantage of their acquisition and saving of culicular material (Paul, 2007:666).

(P.O.S.S.E) is a strategy that can develop students' comprehension on reading. It is a mnemonic RC strategy developed to activate learners' prior knowledge about the topic and to associate it with information contained in the new text. Additionally, this strategy is designed to form habits of strong readers

to students and teaches them how to employ this strategy. This RC strategy consists of many reading steps that can help students in their RC, such as organize images, identify the text structures, activate the background knowledge, and self-monitoring. The (P.O.S.S.E) is a teaching strategy that has a group of steps which encourage students to organize their own knowledge, make comprehensible connections between what they already knew and what they have learned. As a result, this RC strategy is useful to defeat the problems of students in reading (Kustati, 2017: 3).

(P.O.S.S.E) strategy is a mixture of steps. The strategy itself corporate of many kind of strategies that contain Predicting, Organizing, Searching, Summarizing, and Evaluating (Boyle & Scanlon:2010:210) .A determined capacity to organize and remember important information , disable to distinguish between related and unrelated information, hold information, or discover the main idea, all lead to a limited ability to read with meaning . Limited experiences with reading may possibly lack the background knowledge of learners. Less background knowledge will make a difficulty in comprehending and build conclusion of reading text (Reardon, 2009:3)

### **2.3. 1 Steps of P.O.S.S.E Strategy**

#### **- Predict**

Predicting is a student guessing about what will happen next depends on inferences after his thinking about the title, author, text, text features and structures, pictures, actions and information. Predicting is using inferences to know what happened now to predict what will happen next. When students make predictions, teacher should give them light that there is no right or wrong answers in their predictions, but it is a good way of thinking about what may happen next in the text (Grimes, 2006: 95). Readers predict what will happen or what information the writer needs them to understand from what they are about

to read in the text, in this situation they are refreshing their background knowledge. At the same time, they get ability to use the structure of the text to aid them build defensible and acceptable predictions (Graham, 2007: 10).

The readers create predications before/while reading and they find if their hypotheses are correct when they read .To create predications they use their prior knowledge and experience to understand the text. During these processes, readers make predictions, discover the main points, and form conclusions. Hence these conclusions are a critical part of RC. Conjointly, readers who have ability to make predictions and inferences pre, while, and post reading are fast to make the meaning-making process. The fact that the importance of prediction and inference in reading comprehension is coming from the nature of the reading event. Actually, if they understand reading as a contract between a text, a reader, and the context in which the text is experienced, then the images or photos and illustrations are only element of the text. For the contract to happen, the reader must understand the text. The unique understanding of each reader is then a crucial part of comprehension (Moreillon, 2007: 76-77).

Stone (2009: 101-102) believes that key vocabulary can activate students' prior knowledge when they discuss it. He explains that a teacher can select six or seven words that he believes are essential in the text. Then, he writes them on the board or makes copies of them for his students in their own sheets. After that he asks his students to make predictions on how the words possibly will connect to each other and what the text will be about. He has to let his students' discuss their predictions by the six or seven key words on the board .In addition, students can work together in pairs to discuss their predictions or make a discussion with the whole group. The aim of making students share their predictions is to let other students to increase extra knowledge. After sharing, the students have to read the text, then return to their earlier predictions and check the information. Lastly, this

activity makes students to turn on their prior knowledge though spotlight on the key vocabulary for the text.

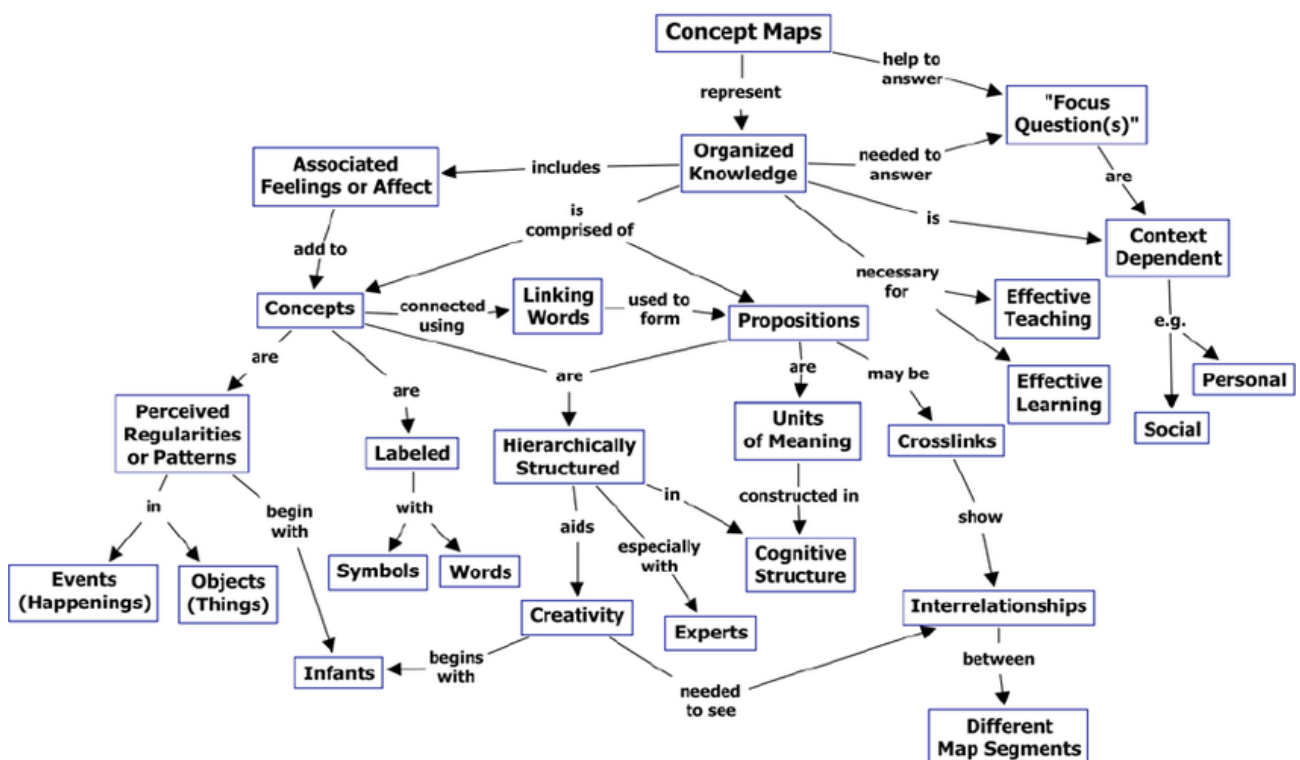
By brainstorming activity the readers predict the text in this step. The teacher inquires the readers to predict what the text will be about by using text signs such as, the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming activity makes the readers to refresh their prior knowledge. The teacher can also direct students in the prediction step by asking them some questions like “What do you think this text/passage is going to be about?” or “What things from the text helped you formulate your prediction?” these questions can support the readers to be aware of their own metacognitive processes. It is comprehensible that the prediction step has the function to activate the readers’ background knowledge though doing the brainstorming activity (Aprilia, 2015: 25-26).

### **- Organize**

Organize is the step when the students use the semantic maps to find out important words and link them with related key words or ideas. The aim of semantic mapping is to introduce key terms, make prior knowledge active, and work as a pre-assessment. Accordingly, in the organizing step, the students prepare themselves for reading, and the teacher discusses with his students what new ideas in the text they have got about the topic. (Klingner and Vaughn, 2007:61). Semantic map is used to develop students’ capacity to learn autonomously and makes them independent learners. The Semantic map is basic for students because it allows them to think deeply about texts and keep information successfully in their memory, promote creative thinking, organize different types of texts and see the relationships between the main points in a meaningful way, deals with the key words and ideas not with details of the text, and used as a cognitive instrument to organize students' knowledge, learning

experiences, and raises their self-awareness during reflective thinking (Tajeddin & Tabatabaei, 2016:195)

Teachers of English language attempt to know the processes involved in the reading of a written text because they want to develop the habits of reading for their students which direct them to be good comprehenders of the text. For that reason, the semantic map is a useful technique for students' RC in many ways and it can help them to identify if they have previous knowledge about a topic, increase meaningful learning, make deep processing of knowledge, keep and remember input facts and ideas, introduce and reorganize text information, summarize text, analysis information as a meaningful whole, and construct inter-relationships among ideas explicit. (Kalanzadeh & others, 2014: 174 as cited in Novak, 2001)



**Figure 5 Semantic Concept Map Showing the Key Features of Concept Maps (Novak and Canas, 2006:2)**

## **- Search**

In this step the students search about the meaning. In fact, unfamiliar/new words are the most difficult thing for students in RC. Accordingly, the solution of this problem is to find the meaning of new words from the context and the reason behind that is to save time and to complete reading without interruption to use a dictionary. When the students have the ability to find meaning from context, it is a useful skill for them to practice and attempt to get better. Additionally, there are various things that can help students such as: find the meaning of the words which surrounds it, the word form, and background knowledge of the students about the subject (Souhila, 2014: 12-13).

A written text has different meanings depending on the context when students read a new one and see unfamiliar words they try to find meaning by refreshing their memory to get it. In fact the purpose is not to get a direct meaning of the text, but to clear the ambiguity that readers may face and it is necessary for authors not to misunderstand what they had written (Smagorinsky, 2001: 136).

Moreover, Stone (2009: 27) stats that it is not easy to teach young readers how to get meaning from a text. He adds that it is a difficult process for students to read between the lines and find meaning. This process requests a reader to synthesize what is already known with what is implied to reach a new meaning. Conclude meaning is really about developing insight. As readers are reading, they have to think deeply on ideas, plots, motivations, and personalities to get meaning. Finally, it is hard for students to see what is not there in the text, but if teachers help them to do that then it will be not difficult.

## **- Summarize**

Summarize is the step when the students summarize the text. In this step, students are requested to determine the main idea of each paragraph. It is beneficial for students to know that a good and strong summary does not contain details which are not essential. Teachers tell students to use the heading, sub heading, and the main idea of each paragraph in order to summarize the text they read. The summary is usually in the form of persons' own words (Aprilia, 2015: 26-27).

Summarize is basic for students by using their own words to express the writer's argument, differentiate between the author's opinions, supporting causes and evidence. Since summarizing is a fundamental reading task, it needs a high attention from students and it is also grouping together of the main ideas of the text in a strong form. In addition, summarizing is a functional note making technique because it can be understood separately of the original; yet, it should be a precise representation of the author's argument/ point of view / position. In producing a good summary, students do not need to go back to the original text (Mohammed, 2003: 39-40).

Summarizing makes the readers organize or restate the information or the main ideas of the text by their own way following their comprehension. In other words, summarizing is creating a strong version that reflects only the main points after taking a lot of information. When we summarize a text we give a short description of the main ideas or points of that text without any details. Likewise, summarize can teach students how to determine the most important ideas in a text, ignore unnecessary information, and focuses on the crucial ideas in a meaningful way. Summarize develops learners cognitive ability about what is read (Souhila, 2014: 13).

## **- Evaluate**

The last step of (P.O.S.S.E) strategy is evaluate, the students in this step compare, and clarify. First, the students compare the semantic map created. This helps the students in comparing their knowledge with new information and allowing them to make deep connections. Second, they look for explanation of ambiguous information, ideas or words. Last, predict what will happen in the text depending on the earlier information they have read. After the students have read the whole text, they summarize, and make linking of new knowledge and prior conceptions. At this step they can see if their predictions are supported by the reading of the text or not. (Sundari, 2013: 31-32)

In evaluation step, readers evaluate their reading strategies, the quality of their comprehension, and the use self-evaluation for instance, asking themselves what their aim from reading the text, how they read it, and how well they comprehend it. In fact all these questions help them evaluate if their understanding of text is successful or not (Yoosabai, 2009: 5).

In conclusion, evaluate is extremely important because it makes the students have the opportunity to summarize, reflect, question discuss and respond to the text. After readers finish reading the text, there are different activities to lead them to analyze concepts for full understanding of ideas and organize information. Additionally, Evaluate helps the teacher to assess students' RC (Medjahdi, 2015: 43-44).



### **2.3.2 Benefits of (P.O.S.S.E) Strategy in Critical Reading**

Teaching RC is not an easy task because it is affected by many obstacles such as, the student's age, prior knowledge, prompting, pleasuring, the purpose of reading, etc. It is essential to develop student RC skills who learns English as second language because if he reads in second language text in every day situations then he will develop his RC skills better (Carrier, 1982:202). In addition, Reid & Lienemann (2006:17) believe that the function of strategy is to get better performance. In other words, strategy is used to raise students' performance in RC task. The strategy is crucial to help students complete that reading with high understanding. So, the writer can summarize that strategy as a tool that makes everything simple in realizing tasks to improve performance. So, the teacher has to choose strategy wisely and carefully. The teacher needs to apply good, suitable, effective strategy to build critical readers in RC.

For that purpose (P.O.S.S.E) as an effective strategy of RC probably promotes students' critical reading skills, because it has several advantages, as presented below:

- 1- Connect new information about the topic in the text with their prior knowledge.
- 2- Student can deduce context by using background knowledge.
- 3- Students are supported to organize their presented knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.
- 4- Students can comprehend the text effectively by using graphic organizers used during organize and summarize steps.
- 5- Students can be self-monitor. It makes the students become active readers that can use this strategy successfully and automatically Englert & Marriage (2008: 87).

## **2.4 Previous Related Studies**

In this section includes a number of studies that have, in one way or another, related to the present study as far as the strategy of (P.O.S.S.E) is concerned.

### **Aprilia (2015)**

This study aims at improving RC of the eighth grade students at SMPN 6 Yogyakarta through (P.O.S.S.E) strategy. The sample of the study includes (34) students of grade VIII A at SMPN 6 Yogyakarta. Qualitative and quantitative data is used in this study. The qualitative data is gathered by doing observation, interview, make notes, and discussion. The quantitative is got data from the pre-test and post-test. The study has five types of democratic, outcome, process, catalytic, and dialogic. The results of this study are:

1. The (P.O.S.S.E) strategy enables students to practice in predicting the text, organizing the prediction, searching the main idea, summarizing the text, and evaluating their understanding of the text.
2. Improve the students' vocabulary through the use of the predicting and the evaluating steps.
3. Make students interested and active participants in the teaching and learning process of reading.
4. There is an improvement on students' RC as display in the increase of the mean scores (17, 05) of the pre-test from the mean scores of post-test.

### **El-Qassas (2015)**

This study aims at investigating the effect of critical reading story on improving some creative writing skills. An experimental research design is used. The sample of the study includes (39) students from Ibn Khaldon Secondary School and it is chosen attentionally from tenth graders. The researcher uses

creative writing test for the experimental group. The experiment lasts two months during the second term of 2014. The validity of the test was refereed by specialists. The reliability of the test was measured by Kud - Richardson and the Spilt- half techniques.

The collected data of the test is statistically analyzed by T. test paired sample to measure the differences in creative writing test .The effect of critical reading story in the levels of creative writing skills was measured by “effect size “technique by Eta Square. The results of the study show that critical reading story is effective to improve creative writing skills for tenth graders. Additionally, the study was positive toward the students learning process and it makes them to state their opinion, ideas and feelings.

### **Jameel (2017)**

The study aims at showing the effectiveness of using (P.O.S.S.E) Strategy in improving RC for the second grade university students in Iraq. The sample of this study consists of the College of Education for humanities, university of Anbar for the second semester of the academic year 2016-2017. The total number of the participants is (69, 30 males and 39 females). The statistical tools of this study are mean scores, standard deviation, and ANCOVA. An observation checklist and Pre-post tests are used to obtain the quantitative and qualitative data of the study.

Results of the study show that there is a positive statistical significance difference of the students' scores on the post-test due to the (P.O.S.S.E) strategy and there is a remarkable improvement on students' achievement in. Hence, there is a significant differences at ( $\alpha=0.05$ ) between the two means scores of the participants at the post-test due to teaching strategy in helping of the students after apply the (P.O.S.S.E) Strategy. The practical significance is (0.85), which

means 85% of the variance in the students' performance at the post-test is due to (P.O.S.S.E) Strategy.

## **Critique**

The survey of the previous studies shows that all of them are related to the same topic of the present study, i.e. Reading. Concerning the purpose, Aprilia (2015) aims at using a new strategy (POSSE) in teaching RC. Whereas El-Qassas's study (2015) aims at investigating the effect of critical reading story on improving some creative writing skills and Jameel (2017) aims at showing the effectiveness of using (P.O.S.S.E) Strategy in improving RC. The present study shares Aprilia (2015) and Jameel(2017) studies' in being concerned with investigating the effect of using POSSE on college students' performance in RC and differs from El- Qassas ( 2015) study.

The sample of the present study which is randomly selected shares with Jameel(2017) in being dealt with the Department of English whereas the other two studies Aprilia (2015) and El- Qassas(2015)in being dealt with secondary school. Also, the present study agrees with Jameel(2017) in the sense that these studies include both male and female students and differs from Aprilia (2015) and El- Qassas(2015)which involves female students only.

The procedures followed in the current study are in agreement with Aprilia (2015) and Jameel (2017) since the two studies use the pre-post test and observational checklist as the main tools of their studies and differ from El-Qassas (2015) which includes test, when the test is the main instrument of the study. All previous studies display that the performance of students in the experimental group is significantly higher in average than the performance of students in the control group. This means that the (P.O.S.S.E) strategy is useful for them in teaching RC.

# **Chapter Three**

## **Methodology and Procedures**

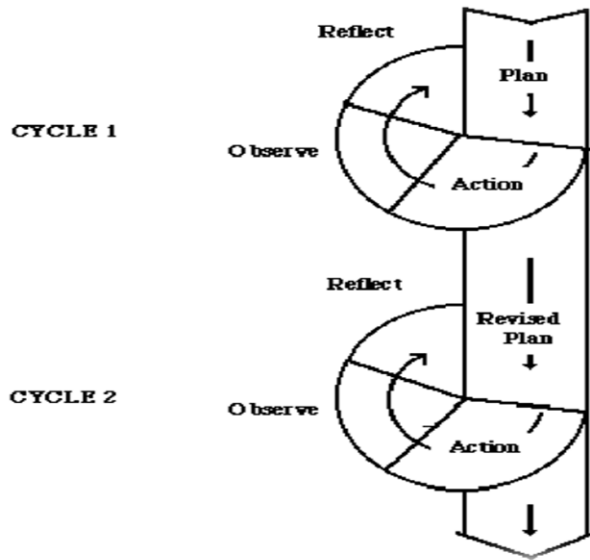
### **3. Introductory Note:**

This chapter deals with the procedures followed in carrying out the plan of the study. More specifically, it is devoted to the following experimental design, population and sample selection, equivalence of the sample subjects, students' performance in the pre test, instructional material, sample's instruction, construction of the test, validity of the test, pilot study, reliability of the test, item analysis, final administration of the test, scoring scheme, and the statistical tool used for analyzing the collected data.

### **3.1 Experimental Design**

Educational action research is basically a strategy to develop teachers as researchers in order to apply their research to improve their teaching and thus their students' learning (Elliott, 1991:3).

Kemmis and McTaggart (1988) suggest a model of a classical action research (see figure 1). The figure states briefly the more important ideas about the fundamental phases in an action research study. There are eight stages of action in this model. Those are the planning, first action, first observation, first reflection, revision against first planning, second action, second observation, and second reflection (Burns, 2010: 8 -9).



**Figure 6 Model Based on Kemmis & McTaggart(2010,9)**

The current research is an action research study. In this research, the researcher was directly involved in improving students' RC ability. It is aimed at exposing the process of students' RC ability improvement. The nature of action research that would be carried out at the College of Basic Education / Department of English, third stage was collaborative which involved the instructor as the collaborator and the researcher herself.

In order to achieve the aims of the study, the "Pre test- Post test Control Group Design", as shown in Table (1) is used as the experimental design needed to carry out the experiment of this study.

**Table 1**  
**The Experimental Design**

<b>Experimental group</b>	<b>Pre Test</b>	<b>Independent Variable</b>	<b>Post Test</b>
<b>Control group</b>	<b>Pre Test</b>	_____	<b>Post Test</b>

Two equivalent groups of the students are selected randomly. The two selected groups (experimental and control) have been exposed to the pre test in order to assert that they are on equal level in their previous knowledge .Then the two groups are taught the same instructional material, for a period of three months, i.e. twelve weeks. The experimental group is taught critical RC by applying the (P.O.S.S.E) Strategy, and the control group is taught the critical RC by the traditional way. At the end of experiment, both groups are exposed to the post test which has already been applied to find out which group is better in critical RC, i.e. to see the effect of the independent variable (P.O.S.S.E) on the dependent one( students' critical RC) .

### **3.2 Population and Sample**

The population of this study consists of all the third year students of the Department of English, at the College of Basic Education / Misan University for the academic year 2017-2018.The total number of those students is (157 )male and female . Eighty- two students are randomly chosen as the sample of this study. The sample is randomly distributed as follow: (32) students for the purpose of experimental group, (30) students for the purpose of the control group, and (20) students for the purpose of pilot study. In order to increase the sensitivity of the experiment and thereby increase the probability of detecting the effect of such a variance, the experimental and control groups have been equalized in age, parents' academic level, intelligence, and pre - test performance.

#### **3.2.1Equivalence of the Samples**

The different variables may cause a variance in the tests' scores. Students' general level of achievement, age, socio-economic status may play an important role and make a difference in their achievement in English (Good& et al, 1941:366).

### 3.2.1.1 Age of The Students

By applying the t. test formula for the two independent samples, it is found that there is no significant difference between the experimental and control groups in age. The computed t. value is (0.67) under 60 degree of freedom and 0.05 level of significance. While the tabulated value is (1.67) which means that the two groups are equal in their age (see table 2 and Appendix 4)

**Table 2**  
**The Mean, Variance, and “T” Value of the Students’ Age (in month)**

Group	Number of subject	Mean	Variance	Df	Computed t. Value	Tabulated t. Value	Degree of freedom
Experimental Group	32	256.6	271	60	0.67	1.67	0.05
Control Group	30	259.8	426.9				

### 3.2.1.2 Parents’ Academic Level

Another variable that has been controlled is the level of parents’ education. The following arrangement is used to classify the students’ parents according to their education levels: Illiterate level of education, Primary, Secondary education. Preparatory, and University

#### 3.2.1.2.1 Fathers’ Academic Level

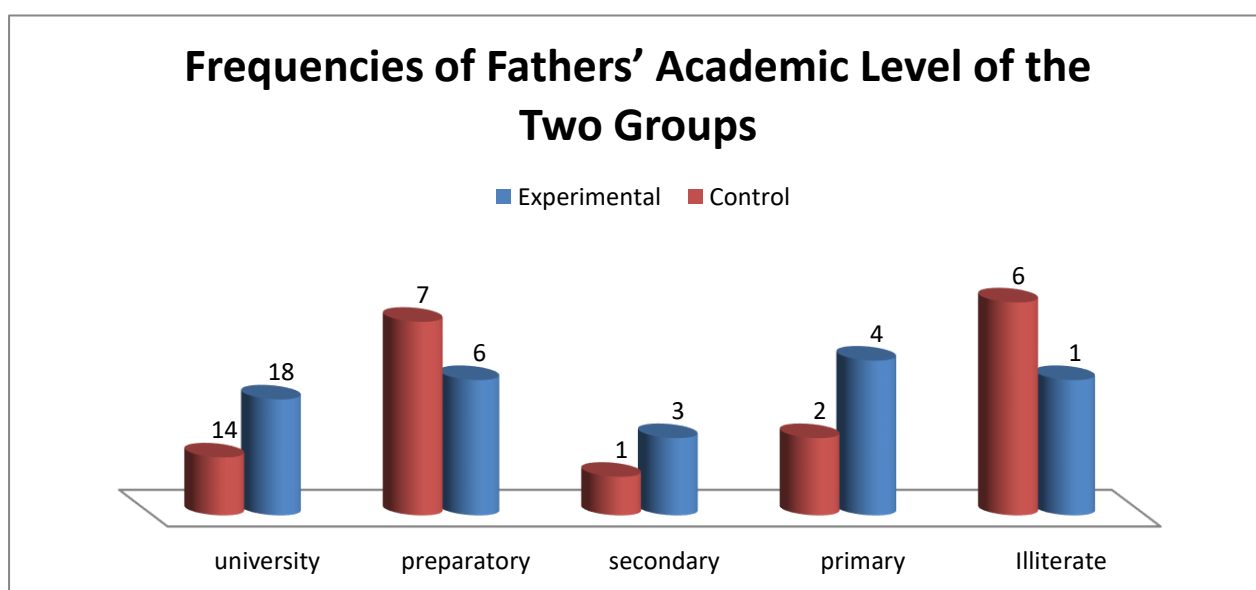
Chi- square formula is used to find out the significant difference between the two groups in this variable and it is found that the computed Chi- Square score is (5.7) , and its counterpart tabulated one is (9.4) which means that the experimental and control groups are equal in their fathers’ Academic level (See table 3, Chart 1).



**Table 3**

**Frequencies of Fathers' Academic Level of the Two Groups**

Group	Illiterate	primary	secondary	preparatory	university	Total	Computed Chi-Square	Tabulated Chi-Square
Experimental	1	4	3	6	18	32	5.7	9.4
Control	6	2	1	7	14	30		
Total	7	6	4	13	32	62		



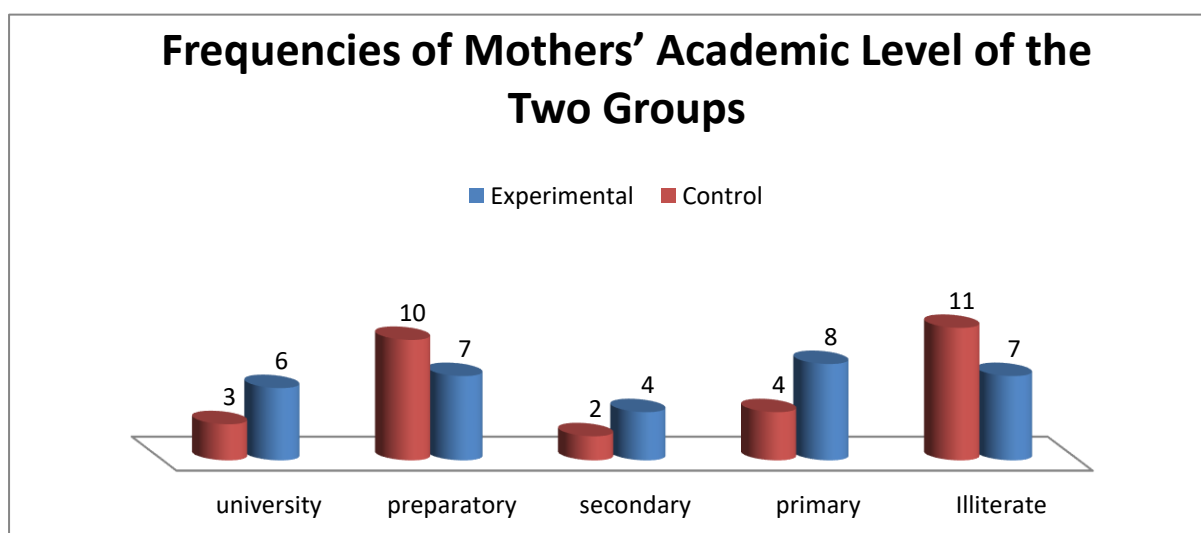
### 3.2.1.2.2 Mothers' Academic Level

Both groups are equal in this variable. From table (4) the obtained Chi-Square score is (4.3), and the tabulated one is (9.4) which states that there is no significance between the two groups in their mothers' Academic level. (See table 4, Chart2)

**Table 4**

**Frequencies of Mothers' Academic Level of the Two Groups**

Group	Illiterate	primary	secondary	preparatory	university	Total	Computed Chi-Square	Tabulated Chi-Square
Experimental	7	8	4	7	6	32	4.35	9.4
Control	11	4	2	10	3	30		
Total	18	12	6	17	9	62		



### 3.2.1.3 Student's Intelligence

The Alfred Binet intelligence scale is used in this study, Binet thinks that intelligence is complex mixture ability, so that the scale focuses on many higher mind ability and links with different levels of individual minds. The questions of the scale start from easiest levels and grow up to the hardest ones. (Yassen, 2017:44)

The researcher chooses the items that are appropriate with students age (16- and above) which consists of (38) items, two marks for each item. The test has been applied on both groups at the same time. The mean score of the experimental group is (92.4), and that of the control group is (93.0). The computed t – value is (0.34), which is below the table t - value, (2.0). So there is no statistical significant difference between the two groups at (0.05) level of significance and 60 degrees of freedom (See Table 5 and Appendix3, 9).

**Table 5**  
**The T– Value for the Students' IQ Test scores**

Group	Number of subject	Mean	Variance	Df	Computed t. Value	Tabulated t. Value	Level of significance
Experimental	32	92.4	31.3	60	0.34	2.0	0.05
Control	30	93.0	58.9				

### 3.2.1.4 Student's Pre-Test Performance

The previous knowledge is a basic factor, for that reason testing before teaching is important to equate the two groups (Lado,1972:283). The mean scores of the experimental group and the control one in previous knowledge concerning the material that would be taught during the experiment are (53) and (48), respectively. The computed t – value is (1.78), which is below the t - table value, which is (2.00). So there is no statistical significant difference between the two groups at (0.05) level of significance and (60) degrees of freedom. (See Table 6 and Appendix 1)

**Table 6**

**The T – Value for the Students' Scores in the Pre – test**

Group	Number of subject	Mean	Variance	Df	Computed t. Value	Tabulated t. Value	Level of significance
Experimental	32	53.00	109.16	60	1.78	2.00	0.05
Control	30	48.00	102.34				

### **3.3 Internal Factors and External Validity of The Experiment**

The researcher determined internal factors and external validity to control the effect of these variables to avoid confounding the results of the study. The main variables that could affect the experiment are the following:

#### **3.3.1 Retroactive History**

In the experiment period, nothing unusual has happened

#### **3.3.2 Morality of the Experiment**

The experiment did not face unexpected effect of this factor during the period of the experiment .Ordinary, non – attendance of some of the sample subjects, because it rarely happened in the two groups.

#### **3.3.3 Selection Bias**

The procedures of sample selection are fundamental that can affect experimental research. This variable has been controlled by the random selection of the sample from the population and the groups. The groups equated statistically in the students' age, the parents' education level, the IQ test scores, and the pre – test scores.

### **3.3.4 The Environment of Classroom**

This experiment has been done in the department of English. The two groups of students, i.e (experimental and control) have the same capabilities and classroom environment. Variables have controlled such as: noise by putting the students in a prof- sound room, number of chairs, lighting, and heating.

### **3.3.5 The Teacher**

To avoid instructor's bias to the traditional method of teaching, the researcher herself has taught the two groups, the experimental and the control.(See Appendix 12)

### **3.3.6 The Timetable**

This variable has been controlled by putting a suitable timetable for both groups. (See Appendix10).

## **3.4 The Instructional Material**

In this section we will talk about the instructional material that have been used in this study such as, the subjects, lesson plans, and study procedure.

### **3.4.1 The Subjects**

The material is chosen from various recourses (Ten passages, see appendix8). So, each passage is going to be covered in one lesson.

### **3.4.2 Lesson Planning**

Lesson plan makes teachers feel that they are commitment, professional, and thinking about the class. Accordingly, plan is a lesson framework for the teachers, it is not fixed and teachers can be the creators to what happens in the

class. Teachers' need to have thought ahead, aims they want their students to get, and how they are going to get it (Harmer, 2000: 121).

The lesson plan for each passage has been prepared in two methods of teaching. i.e. (P.O.S.S.E) strategy for the experimental group and the conventional method for the control group (See Appendix6). The two plans have been presented to a group of experts specialized in education and teaching method (See Appendix11). The experts accepted the plans and put forward some instructions that have been considered by the present study.

### **3.4.3 Study Procedure**

In this study, there were three procedures are carried out to collect the required data, as follows:

#### **1. Pre- test**

Both experimental and control groups were given a pre-test before the presentation of the material to find out the mean score of both groups before receiving the treatment.

#### **2. Treatment**

After having the pre-test, the experimental group was taught by using (P.O.S.S.E) strategy, while the control group was taught by the conventional method for a period of three months. Action research has four procedures (planning, action, observation, and reflection) (Burns, 2010:8) .The of procedures are described below:

##### **1- Planning**

A lesson plan is designed to develop students' critical reading skills, after observations and interviews with the instructor (the observer) to identify students' RC problems to read critically, the text that will be used and the time of the experiment.

## **2- Action**

The (P.O.S.S.E) strategy is followed to teach reading skills. The texts are chosen eclectically from various resources (See Appendix8) .This Procedure has five steps depending on (P.O.S.S.E) Strategy steps.

**3- Observe:** observation checklist (See Appendix7) is used to note the students reading through teaching learning process. It sheds light on students' problems that would happen in the action steps.

**4- Reflection:** P.O.S.S.E Sheets, and the observation checklists used to reflect, evaluate and describe the effect of (P.O.S.S.E) strategy on students' critical reading skills.

## **3. Post test**

After giving the treatment, the post test was given to each group. It was exactly the same as pre-test in terms of time and the contents. It was intended to find out the mean scores of experimental and control groups.

## **3.5 The Test**

In this section we will talk about the description, validity, reliability, and the pilot administration of the test.

### **3.5.1 Description of the Test**

To judge the degree of success of the experiment, the researcher constructs a test from 12 items. The test was in the form of multiple choice questions. The items were based on the skills of RC levels, focused on critical level. The test was about students' ability in finding the main idea, finding the topic, identifying the title, identifying the author's purpose; distinguishing between fact and opinion, summarizing a paragraph, giving judgments about information, ideas, and author. The results of the scores of pre-test and post-test were used to see the improvement of students' RC skills after they were given the treatment. (See Appendix5). For more, a good test must be valid, reliable and usable.

### 3.5.2 Test Validity

Brown says that *"By far the most complex criterion of a good test is validity, the degree to which the test actually measures what it is intended to measure"* (1987: 221). To be sure that the test has the face validity and content, it was exposed to a jury of ten members (see appendix 11) who are asked to give their agreement, modification or any addition realties to the test.

It is important to note that the pre- post test is judged valid by all the of the jury's members, which means 90% agreement. In fact, all the members agreed on items (1, 2, 3, 4, 6, and 7). In addition, 70% of jury members make addition on item (5), and they suggest changing items (8, 9, 10, 11, and 12) for multiple choice items (see table 7).

**Table 7**  
**The Face Validity of The Test**

Items	agreements	Rejections	Modifications	Percentages
1,2,3,4,6,7	10	0	0	100%
5	5	0	5	50%
8,9,10,11,12	3	0	7	30%

### 3.5.3 Pilot Administration

A pilot test has been conducted to sample of (20) students from the third stage. The pilot test, as Harris (1969:25) refers to *"trying out the test material on a similar group to that for whom the test is being designed"*.

This test was administered on twenty students which have not been involved in the experimental and control groups.Chosen from the third stage of the Department of English, College of Basic Education, University of Misan.



The aim of conducting the pilot test is to determine the suitable time the students need to answer the whole items, so that the time specified to this pilot test will be considered in the final application of the test. The pilot test is necessary to check whether its items are ambiguous or not so that a smooth performance can be achieved in the main test. Likewise, the pilot test is beneficial to know the students' reaction towards it and their general assessment of its contents.

After analyzing and checking, students' pilot answers have shown that the time required for answering the test items is fifty minutes including five minutes for the clarification that is required for answering all the items of the test. At last, no modifications on the test and the scoring scheme are made. Hence, this test could be administered as a main test without any change.

### **3.5.4 Test Reliability**

Lado says that "*Reliability has to do with the stability of scores for the same individuals. If the scores of students are stable the test is reliable; if the scores tend to fluctuate for no apparent reason, the test is unreliable*" (1965: 330).

Test-retest, parallel forms, split-halves, Kuder-Richardson formula, and Alpha Croanbachs' formula are different methods of calculating the reliability of the test (Fulcher and Davidson, 2007:106). Each of these methods has its own advantage for calculating the reliability of tests used for different functions. In this study, the Test-retest method is adopted because it is the suitable one for this study. To determine whether the test of the present study is reliable or not, Pearson Correlation Coefficient formula is used. The method which is used to find out the reliability of the test is re-test. The test was applied on 12<sup>th</sup> of September and 26<sup>th</sup> of October 2017. Fifteen days later, there was a re-test on the same sample.

After calculating correlation coefficient between the first application degrees of test and the second application degrees by using Pearson correlation coefficient, it seemed that reliability coefficient for the two tests was (0.77) as reliability coefficient for RC skills respectively. Its high value clearly indicated the test reliability in measurement.

### **3.5.5 Item Analysis**

This version secures the important features of good test content and face validity suitability of the difficulty level, satisfactory discriminating power, sufficient tempting power of distractors, and a satisfactory coefficient of reliability.

### **3.5.6 Difficulty Level**

The difficulty of an item means “*how easy or difficult the particular item proved in the test*” (Heaton, 1988:178). The test is suitable if its difficulty level is between (0.20 – 0.80) (Bloom, 1971: 66). In this study, the results indicate that the DL of the test items in this study ranges from (0.34) to (0.55), as shown in table (8)

### **3.5.7 Discrimination Power**

It is the degree to discriminate between students with high and low achievement. Brown (1981: 104) says that the item is suitable, when the item is (0.20) and above and if it is less than (0.20) the item is weak and it should be modified or changed. In this study, the results indicate that the DP of the test items in this study ranges from (0.30) to (0.84) (See Table 8).

**Table 8****The Number of the Items with Discrimination Power and Difficulty Level**

<b>Number of Items</b>	<b>The Lower Group 27</b>	<b>The Upper Group 27</b>	<b>Difficulty Level</b>	<b>Discrimination Power</b>
1.	8	17	0.48	0.34
2.	5	20	0.48	0.57
3.	7	17	0.46	0.38
4.	7	19	0.5	0.46
5.	4	22	0.5	0.69
6.	7	19	0.5	0.46
7.	1	20	0.40	0.73
8.	7	19	0.5	0.46
9.	5	13	0.34	0.30
10.	9	20	0.55	0.42
11.	7	19	0.5	0.46
12.	2	24	0.5	0.84

**3.5.8 Evaluation of Tempting Power of Distractors**

Weak distractors make poor discrimination of test items, i.e. any weak distractor should be changed because its tempting power is not satisfactory (Madsen, 1983:183). Accordingly, all the chosen distractors for this study will have sufficient power of tempting poor students as it is shown in table below:

**Table 9**

**The Number of Tempting Power of Distractors.**

Number of Items	Incorrect answers	A	TPD	B	TPD	C	TPD	D	TPD
1.	Upper	2	-0.09	4	-0.01	17	—	3	-0.05
	Lower	7		5		8		6	
2.	Upper	3	-0.07	20	—	2	-0.13	1	-0.07
	Lower	7		5		9		5	
3.	Upper	4	-0.09	3	-0.05	17	—	2	-0.03
	Lower	9		6		7		4	
4.	Upper	19	—	4	-0.07	2	-0.07	1	-0.05
	Lower	7		8		7		4	
5.	Upper	3	-0.11	22	—	0	-0.05	1	-0.17
	Lower	9		4		3		10	
6.	Upper	2	-0.01	19	—	1	-0.19	4	-0.01
	Lower	3		7		11		5	
7.	Upper	20	—	2	-0.25	3	-0.07	1	-0.03
	Lower	1		15		7		3	
8.	Upper	3	-0.17	19	—	2	-0.01	2	-0.03
	Lower	12		7		3		4	
9.	Upper	3	-0.03	8	-0.07	13	—	2	-0.03
	Lower	5		12		5		4	
10.	Upper	4	-0.17	20	—	0	-0.03	2	-0.05
	Lower	13		6		2		5	
11.	Upper	5	-0.15	2	-0.03	0	-0.03	19	—
	Lower	13		4		2		7	
12.	Upper	0	-0.19	2	-0.17	24	—	0	-0.05
	Lower	10		11		2		3	

### **3.5.9 Scoring Scheme**

The whole test has been scored out of 100. The scores have been divided in such a way as to give eight scores for each correct answer of item (1,2,3,4,5,6,7,8,11,12) and ten scores for each of items(9, 10) because the study focuses on the critically reading skills and zero score for the incorrect one. The items that are left by the subjects with no answer have also been given a zero score since they predicate that the subjects have failed to give any answer.

### **3.6 Observation Checklist**

The researcher conducted observation checklist for the research purpose. It is divided into three parts. First part, pre- reading has (5) statements. Second part, whilst- reading has (5) statements. Last part, post- reading has(4) statements. It includes all the steps of (P.O.S.S.E) strategy.

#### **3.6.1 Validity of Observation Checklist**

The validity was obtained by specialists in methodology. According to theirs suggestions, modifications have been made.(See Appendix11 )

#### **3.6.2 Reliability of Observation Checklist**

Triangulations proposed by Burns (1999: 164) were used as the following below:

- **Time triangulation:** the observations were done from March 2018 to May 2018.
- **Investigator triangulation:** the researcher and the collaborator who observe students' performances to avoid the bias.
- **Theoretical triangulation:** The researcher and two instructors who specialized in educational statistics analyzed the data.

### 3.7 Experiment Application

The researcher started the experiment at English department in 11/3/2018 by giving the pre- test for both control and experimental groups at the same time. She started teaching at 18/3/2018, the control group was taught by traditional method, while experimental group taught by P.O.S.S.E strategy. The experiment lasted three months.

### 3.8 The Test Application

After finishing the teaching of the two groups by their own method, the researcher gave the post- test at the same time in 28/5/2018. The researcher herself corrected the test.

### 3.9 Statistical Tools

SBSS has been used to find the Statistic result as the following below:

1- T-Test

$$T = \frac{(\bar{x}_1) - (\bar{x}_2)}{\frac{\sqrt{(n_1-1)s_1^2 + (n_2-1)s_2^2}}{n_1+n_2-2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

$\bar{x}_1$  = mean of first group

$\bar{x}_2$  = mean of second group

$n_1$  = numbers of subjects in first group

$n_2$  = numbers of subjects in second group

$s_1^2$  = Variance of first group

$s_2^2$  = Variance of second group

(Class and Stanley, 1970:295)

2- The statistical formula of Difficulty Level is:

$$DL = \frac{HC + LC}{N} \quad (\text{Madsem, 1983: 181})$$

Where:

HC = High Correct , LC = Low Correct

N = Total Number in Sample.

3-The statistical formula of Power Discrimination is:

$$D = \frac{\text{CorrectU} - \text{CorrectL}}{n}$$

( Heaton, 1988:180 )

Where:

D = discrimination index.

U = upper half.

L = lower half.

n = the number of the students taking the test in one group.

4- Pearson's Formula is:

$$r = \frac{M \sum XY - \sum X \cdot \sum y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where

r = Pearson Correlation Coefficient

N = Number of the Sample

Σ = the "sum of"

X, Y = Two Variables (Phillips: ,106 Glass and Stanley: 1970,114)

$$5- \text{Percentage} = \frac{\text{Number of Arguments}}{\text{Total Number}} \times (100)$$

$$6- \text{Chi- square} = \sum \frac{(O_i - E_i)^2}{E_i} \quad (\text{Al- Baldwi, 2014:348})$$

## Chapter Four

### Results, Conclusions, Recommendations, and Suggestions

#### 4. Introductory Note

This chapter presents the analysis of the collected data and discussion of the obtained results .It is divided into two sections, the sections are devoted to presenting the results obtained from the applications of the pre and post tests on the study sample with reference to the hypotheses of this study.

#### 4.1 Analysis of Data

At the end of the experiment and in order to realize the aims of the study and test its hypotheses, the collected data have been analyzed statistically after the administration of the post test to the two groups of students as follows:

#### 4.1.1 Comparison of Experimental and Control Groups in the Post test Scores

The result of this research shows that there is a difference of the output between both of groups, experimental and control groups, during the administration of the test (Pre- test and Post test). It can be seen in the table (10) below.

**Table (10) The Mean Score of Pre-Test and Post- Test Between Both Groups**

No	Groups	Pre-Test	Post -Test
1-	Control	48	52
2-	Experimental	53	70



Table (11) shows that the mean score between both groups increased from pre- test to post test. The mean score of control group increased from 48 to 52. There was 4 points increase in students’ mean score between pre- test and post- test. While in experimental group, the results show that the mean scores of the experimental group is higher than in control group. The mean scores of the experimental group increased from 53 to 70. There was 17 points increase in students’ mean score between pre-test and post test. This difference takes place because the effect of different treatment on each group. The Experimental group was treated by (P.O.S.S.E) strategy while in control group was treated without (P.O.S.S.E) Strategy. Moreover, the result of computing t-test shows that t-observed (t-obs) is higher than t-table as follows:

**Table (11)**  
**The Results of the T-test Calculation**

Group	No	Test	Mean	Std.deviation	T. value		Level of significance	Results
					Computed.t.value	Tabulated.t .value		
Experimental	32	Pre.test	53	10.4	1.3	2.00	a=0.05 with df 60	<b>9.4 &gt; 2.00</b>
control	30		48	10.1				
Experimental	32	Post.test	70.5	8.19	9.4	2.00		
control	30		52	9.9				

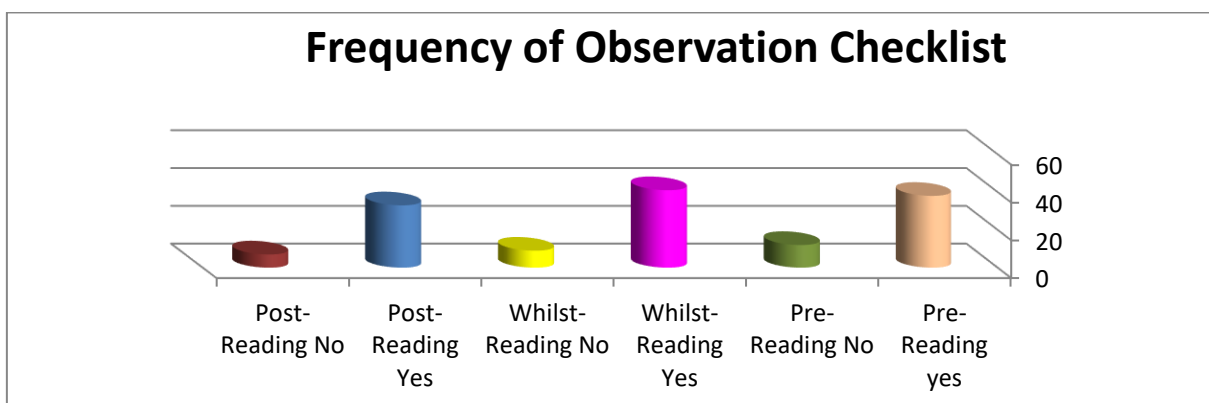
The calculation shows that the t-observed is higher than t- table (9.04 > 2.00) for the degree of freedom df (60) at level of significance  $\alpha = 0.05$ . Therefore, alternative hypothesis (*Ha*) is accepted and null hypothesis (*Ho*) is rejected. It means that “there is a significant effect of applying (P.O.S.S.E) strategy on students’ critical reading skills in reading comprehension”.

### 4.1.2 Observation Checklist Results

Table (12) shows that the mean scores of Pre reading is (1.24), whilst-reading is (1.18), and post- reading is (1.17).while the variance of Pre reading is (0.18), whilst- reading is (0.15), and post- reading is (0.14).Finally, the standard deviation of Pre reading is (0.43), whilst- reading is (0.38), and post- reading is (0.38). (See Chart3)

**Table (12)**  
**Frequency, Percent, Mean, Variance, and Std. Deviation of Observation Checklist**

Pre- Reading	Frequency	Percent	Mean	Variance	Std. Deviation
yes	38	76.0	1.24	0.18	0.43
no	12	24.0			
<b>Whilst- Reading</b>					
yes	41	82	1.18	0.15	0.38
no	9	18			
<b>Post- Reading</b>					
yes	33	66	1.17	0.14	0.38
no	7	14			



## **4.2 Conclusions**

It is concluded that:

1. Teaching critical reading skills in RC by ordinary method is less effective.
2. Using (P.O.S.S.E) strategy in teaching critical reading comprehension has many benefits; it enables the students to be more familiar with learning critical reading skills in comprehension, give them chance to think critically, and reduces some difficulties that face students during learning critical reading comprehension. The (P.O.S.S.E) is vital in giving the student the opportunity to practice how to activate the previous knowledge or experience with the new information in the text .It helps the students to look at the text more deeply.

## **4.3 Recommendations**

1. The EFL teachers should apply (P.O.S.S.E) strategy in teaching reading comprehension.
2. The students are recommended to use the (P.O.S.S.E) strategy in order to improve their reading comprehension. Because it helps them to activate their background knowledge and connect it with the new information provided in the text. Therefore, the students will be able to comprehend the text.
3. Before applying (P.O.S.S.E) strategy the teacher should prepare himself or herself and the material well in making students' awareness of thinking about the topic by asking themselves questions.

## **4.4 Suggestions**

1. A study can be replicated in order to develop students' critical reading skills by using (P.O.S.S.E) strategy in the preparatory stages.
2. A study can be done in order to develop the students' critical reading skills by using (P.O.S.S.E) strategy in other subjects.

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*Elaf*

This study aims at finding out the effect of (P.O.S.S.E) strategy on critical reading skills in reading comprehension of EFL students (third year) of Basic Education Collage at University of Misan. This aim is supposed to be achieved through verifying the following hypothesis below:

-There is no statistical significant difference at P 0.05 between the mean score of the students who are taught by the "Lecture Method", which is the traditional method, and those who are taught by the (P.O.S.S.E) Strategy, according to their pre and posttests results

To achieve the aim and verify the hypothesis of this study, the researcher applied her experiment which lasted (three) months, in second semester of the academic year 2017-2018, depending on pre test- post test control group design. The experiment was applied at the College of Basic Education /Misan University. The population of this study consists of all the third year students at the Department of English whom chosen randomly. After the static excluding of some students, the sample has distributed in two classrooms (i.e.62) as follow: (32) students for the purpose of experimental group (A), (30) students for the purpose of the control group (B).

In order to increase the sensitivity of the experiment and thereby increase the probability of detecting the effect of such a variance, the experimental and control groups have equalized in the following variables: Age, parents' education level, intelligence, and pre - test performance. After determining the teaching material and selecting the subjects of reading comprehension, (ten) lesson plans prepared for the experimental group who was taught by (P.O.S.S.E) strategy. An achievement test has been constructed in order to achieve the aim. The test includes (twelve) multiple choose items. T-test used for dependent and independent samples for processing data, and Chi- square formula.

The results showed there is a significant difference between the Lecture method and (P.O.S.S.E) strategy on the students' critical reading skills in reading comprehension, where the experimental group is higher in post- test than pre- test. In the light of the results, conclusions, recommendations and suggestions have been put.

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**List of Abbreviations**

<b>Abbreviation</b>	<b>Equivalent</b>
P.O.S.S.E	(Predict, Organize, Search, Summarize, Evaluate)
RC	Reading Comprehension
CR	Critical Reading
EFL	English as Foreign Language
ESL	English as a Second Language
DL	Difficulty Level
D.F.	Degree of freedom
SPSS	Statistical Package for Social Sciences
Std. Deviation	Standard Deviation
IQ	Intelligence Quotient
TPD	Tempting Power of Distractors
SQ3R	survey, question, read, recite, and review

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## Appendix 1

### The Students' Scores in The Pre – Test

Experimental Group				Control Group			
No	Score	No	Score	No	Score	No	Score
1	64	18	60	1	32	18	64
2	56	19	66	2	40	19	56
3	48	20	42	3	40	20	56
4	64	21	60	4	32	21	48
5	58	22	66	5	40	22	58
6	64	23	60	6	34	23	64
7	40	24	58	7	32	24	40
8	56	25	60	8	40	25	40
9	50	26	52	9	44	26	52
10	32	27	40	10	60	27	52
11	50	28	44	11	52	28	52
12	58	29	64	12	44	29	40
13	52	30	66	13	40	30	60
14	40	31	32	14	60		
15	40	32	50	15	56		
16	40			16	60		
17	64			17	52		

## Appendix2

### The Students' Scores in The Post – Test

Experimental Group				Control Group			
No	Score	No	Score	No	Score	No	Score
1	66	18	74	1	60	18	48
2	68	19	84	2	42	19	42
3	74	20	76	3	40	20	60
4	66	21	68	4	56	21	52
5	68	22	72	5	66	22	60
6	76	23	84	6	66	23	52
7	84	24	84	7	60	24	60
8	72	25	68	8	60	25	64
9	60	26	76	9	40	26	60
10	58	27	76	10	40	27	60
11	74	28	74	11	48	28	40
12	50	29	60	12	32	29	64
13	66	30	76	13	44	30	48
14	60	31	72	14	40		
15	68	32	60	15	40		
16	76			16	56		
17	68			17	60		

## Appendix3

### The Students' I Q Test Scores

Experimental Group				Control Group			
No	Score	No	Score	No	Score	No	Score
1	86	18	92	1	90	18	92
2	90	19	98	2	84	19	90
3	93	20	94	3	84	20	118
4	92	21	96	4	92	21	106
5	90	22	88	5	92	22	90
6	106	23	96	6	110	23	84
7	80	24	94	7	90	24	94
8	90	25	92	8	88	25	86
9	84	26	96	9	100	26	90
10	94	27	94	10	90	27	94
11	96	28	94	11	90	28	92
12	100	29	96	12	92	29	96
13	96	30	94	13	88	30	98
14	102	31	82	14	94		
15	86	32	92	15	92		
16	88			16	84		
17	86			17	100		

## Appendix4

### The Students' Age in Month

Experimental Group				Control Group			
No	Score	No	Score	No	Score	No	Score
1	249	18	236	1	236	18	240
2	240	19	244	2	299	19	279
3	247	20	250	3	285	20	259
4	287	21	249	4	262	21	267
5	241	22	241	5	248	22	247
6	253	23	263	6	247	23	248
7	253	24	242	7	250	24	233
8	262	25	254	8	253	25	253
9	275	26	260	9	252	26	250
10	249	27	253	10	262	27	297
11	244	28	302	11	241	28	247
12	257	29	274	12	286	29	316
13	248	30	274	13	259	30	261
14	286	31	246	14	237		
15	246	32	239	15	244		
16	285			16	253		
17	263			17	284		

**Appendix5**  
**Test**  
**(With a Letter for the Jury Members)**

**University of Misan**  
**College of Basic Education**  
**Dept. of Higher Studies**

**Dear Sir/ Madam:**

The researcher is conducting a study that aims at investigating empirically the effect of P.O.S.S.E Strategy on Critical Reading Skills of the EFL Iraqi Students of Basic Education College

The instrument of the study is a test consisting of (12) items .As a specialist in TEFL and linguistics, please read the items of the test and thankfully state if they are suitable for this study or not. Any additions, modifications and suggestions will be highly appreciated.

P = Predict

O = organize

S = search

S = summarize

E = Evaluate

**With respect and gratitude**

**Yours**  
*Elaf Allawi*  
**M.A.Candidate**

**Read the following passage carefully:**

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion: ethos, pathos, and logos.

Ethos is a speaker's way of convincing the audience that she is a credible source. An audience will consider a speaker credible if she seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education she has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that she is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to persuade them.

Pathos is a speaker's way of connecting with an audience's emotions. For example, a speaker who is trying to convince an audience to vote for him might say that he alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him. Similarly, a charity organization that helps animals might show audience pictures of injured dogs and cats. These images are intended to fill the viewers with pity. If the audience feels bad for the animals, they will be more likely to donate money.

Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all 7,000,000 of the bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this evidence is much more convincing than simply saying "our soap is the best!" Use of logos can also increase a speaker's ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy.

Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences. The next time you listen to a speech, watch a commercial, or listen to a friend trying to convince you to lend him some money, be on the lookout for these ancient Greek tools of persuasion.



**Choose the correct answer**

**1-Which of the following statements will be the correct title for the passage?**

- a. The ancient Greek philosopher.
- b. An audience.
- c. Tools of persuasion. **(Correct Answer)**
- d. The convincer.

**2- Choose the correct topic sentence.**

- a. Pathos is a speaker's mean of dealing with an audience's feelings.
- b. Ethos, pathos, and logos are three main tools of persuasion. **(Correct Answer)**
- c. A speaker's mood of convincing.
- d. Convincing by using evidence.

**3-What is the main idea of this passage?**

- a. The Greek philosopher Aristotle says that there are three persuasion tools that can help us to convince someone to agree with our opinion. These tools have their own strengths to change someone into your point of view.
- b. How to peruse others in your own point of view by using good tools of convincing. Credible source, emotions, facts, information, statistics, or evidence are effective when you use together.
- c. The ancient Greek tools of persuasion are three Ethos, Pathos, and Logos. Ethos means convince the audience by using credible source, while Pathos by using emotions, and Logos by using facts, information, statistics, or evidence. **(Correct Answer)**
- d. No one of the options above.

**4-** Ali is trying to convince his father to buy him a pair of \$200 shoes. He says: "Dad, the shoes I have are really old and horrible. If I don't get these new shoes, all my friends at collage is going to laugh at me. I will be so embarrassed that I will want to die." **What form of persuasion is Ali using here?**

a. Pathos. (**Correct Answer**)

b. Ethos.

c. Logos.

d. A mixture of ethos, pathos, and logos.

**5-** The author used the words "**If an audience cannot trust you, you will not be able to persuade them**" in order to give:

a. A negative image of persuasion.

b. Advice to persuade people. (**Correct Answer**)

c. An opinion for the reader.

d. How to make other people trust you.

**6-** The author's purpose of this passage is to:

a. Entertain

b. Inform (**Correct Answer**)

c. Persuade

c. No one of the options above

**7-** Aristotle was an ancient Greek philosopher, this statement is:

a- A fact (**Correct Answer**)

b- An opinion

c. a, and b

d. Not a or b

**8-** Select the summary of paragraph five:

a. Persuasion is the art of convincing someone, it has three basic tools: Ethos, Pathos, and Logos.

b. Ethos, Pathos, and Logos are effective when they are use together. (**Correct Answer**)

c. Using facts, information, statistics, or another evidence to make an argument.

d. No one of the options above.

**9- About the topic of this passage, the author:**

- a. Needs more information to be a qualified to write about this topic
- b. Not qualified to write about this topic.
- c. Qualified to write about this topic. **(Correct Answer)**
- d. No one of the options above.

**10-Based on what you already know or believe, the information was relevant to the passage**

- a. No, it was not.
- b. Yes, it was. **(Correct Answer)**
- c. No, not all of them
- d. No one of the options above.

**11. The ideas in the text were:**

- a. Good.
- b. Ambiguous
- c. Not suitable to the text.
- d. Good and clear. **(Correct Answer)**

**12-Depending on the text, the author's conclusion was satisfactory:**

- a. Yes, somewhat
- b. No, it was not
- c. Yes, it was **(Correct Answer)**
- D. No one of the options above.

**Appendix6**  
**A Model Lesson Plan**  
**(With a Letter for the Jury Members)**

**University of Misan**  
**College of Basic Education**  
**Dept. of Higher Studies**

**Dear Sir/ Madam:**

The researcher is conducting a study that aims at investigating empirically The Effect of P.O.S.S.E Strategy on Critical Reading Skills in Reading Comprehension of The EFL Iraqi Students of Basic Education College

Model lesson plans are conducted for experimental and control groups.

As a specialist in TEFL and linguistics. You are kindly requested to read the lesson plans, judge their face validity and decide whether they are suitable for the research purpose.

Any additions, modifications and suggestions will be highly appreciated.

**With respect and gratitude.**

**Yours**  
***Elaf Allawi***  
**M.A.Candidate**

## A Model Lesson Plan for the Experimental Group

Class: Third -grade college students

Date: , 2018

Time: 45 minutes

Group: A

The passage entitled "**Lawrence of Arabia**"

### **Objectives:**

#### **A- General Objective:**

1. To enable students read and understand the passage critically.

#### **B- Behavioural Objectives:**

Students are able to:

1. Predict a suitable title for the passage.
2. Explain unfamiliar words or phrases in the passage.
3. Distinguish between main and minor ideas.
4. Summarize the passage.
5. Point out the topic of the passage.
6. Distinguish between facts and opinions in the passage.
7. Judge the ideas' sequences in the passage.
8. Judge the author's objectivity.
9. Judge the evidence inside the passage.
10. Links between cause and effect in the passage.
11. Recognize author's purpose.

### **Teaching Materials:**

Method: Three stages of reading

Strategy: POSSE strategy (Predict-Organize-Search-Summarize-Evaluate)

#### **a. Pre-Reading**

##### **(Predict)**

1. The instructor shows the students photos related to the passage by using TV.
2. The instructor asks the student to predict a suitable title for the passage.

3. Their predicting written on white board.
4. The teacher gives each student his own Poses strategy sheet.

### **Organize) (**

1- Students classify predictions that have not regularly according to the graphic organizer available at Poses strategy sheet.

### **b. Whilst-Reading**

#### **(Search)**

- 1- Students read the text silently.
- 2- Students explain unfamiliar words or phrases in the passage based on context.
- 3- Students distinguish between main and sub ideas.
- 4- Students point out the topic of the passage
- 5- Students distinguish between facts and opinions in the passage
- 5- Students summarize the text they have read. (**Summarize**)

### **c. Post-Reading**

#### **(Evaluation)**

- 1- Students compare between graphic organizers they created before reading the text (prediction) and after they read the text.
- 2- Students are required to write the meaning of the new words or phrases in the text in POSSE strategy sheet.
- 3- Students judge the ideas' sequences in the passage.
- 4- Students judge the evidence inside the passage.
- 5- Students judge the author's objectivity
- 6- Students recognize author's purpose.
- 7- The instructor collects the students' POSSE strategy sheets.

### **Instructional Material**

-P.O.S.S.E strategy sheet

-White board

-Markers

-PowerPoint

-TV

## A Model Lesson Plan for The Control Group

Class: Third -grade college students

Date: , 2018

Time: 45 minutes

Group: B

Material: The passage entitled ""Lawrence of Arabia""

### Objectives:

#### **A- General Objective:**

1. The students read and understand the passage

#### **B- Behavioural Objectives:**

Students are able to:

1. Give a suitable title for the passage.
2. Explain unfamiliar words or phrases in the passage.
3. Identify the main ideas.
4. Summarize the passage.
5. Find the topic of the passage.
6. Answer comprehension questions related to the passage

### Teaching Materials:

Method: Three stages of reading (Lecture)

#### **a. Pre-Reading**

1. The instructor reads the passage loudly two times.

#### **b. Whilst-Reading**

- 1- Students read the text silently.
- 2- The instructor asks students to translate some words in the passage.
- 3- The instructor asks students to identify the main ideas.
- 4- The instructor asks students to find the topic sentence.
- 5- Students find the main ideas.
- 6- Students summarize the passage.

**c. Post-Reading**

- 1- Students answer comprehension questions related to the passage.
- 2- The instructor asks students to give title.

**Instructional Material**

-White board      -Markers



**Appendix7**  
**Observation Checklist**  
**( with a Letter for the Jury Members )**

**University of Misan**  
**College of Basic Education**  
**Dept. of Higher Studies**

**Dear Sir/ Madam:**

The researcher is conducting a study that aims at investigating empirically The effect of P.O.S.S.E Strategy on Critical Reading Skills of the EFL Iraqi Students of Basic Education College

Observation Checklist is conducted for the research purpose .As a specialist in TEFL and linguistics. You are kindly requested to read the it, decide whether they are suitable or unsuitable.

Any additions, modifications and suggestions will be highly appreciated.

**With respect and gratitude.**

**Yours**  
***Elaf Allawi***  
**M.A.Candidate**

## Observation Checklist

Date:.....

No. of Observing: .....

No.		Reading Action	Yes	No	Observer's notes
i		<b>a. Pre-Reading</b>			
1		The instructor shows the students photos related to the passage by using TV.			
2	<b>Predict</b>	The instructor asks students to predict a suitable title for the passage.			
3		Their predictions are written on white board.			
4		Each student is given his own P.O.S.S.E strategy sheet.			
5	<b>Organiz</b>	The students organize their ideas on their posse strategy sheets.			
ii		<b>b. Whilst-Reading</b>			
6		Students should read the text silently two or three times and the instructor asks them whether they have understood the contents of the text			
7	<b>Search</b>	Students should explain unfamiliar words or phrases in the passage based on context			
8		Point out the topic of the passage.			
9		Students should distinguish between major and minor ideas by using their own words.			

10	Summary	Students should summarize the text they have read.			
iii		<b>c. Post-Reading</b>			
11	Evaluate	Students should compare between the graphic organizers they created before reading the text (prediction) and after reading the text			
12		Students are required to write the meaning of new words or phrases in the text in POSSE strategy sheet.			
13		Students should answer comprehension questions related to the passage.			
14		Students should recognize author's purpose.			

## Appendix8 (The Passages)

### Robots

A robot is a machine. But it is not just any machine. It is a special kind of machine. It is a machine that moves. It follows instructions. The instructions come from a computer. Because it is a machine, it does not make mistakes. And it does not get tired. And it never complains. Unless you tell it to!

Robots are all around us. Some robots are used to make things. For example, robots can help make cars. Some robots are used to explore dangerous places. For example, robots can help explore volcanoes. Some robots are used to clean things. These robots can help vacuum your house. Some robots can even recognize words. They can be used to help answer telephone calls. Some robots look like humans. But most robots do not. Most robots just look like machines.

Long ago, people imagined robots. Over 2,000 years ago, a famous poet imagined robots. The poet's name was Homer. His robots were made of gold. They cleaned things and they made things. But they were not real. They were imaginary. Nobody was able to make a real robot. The first real robot was made in 1961. It was called Unimate. It was used to help make cars. It looked like a giant arm.

In the future, we will have even more robots. They will do things that we can't do. Or they will do things that we don't want to do. Or they will do things that are too dangerous for us. Robots will help us fight fires. They will help us fight wars. They will help us fight sickness. They will help us discover things. They will help make life better.

[\(https://readtheory.org/\)](https://readtheory.org/)

## **The Abominable Snowman**

He has called the "missing link" half - man, half - beast. He is huge, maybe as much as 2.5 meters (about 8 feet) tall. His body is covered with long hair but his face is brown, he is hairless. He walks upright, standing on two feet. He lives near the top of the highest mountain in the world Mount Everest. He is known as the Abominable.

The legend of the Abominable snowman is not new. For years, local people have reported seeing the creature they call "Yeti" the all-eating animal-come down from the mountains and attack villagers, climbers in the 1920s reported stories of huge footprints they saw high in the Himalayas - footprints unlike any animals they had seen before.

In 1951, the explorer Eric Shipton took photographs of enormous tracks in the snow of Mount Everest. Shipton concluded that these footprints could not have been the tracks of any ordinary animal. He assumed that the Abominable snowman really existed and must have walked around in that area.

These days, few people still believe in the Abominable Snowman. There have only been footprints in the snow as evidence of this creature. Scientists say there should have been more evidence. They suggest that the tracks may have been bear tracks the sun can cause tracks to melt and, when the tracks refreeze, they look like large footprints, such as those on Mount Everest. If anyone ever succeeds in catching an Abominable Snowman, they may face a real problem: Would they put it in a zoo or give it a room in a hotel?

(Richards, c. Jack & others. (2004). **New Interchange :English for International Communication**. Cambridge university press. p.75)

## **Nelson Mandela**

Nelson Mandela was born in Transkei, South Africa in 1918. He had an eventful life right from the beginning. While he was in high school, his father died, and he went to live with his cousin, David Dalindyebo. After he finished high he went to Fort Hare University College. 1940, before was able to graduate, Mandela was told to leave the college because he had taken part in a student strike. At about this same time, his family had chosen a girl for him to marry. Mandela wanted to choose his own wife; however, so he ran away from home and made his way the city of Johannesburg.

Soon after Mandela moved to Johannesburg, he got a job as a policeman in a mine. Later, he began studying to be a lawyer. He also became involved in politics and joined the African National Congress, an organization that sought equality ethnic groups in South Africa .At the same time; he studied for two university degrees. Then, in 1952. he and his friend, Oliver Tambo, opened the first black law firm in the country During the next twelve years, Mandela practiced law and was sent to prison several times for opposing government's policy toward black South Africans.

Mandela's life changed completely 1964 when a court found him guilty of trying a revolution against the government. He was given "life imprisonment." During the next twenty-six years, Mandela became the world's most famous political prisoner. Mandela was finally released on February 9, 1990. Four years later, in the country's first free election, Mandela became the first black person to be elected President of South Africa.

Richards,c.Jack& others.(2004).**New Interchange: English for International Communication.** Cambridge university press.p.63)

## **Computers under attack**

Every time you turn on your computer and connect to the Internet, there is a possibility of attack! It could come via an email from a friend, a software program or music you download, or even from CD-ROM you are using. The most common source of danger is a virus' that is, a program that hides itself in documents or software, and then attacks your computer. Sometimes, these are not too serious. They can even be funny, but sometimes they are so serious that they crash the computer other words, they stop computer working. Consequently, some companies and even government departments have had to close while they try to find and destroy a virus. This can cost millions of dollars. One type of virus, known as a Trojan Horse, is designed to get your credit card details or bank. Once it has this information, it is sent to organizations that steal your money from your use your credit card to buy things.

Another danger is 'spyware. Like the Trojan Horse, it hides inside computer so that you don't know it is there. It might not do any damage, but it collects information about you, for example, what you buy online or what music you companies. A more common, but less dangerous, problem is spam, or unwanted advertising. When it first appeared, nobody worried about it, but now it is out of control more than 50% of all email messages in the world are junk or spam. Unfortunately, some people are now using spam to and to get money from them. This is called phishing. The simplest phishing trick is to send an email course that you will get rich. However, to get this money, you must first send your bank details. Of course, they take the money from your bank and you certainly don't get rich! Therefore, next time you're online, make sure your anti-virus program is up-to-date and never give anyone your bank details!

(Philpot, Sarah.(2011).Headway Academic Skills: Reading ,Writing, and Study Skills level 2 .Oxford university press.p.47)

## **What Social Workers Need to Know about Music Therapy**

Mental and physical health professionals may consider referring clients and patients to a music therapist for a number of reasons. It seems a particularly good choice for the social worker who is coordinating a client's case. Music therapists use music to establish a relationship with the patient and to improve the patient's health, using highly structured musical interactions. Patients and therapists may sing, play instruments, dance, compose, or simply listen to music.

The course of training for music therapists is comprehensive. In addition to formal musical and therapy training, music therapists are taught to discern what kinds of interventions will be most beneficial for each individual patient. Because each patient is different and has different goals, the music therapist must be able to understand the patient's situation and choose the music and activities that will do the most toward helping the patient achieve his or her goals. The referring social worker can help this process by clearly communicating each client's history.

Although patients may develop their musical skills, that is not the main goal of music therapy. Any client who needs particular work on communication or on academic, emotional, and social skills, and who is not responding to traditional therapy, is an excellent candidate for music therapy.

(Learning Express.( 2010). **Five hundred one reading comprehension questions.** 4<sup>th</sup> edition. Copyright © 2010 Learning Express, LLC.p97



## Lawrence of Arabia

The film *Lawrence of Arabia* may be somewhat dated by modern special-effects standards, but it remains a high-water mark in the annals of filmmaking. Since we're on the subject of CGI and other computer-generated special effects, *Lawrence* has none for the simple reason that it was actually filmed using real people who really performed the action. The long, slow scenes of camels walking in the desert may seem dull to the modern animation-jaded viewer, but those willing to pay attention to the underlying themes will be well rewarded by what the movie is saying.

And it is the theme of *Lawrence* that really stays with a viewer, even today, some 40 years after it was released. That theme is the age-old story of hubris—the pride of a man which raises him above his peers, only to dash him on the rocks of self-indulgence by the end.

We see this tragic foible of mankind worked out fully in the character of Lawrence himself, who begins the film as a brilliant genius who is eager to get involved in the desert conflicts of World War I. His cocky attitude irritates his superiors and amuses the Arabs fighting alongside the British, but his genius for details and strategy soon overcome all obstacles. Lawrence's brilliant victory at the Suez Canal could only have been accomplished by Lawrence, and his own self-sacrifice and commitment to his followers display the best of his character.

Unfortunately, the baser elements of that character gradually take control as the film moves along, and Lawrence slowly declines into a dangerous blend of despair and self-assurance. The problem gradually becomes evident: Lawrence has grown to believe that he is equal to God, the one who both gives life and takes it away again.

(Learning Express.( 2010). **Five hundred one reading comprehension questions.** 4<sup>th</sup> edition. Copyright © 2010 Learning Express, LLC.p101

## **Mesopotamia**

Mesopotamia was bordered by two rivers: the Tigris and the Euphrates. These rivers had many different branches, or tributaries, feeding into them, creating a vast network of streams and canals. The canals provided a built-in transportation system for the Sumerian and Akkadian peoples who first settled the place. Using the simple canoes and log rafts they built, they could communicate and trade. This ability to trade was especially important since Mesopotamia did not have its own supply of resources such as timber, metals or semi-precious stones, and had to import all of these things. Water routes allowed Mesopotamia to import the materials needed to become an economic power.

Water transport also greatly increased the speed of communication in Mesopotamia. Overland transportation at that time was painfully slow and clunky, via simple wheeled pushcarts, or pack animals such as donkeys or camels. With water transport, settlers could use downstream river currents to ship goods much faster. Raw materials arrived at the bigger towns with greater frequency, which meant that these towns and cities could grow and develop faster. Knowledge and news from other regions could also come in quicker, allowing the Mesopotamians to become savvy and cosmopolitan. So we see that the speedy input of goods and knowledge via the waterways allowed the Mesopotamians a distinct advantage over competing regions, and allowed their economic and cultural life to flourish.

([http://whsmrshancock.weebly.com/uploads/3/8/5/4/38544115/california\\_and\\_mesopotamia\\_similarities\\_and\\_differences\\_1340\\_passage\\_and\\_questions.pdf](http://whsmrshancock.weebly.com/uploads/3/8/5/4/38544115/california_and_mesopotamia_similarities_and_differences_1340_passage_and_questions.pdf))

## **Dot and the Kangaroo**

Dot did not know how long she was sobbing in loneliness and fear, with her head on her knees, and with her little hands covering her eyes so as not to see the cruel wild bush in which she was lost. It seemed a long time before she summoned up courage to uncover her weeping eyes, and look once more at the bare, dry earth, and the wilderness of scrub and trees that seemed to close her in as if she were in a prison. When she did look up, she was surprised to see that she was no longer alone. She forgot all her trouble and fear in her astonishment at seeing a big grey Kangaroo squatting quite close to her, in front of her.

What was most surprising was the fact that the Kangaroo evidently understood that Dot was in trouble, and was sorry for her; for down the animal's nice soft grey muzzle two tiny little tears were slowly trickling. When Dot looked up at it with wonder in her round blue eyes, the Kangaroo did not jump away, but remained gazing sympathetically at Dot with a slightly puzzled air. Suddenly the big animal seemed to have an idea, and it lightly hopped off into the scrub, where Dot could just see it bobbing up and down as if it were hunting for something. Presently back came the strange Kangaroo with a spray of berries in her funny black hands. They were pretty berries. Some were green, some were red, some blue, and others white. Dot was quite glad to take them when the Kangaroo offered them to her; and as this friendly animal seemed to wish her to eat them, she did so gladly, because she was beginning to feel hungry.

(Text by Ethel C Pedley, 1899, with original illustrations by Frank Mahony)

## **Blinky Bill**

The bush was alive with excitement. Mrs Koala had a brand new baby, and the news spread like wildfire. The kookaburras in the highest gum-trees heard of it, and laughed and chuckled at the idea. In and out of their burrows the rabbits came scuttling, their big brown eyes opening wide with wonder as they heard the news.

Over the grass the message went where Mrs Kangaroo was quietly hopping towards her home. She fairly leapt in the air with joy. ‘I must tell Mr Kangaroo!’ she cried and bounded away in great hops and leaps. Even Mrs Snake, who was having a nap, awoke, gave a wriggle, and blinked her wicked little eyes.

The whole bushland was twittering with the news, for a baby bear was a great event. Mrs Koala had a baby every two years, and as Mrs Rabbit had very, very many during that time, you can just imagine how surprised everyone was.

In the fork of a gum-tree, far above the ground, Mrs Koala nursed her baby, peeping every now and then at the tiny creature in her pouch. This little baby was the funniest wee creature. He was only about an inch long and covered with soft baby fur, had two big ears, compared to the size of the rest of him, a tiny black nose, and two beady eyes. His mother and father always had a surprised look on their faces, but they looked more surprised than ever now as they gazed at their baby.

He peeped at them and blinked, as much as to say, ‘Aren’t you glad I’m here?’ Mr Koala puffed out his cheeks with pride, and his wife hugged her baby tighter than ever.

**QCAA.(2010).Teching Reading and Viewing: Comprehension strategies and activities for Years 1–9 .Queensland Curriculum & Assessment Authority .p.4**

## **The human body and temperature**

The human body can tolerate only a small range of temperature, especially when the person is engaged in vigorous activity. Heat reactions usually occur when large amounts of water and/or salt are lost through excessive sweating following strenuous exercise. When the body becomes overheated and cannot eliminate this excess heat, heat exhaustion and heat stroke are possible.

Heat exhaustion is generally characterized by clammy skin, fatigue, nausea, dizziness, profuse perspiration, and sometimes fainting, resulting from an inadequate intake of water and the loss of fluids. First aid treatment for this condition includes having the victim lie down, raising the feet 8 to 12 inches, applying cool, wet cloths to the skin, and giving the victim sips of salt water (1 teaspoon per glass, half a glass every 15 minutes) over a 1-hour period.

Heat stroke is much more serious; it is an immediate life-threatening situation. The characteristics of heat stroke are a high body temperature (which may reach 106° F or more); a rapid pulse; hot, dry skin; and a blocked sweating mechanism. Victims of this condition may be unconscious, and first-aid measures should be directed at quickly cooling the body. The victim should be placed in a tub of cold water or repeatedly sponged with cool water until his or her temperature is sufficiently lowered. Fans or air conditioners will also help with the cooling process. Care should be taken, however, not to over-chill the victim once the temperature is below 102° F.

(Learning Express.(2006). **501 Reading Comprehension Questions**. Published United States by LearningExpress, LLC, New York.p.97)

### Appendix9 (The IQ test)

22. Which one of the designs is least like the other four?



23. Which one of the five makes the best comparison?

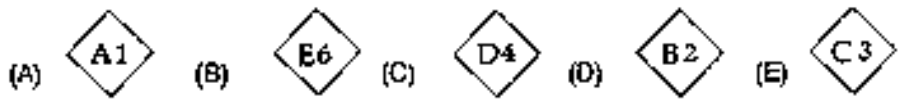
Bullet is to gun as ball is to:

BAT - SLINGSHOT - CANNON - PITCHER - CATAPULT

24. "If some Bifurs are Bofurs and all Gloins are Bofurs, then some Bifurs are definitely Gloins."

This statement is: TRUE - FALSE - NEITHER

25. Which one of the designs is least like the other four?



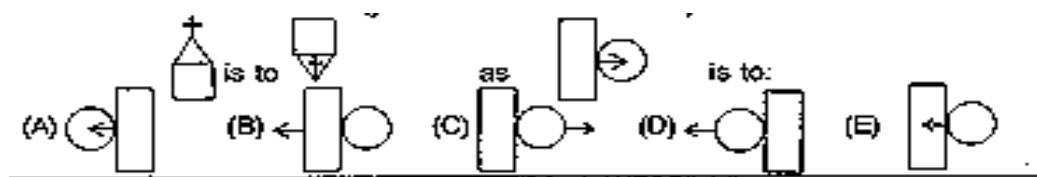
26. Which one of the letters does not belong in the following series:

A - D - G - I - J - M - P - S

The answer is:

D - I - J - M - S

27. Which one of the five designs makes the best comparison?



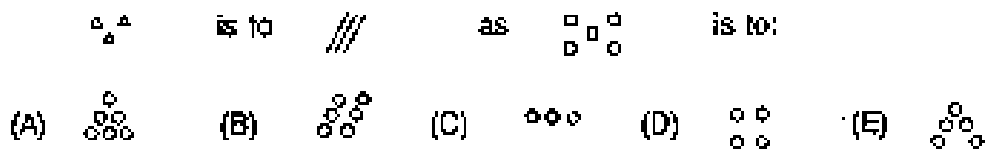
28. The price of an article was cut 20% for a sale. By what percent must the item be increased to again sell the article at the original price?

15% - 20% - 25% - 30% - 40%

29. Which one of the five is least like the other four?

COPPER - IRON - BRASS - TIN - LEAD

30. Which one of the five designs makes the best comparison?



31. Which one of the five is least like the other four?

BOTTLE - CUP - TUB - FUNNEL - BOWL

32. Mary had a number of cookies. After eating one, she gave half the remainder to her sister. After eating another cookie, she gave half of what was left to her brother. Mary now had only five cookies left. How many cookies did she start with?

11 - 22 - 23 - 45 - 46

33. Which one of the five is least like the other four?

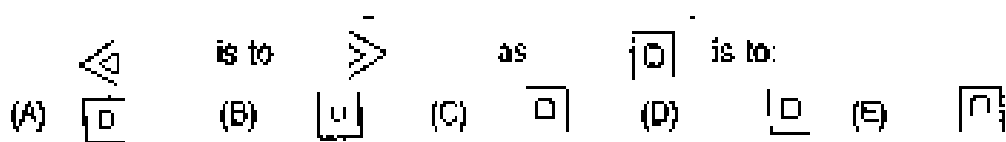
WHEAT - HAY - BARLEY - OATS - RICE

34. Which one of the numbers does not belong in the following series?

2 - 3 - 6 - 7 - 8 - 14 - 15 - 30

THREE - SEVEN - EIGHT - FIFTEEN - THIRTY

35. Which one of the five designs makes the best comparison?



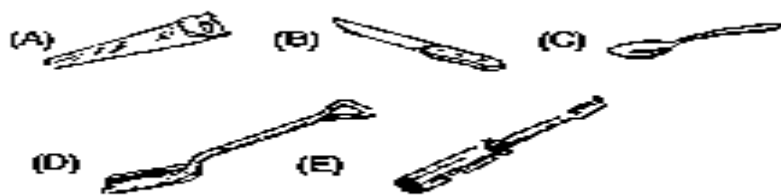
36. "A spaceship received three messages in a strange language from a distant planet. The astronauts studied these messages and found that "Elros Aldarion Elendil" means "Danger Rocket Explosion" and "Edain Mnyatur Elros" means "Danger spaceship Fire" and "Aldarion Gimilzor Gondor" means "Bad Gas Explosion".

What does "Elendil" mean?

DANGER - EXPLOSION - NOTHING - ROCKET - GAS

37. Which one of the five is least like the other four?

Which one of the five is least like the other four?



38. Which one of the five makes the best comparison?

Belt is to buckle as shoe is to:

SOCK - TOE - FOOT - LACE - SOLE

39. Which one of the five designs is least like the other four?



40. John received \$.41 change from a purchase in the drugstore.

If he received six coins, three of the coins had to be:

PENNIES - NICKLES - DIMES - QUARTERS - HALF-DOLLARS

41. Which one of the five designs is least like the other four?

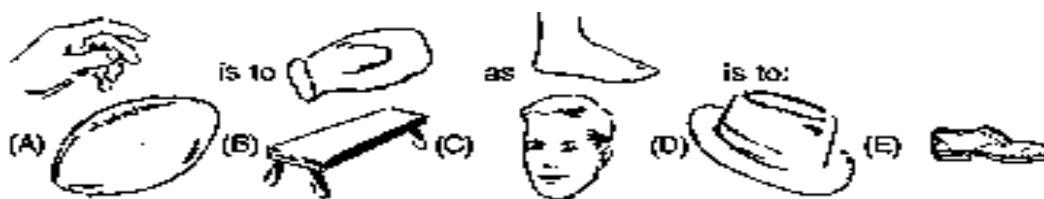


42. If you rearrange the letters "MANGERY", you would have the name of

a:

OCEAN - COUNTRY - STATE - CITY - ANIMAL

43. Which one of the five designs makes the best comparison?



44. "If all Wargs are Twerps and no Twerps are Gollums, then no Gollums are definitely Wargs."

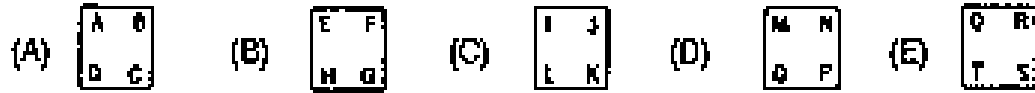
This statement is: TRUE - FALSE - NEITHER

45. Which one of the five is least like the other four?



HORSE - KANGAROO - ZEBRA - DEER - DONKEY

46. Which one of the designs does not belong in the following series?



47. Which one of the five makes the best comparison?

Finger is to hand as leaf is to:

TREE - BRANCH - BLOSSOM - TWIG - BARK

48. John's mother sent him to the store to get 9 large cans of peaches. John could only carry 2 cans at a time. How many trips to the store did John have to make?

4 - 4½ - 5 - 5½ - 6

49. Which one of the five designs is least like the other four?



50. Which one of the five make the best comparison?

Foot is to knee as hand is to:

FINGER - ELBOW - TOE - LEG - ARM

51. Which one of the five designs is least like the other four?



52. Mary was both 13th highest and 13th lowest in a spelling contest. How many people were in the contest?

13 - 25 - 26 - 27 - 28

53. Which one of the five makes the best comparison?

Water is to ice as milk is to:

HONEY - CHEESE - CEREAL - COFFEE - COOKIE

54. Which one of the numbers does not belong in the following series?

1 - 2 - 5 - 10 - 13 - 26 - 29 - 48

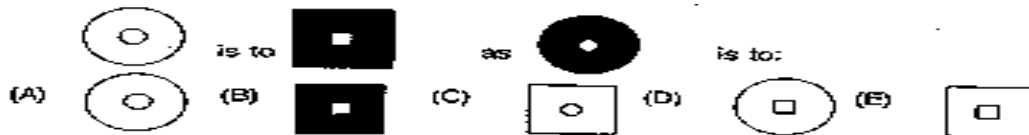
55. Which one of the five is least like the other four?

HAM - LIVER - SALMON - PORK - BEEF

56. "If all Fleeps are Sloops and all Sloops are Loopies, then all Fleeps are definitely Loopies."

This statement is: TRUE - FALSE - NEITHER

57. Which one of the five designs makes the best comparison?



58. Which one of the five is least like the other four?

INCH - MILE - ACRE - YARD - FOOT

59. Which one of the five designs makes the best comparison?



60. "A fish has a head 9" long. The tail is equal to the size of the head plus one-half the size of the body. The body is the size of the head plus the tail." How long is the fish?

27" - 54" - 63" - 72" - 81"

## Appendix10

**Table 1The Timetable of The Two Groups**

<b>Days</b>	<b>Date</b>	<b>Time</b>	<b>Group</b>
<b>Sunday</b>	<b>18/3/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>25/3/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>1/4/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>8/4/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>15/4/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>22/4/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>29/4/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>6/5/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>13/5/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>
<b>Sunday</b>	<b>20/5/2018</b>	<b>10:30 – 11:30 A.M</b>	<b>A</b>
		<b>11:30- 12:30 A.M</b>	<b>B</b>

## Appendix11

### The Jury Members

No.	Academic Rank	Name	Place
1.	Professor	Adil Al- Thamery	College of Arts/ University of Basra / Ph.D.
2.	Professor	Ala' Hussein Oda	College of Education for Human Sciences/University of Basra /Ph. D.
3.	Professor	Dhuha Atalla	College of Basic Education/Al-Mostanssriy University /Ph.D.
4.	Professor	Jameel Qasim	College of Education for Human Sciences/University of Basra /Ph. D.
5.	Professor	Mahdi Al- Kazali	College of Languages/ University of Baghdad / Ph.D.
6.	Assistant Professor	Abdul Karim Fadl	College of Education/ University of Baghdad/ Ibin Rushd / Ph.D.
7.	Assistant Professor	Adil Malik Kanfar	College of Arts/ University of Basra / Ph.D.
8.	Assistant Professor	Bushra Al- Noori	College of Education/ University of Baghdad/ Ibin Rushd / Ph.D.
9.	Assistant Professor	Bushra Nima	College of Education/ University of Baghdad/ Ibin Rushd / Ph.D.
10.	Assistant Professor	Fatima Raheem	College of Basic Education/Misan University /Ph.D.

## Appendix12

Higher Education And Scientific Research Misan University The Basic Education College Graduate Studies	بِسْمِهِ تَعَالَى وزارة التعليم العالي والبحث العلمي جامعة ميسان كلية التربية الأساسية الدراسات العليا
No : Date :	العدد : ١٧٢ التاريخ : ٢٠١٧/١١/١٤ ﴿ لَقَدْ خَلَقْنَا الْإِنسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴾
إلى / كلياتنا / قسم اللغة الانكليزية م / تسهيل مهمة	
تهديكم أطيب التحيات ...	
يرجى تسهيل مهمة طالبة الدراسات العليا / الماجستير ( ايلاف علاوي جعفر ) إحدى طلبات كلياتنا في السنة الثانية ( البحثية ) للعام الدراسي ( ٢٠١٧/٢٠١٨ ) لإكمال متطلبات رسالة الماجستير .. علما انها ما زالت مستمرة في الدراسة ... مع فائق الشكر والتقدير	
أ د محمد كريم حلك معاون العميد للشؤون العلمية والدراسات العليا	
١ تشرين الثاني / ٢٠١٧	
نسفة منه الى	
<ul style="list-style-type: none"> <li>• كلية التربية الأساسية / الشؤون العلمية ... للحصول بالاطلاع مع القدر .</li> <li>• السفارة</li> </ul>	
Iraq - Misan - Al Kahlā Road E-mail: drawati@misiu.bec@gmail.com	
العراق - ميسان - طريق الكحلām	

## المستخلص

تهدف الدراسة الحالية الى معرفة اثر استخدام استراتيجيات تنال القمر في تنمية مهارات القراءة الناقدة للطلبة متعلمي اللغة الانكليزية لغة اجنبية في الاستيعاب القرائي في كلية التربية الاساسية.

ولغرض تحقيق الهدف تم صياغة الفرضية التالية:

- لا توجد فروق ذات دلالة احصائية عند (0.05) بين متوسط درجات الطلاب الذين يدرسون بواسطة الطريقة التقليدية, والطلبة الذين سوف يدرسون بواسطة استراتيجيات تنال القمر في نتائج الاختبار القبلي والبعدي.

لتحقيق هدف البحث والتثبت من فرضيته, قامت الباحثة طبقت التجربة التي استمرت ثلاث اشهر من الفصل الدراسي الثاني للعام الدراسي 2017-2018. استخدم التصميم التجريبي ذو المتغير المستقل. تم تطبيق التجربة على طلبة المرحلة الثالثة من قسم اللغة الانكليزية في جامعة ميسان/ كلية التربية الاساسية حيث اختيرت العينة بطريقة عشوائية وبعد التكافؤ الاحصائي, قسمت العينة الى مجموعة تجريبية (32) طالبا وطالبة و (30) طالبا وطالبة للمجموعة الضابطة و لغرض عزل المتغيرات التي قد تؤثر على التجربة تم تكافؤ المجموعتين بالعمر محسوبا بالاشهر, تحصيل الابوين, الذكاء, و الاختبار القبلي.

بعد تحديد مواضيع الاستيعاب, صممت عشر خطط تدريسية للمجموعة التجريبية التي تدرس بواسطة استراتيجيات تنال القمر. تم بناء اختبار متكون من اثنا عشر فقرة من نوع اختيار من متعدد. واستخدمت الباحثة الوسائل الاحصائية متمثلة ب: T- Test و مربع كاي. و اظهرت النتائج بان هناك اثر ايجابي لاستخدام استراتيجيات تنال القمر على تنمية المهارات القراءة الناقدة لصالح المجموعة التجريبية استنادا لنتائج الاختبار, وفي ضوء النتائج تم صياغة بعض الاستنتاجات و وجهت بعض التوصيات والمقترحات.