Effectiveness of Using Scaffolding Strategy on Developing Seventh Graders' Reading Comprehension Skills

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Student's name: 
Signature: 
Date: 

اسم الطالب/ة: محمود زكي العيلة 
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Effectiveness of Using Scaffolding Strategy on Developing Seventh Graders' Reading Comprehension Skills

Prepared by:
Mahmoud Z. Al Aila

Supervised by:
Prof. Awad S. Keshta

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2015
نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيك لجنة الحكم على أطروحة الباحث/ محمود زكي مصطفى العيللي لنيل درجة الماجستير في كلية التربية/
قسم مناهج وطرق تدريس وموضوعها:

فعالية استخدام استراتيجية الدعائم في تنمية مهارات الفهم القرائي لدى طلاب الصف السابع

Effectiveness of using scaffolding strategy on developing 7th graders' reading comprehension skills

وبعد المناقشة العلنية التي تمت اليوم السبت 04 محرم 1437هـ، الموافق 17/10/2015م الساعة

العشرة صباحاً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

أ. د. عوض سلامة بنت سعادة
مشترفاً ورئيساً

د. صادق سالم فروانية
مناقشةً داخلياً

أ. د. حسن علي أبو جراد
مناقشةً خارجياً

وبعد المداولات أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس.

واللجنة إذ تمنح هذه الدرجة فإنها توصي بهبقة الله وولعه طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والمؤذن (التوقيع)

نائب الرئيس لشؤون البحث العلمي والدراسات العليا

أ. د. عبد الوؤف على المناعمة
1. Read! In the Name of your Lord, Who has created-

2. Has created man from a clot.

3. Read! And your Lord is the Most Generous,

4. Who has taught by the pen

5. Has taught man that which he knew not.
“All Teaching Is Not Scaffolding, But All Scaffolding is Teaching”

Rodgers and Rodgers (2004)
Dedication

To my father, you left fingerprints of grace on our lives. Your absence is presence, my teacher.

To my mother, for her endless support and selflessness.

To my wife, for always being there for me, for her kindness and devotion.

To my sons, brothers and sisters, for their love.
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All thanks are extended for almighty God. All praise is directed to Allah who enables me to write this research. As Prophet Mohammad, peace be upon him, said: " he who is thankless to people, is thankless to God ".

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Finally, I reiterate my cordial acknowledgement and high appreciation to those who helped me in this study, my thanks and gratitude will go with you forever as we continue our educational journey.
Abstract

Effectiveness of Using Scaffolding Strategy on Developing seventh Graders' Reading Comprehension Skills

This study aimed at examining the effectiveness of using scaffolding strategy on developing reading comprehension skills for the seventh graders at UNRWA schools in Gaza.

In order to achieve the aim of the study, the researcher adopted an experimental research design. The sample of the study which was purposefully chosen consisted of (63) students. The experimental group included (32) students taught reading comprehension by scaffolding techniques, while the control group included (31) students who were taught reading comprehension by an ordinary way. The experiment was conducted in the second term of the school year (2014-2015).

The researcher conducted a content analysis card to determine the reading comprehension skills in the content of *English for Palestine 7A pupil's book* and used Holsti's equation to count the reliability of the analysis. According to the result of the analysis, the researcher designed an achievement test. The validity of the test was refereed by the specialists and Pearson Correlation Coefficient, whereas the reliability of the test was measured by Kuder Richardson 20 equation and Split Half Technique. The results of the achievement test were statistically analyzed by using T-test Paired Sample to measure the differences in reading comprehension skills between the pre-test and the post-test of the experimental group. T-test Independent Sample was used to measure the differences in reading comprehension skills between the experimental group and control group in the post test. Furthermore, the effectiveness of scaffolding strategy was measured by "Effect Size" technique to ensure that the effect on the levels of the reading comprehension skills had not taken place accidentally. The results of the study indicated that there were statistically significant differences between the mean scores of the experimental group and those of the control group in favour of the experimental group. The differences were attributed to the use of scaffolding strategy.

Based on the findings, the researcher recommended English language teachers adopt scaffolding strategy in teaching English in general and in teaching reading in particular. Also, he recommended coordinators, supervisors and specialists hold training courses to train English language teachers on using the scaffolding strategy.
ملخص الدراسة

فعالية استخدام استراتيجية الدعائم في تنمية مهارات القراءة لدى طلاب الصف السابع

هادفت هذه الدراسة إلى دراسة فعالية استخدام استراتيجية الدعائم في تطوير مهارات القراءة والفهم لطلاب الصف السابع في مدارس الأونروا في قطاع غزة للعام الدراسي 2014-2015.

وبالإضافة إلى ذلك، تم استخدام الدراسة لتحديد مدى ملائمتها وفعالية استخدام استراتيجيات الدعائم، حيث تم طبقتها على عينة من 63 طالبًا من مدرسة نور جباليا الإعدادية "ه". وتشكل هذه الدراسة عينة تمثلية وذات منهج تجريبي في تطوير مهارات القراءة وفهم الطلاب في صفوف الصف السابع في مدارس الأونروا في قطاع غزة.

وجملةً، هدف الدراسة كان دراسة فعالية استخدام استراتيجيات الدعائم في تطوير مهارات القراءة والفهم لطلاب الصف السابع في مدارس الأونروا في قطاع غزة للعام الدراسي 2014-2015.

ومن أجل جمع البيانات، قام الباحث بإعداد أدوات لدراسة مهارات القراءة. أُعدت الأداة الأولى بطاقة تحليل محتوى، وتم استخدام معادلة "هلوستي" لتحديد القيم الوسطى والثابتة. وتم استخدام اختبار "تكريت" لقياس الفروق في أداء المجموعتين في اختبار الإعداد.

وقد تم استخدام معادلة "كودر ريتشارد سون" لحساب الفروق في أداء المجموعتين. وتم استخدام معادلة "أي" لقياس الفروق في أداء المجموعتين في اختبار الإعداد.

وقد أظهرت النتائج وجود فروق ذات دلالة إحصائية بين مجموعتين. وتم استخدام استراتيجيات الدعائم في تدريس اللغة الإنجليزية بشكل عام، وتم تدريس القراءة على وجه الخصوص.

وقد تم استخدام استراتيجيات الدعائم في تدريس اللغة الإنجليزية بشكل عام، وتم تدريس القراءة على وجه الخصوص. ونظراً للاهتمام بهذه المهمة، كتب الباحث المشرف والمختصين بدورات تدريبية لتدريب معلمي اللغة الإنجليزية على استخدام الإستراتيجيات.
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Chapter I
Study Background
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Study Background

1.1 Introduction

English language is one of the most worldwide and dominant languages throughout the entire world. Although the number of L1 speakers of Chinese (Mandarin dialect) and Spanish is more than the number of L1 speakers of English worldwide, the number of L2 speakers of English is noticeable and matchless. According to Ethnologue (2013-updated 2014) L1 speakers of English are 400 million, whereas, L2 speakers of English are 800 million.

The importance and prevalence of English cannot be denied and accordingly learning and mastering it becomes a necessity for Palestinian EFL learners. Reading is regarded as the most vital skill for students; consequently, it is believed that the more one reads, the more one learns. Alan (2011:37) believes that "reading is the most important skill a child can develop, learning to read is an important skill every child must develop to be successful in school".

The researcher considers that reading comprehension is an essential skill that enables students to acquire knowledge and it paves the way for any good education. If readers read without comprehension, the aim of reading is not fulfilled.

Harmer (2007: 99) states that reading is fruitful not only for careers, study, and pleasure, but also for language acquisition. He further states that reading provides a good model for English writing, provides opportunities to study vocabulary, grammar, and punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts. The NRP (2000) found that reading comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text that can be explicitly taught through text comprehension instruction.

Although the Palestinian English language curriculum aims at developing language skills, the Palestinian EFL learners still encounter difficulties in all language skills especially reading comprehension. This is clearly observed by the researcher as an English language teacher and from the teachers’ complaints. Unsurprisingly, the new English Language Curriculum in Palestine (2013) focuses on reading comprehension. Thus, some of its objectives are to equip students with the reading skills that they need for reading comprehension and to develop students into more independent learners who can think and act for themselves and to take an increasingly active role in their own learning. The active role of student is the backbone of the success of learning. Many students are not ready for this role which, in turn, makes learning more challenging (Suherdi, 2008).

In order to overcome language barriers, grasp new information and prepare the students for life, students should learn how to construct their knowledge and comprehension through interaction.

The researcher, as an English language teacher, has noticed children who lack sufficient reading comprehension skills, and once they get help and assistance they perform better in reading comprehension tasks. Dawoud (2013) observes some students want to read but cannot read. Lack of basic reading skills blocks their way. She stated that their performance just needs help and support that we should strive for. In other words, practice and encouragement lead to independent readers. The students’ low performance on reading comprehension tasks, lessons, and tests, requires reconsidering the traditional strategies and adopting new ones that depend on support, assistance and explicit instruction. Recent instructional approaches emphasize learning by engaging learners in knowledge construction.
Reiser (2004) points out that if learners receive support and assistance, they will successfully perform certain tasks and move to more complex ones. Without such assistance, these tasks would be beyond their ability; therefore, building on the acquired experience and skills, students reshape their knowledge and improve their performance.

Olson and Land (2007) reinforce the importance of explicit teaching, modeling and providing guided practice in a variety of strategies to help students read and write about challenging texts and involving students as partners in a community of learners.

Sukyadi and Hasanah (2010) elaborate that students need appropriate instruction from the teachers. In this case, teachers should play a role as an additional power to gear students' ability in improving their reading skills. They should assist the students from the very beginning level. They should help students to move toward new skills, concepts, or levels of understanding by considering their current ability. They are responsible to initiate each new step of learning, building on what students are currently able to do alone.

Vacca (2008) suggests that when guided, supported and provided with the necessary attributes, students become more responsible for their learning, more motivated, and more successful.

English language teachers have to adopt new strategies in their classes in order to improve their students' reading comprehension skills and achievement. According to Hamouda in (El Kahlout, 2010:4):

Most teachers conduct methods of teaching which mainly depend on memorizing rules and structures. Students are not given the chance to acquire language skills or to use language effectively.

Hence, teachers are in need of new strategies and techniques that interpret language not only as sentences, vocabulary or structure, but also as a practice of thoughts and culture.


The researcher adopted a strategy that had never been examined previously on English language skills in Palestine. The researcher sought to develop students' reading comprehension skills. Hence, it was important to carry out this study as a step towards improving students' reading comprehension skills and increasing their performance through implementing “Scaffolding” Strategy.

Scaffolding is perceived as the strategy used by teachers to facilitate learners' transition from assisted to independent performance (Cooper, 2000:33-34; Gibbons, 2002). The philosophy underpinning this approach is substantially explained in the writing of Brunner built from the works of Vygotsky (Pinter, 2006: 12).

Scaffolding is used to bridge between students' independent and supported operating levels. Scaffolding is temporarily provided and it is gradually removed bit by bit as the learners become more competent independently (Collins in Yu, 2004; Cameron, 2001:8).
Fisher and Frey (2010) state that the underlying idea for learning scaffolds is relatively old. Most people trace the concept to the constructivist Lev Vygotsky’s (1978) idea of the "zone of proximal development" (ZPD) which is the discrepancy between what a child can do independently and what he/she can do under adult guidance or in collaboration with the teacher or more capable peers. Vygotsky argued that knowledge is constructed through social interaction and then within the individual. Guidance and collaboration with a more knowledgeable person causes movement of learners from a lower level to a higher level. This process is what led Vygotsky to write: "Through others, we become ourselves" (Rieber, 1998). In Vygotsky’s words, the zone of proximal development “awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment”.

However, Vygotsky did not use the term scaffold or scaffolding. The term scaffold, as applied to learning situations, is generally attributed to Wood, Bruner and Ross (1978), who described it as a “…process that enables a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts” (p. 90). In other words, it is the process of temporarily providing support to a learner within a social context and then gradually withdrawing this support as the learner becomes capable of independence in performing tasks and children could accomplish the task at a higher level.

Similar to the scaffolding used in construction, "scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler" (Benson, 1997). Once students are able to complete or master the task, the scaffolding is gradually removed or fades away and the responsibility of learning shifts from the instructor to the student.

Several key characteristics of scaffolding can be identified: the interaction must be collaborative within the learner’s zone of proximal development, (Beed, Hawkins, & Roller, 1991; Wood & Wood, 1996) the “scaffolder” must access the learner’s level of comprehension and then work at a slightly beyond that level, drawing the learning into new areas of exploration (Rogoff, 1990), and scaffold is gradually withdrawn as the learner becomes more competent (Palincsar, 1986).

Many researchers and many studies have contributed to instructional scaffolding methods and techniques. Palincsar (1986) identifies modeling, questioning and explanation which can be used to make the task requirements explicit. Billett (1993) suggests ways to gradual removal of scaffolding as knowledge and skill increase: initial knowledge building, demonstration, initial practice, guided practice, independent practice, assessment.

Hogan and Pressley (1997) list eight essential elements of scaffolded instruction: pre-engagement; establishing a shared goal; actively diagnosing the understandings and needs of the learners; providing tailored assistance; maintaining pursuit of the goal; giving feedback; controlling for frustration and risk; and assisting internalization, independence, and generalization to other contexts.

Larkin (2002) provides a simple structure of scaffolded instruction. First, the instructor does it. Second, the class does it. Third, the group does it. Fourth, the individual does it. Alibali (2006) suggests a variety of scaffolds to accommodate students’ different levels of knowledge: advance organizers, cue cards, concept and mind map, examples, explanations, handouts, hints, prompts, question cards, question stems, stories and visual scaffolds.
Walqui (2006) identifies six main types of scaffolding instruction in teaching English: modeling, bridging, contextualization, schema building, re-presenting text and developing meta-cognition.

Based on these assumptions, the present research is an attempt to investigate the effect of scaffolding instruction on developing seventh graders’ reading comprehension skills.

1.2 Rationale of the Study

Many teachers complain about the Palestinian students' low level of reading comprehension achievement. In spite of such an emphasis on the reading comprehension skill, many teachers of English in Palestine have always complained that their students are slow readers and poor in comprehension. They argue that their students lack the ability to comprehend their reading text book. Teachers have also complained that they spend much time on reading comprehension lessons. As an experienced teacher, I found out that students are weak in reading skills.

Having reviewed the relevant literature, the researcher has figured out that the field of language teaching and learning is poor in studies concerning implementing innovative techniques to develop reading comprehension skills.

Hence, it was important to carry out this study as a step towards improving students’ reading skills and increasing their performance through implementing scaffolding strategy.

1.3 Statement of the Problem

Through the researcher's work and experience as a teacher of English language at UNRWA schools, he noticed the feeble performance of the seventh grade students at English language achievement tests, especially reading comprehension questions. Thus, the researcher believes that the problem of the present study springs from students’ fragile performance in reading comprehension tasks. The more the Palestinian students step forward in reading comprehension, the more they demonstrate significant weakness. Although, they learn from the early primary cycle, seven grade learners still encounter serious problems in reading comprehension.

The problem is stated in the following main question:

What is the Effectiveness of using scaffolding strategy in developing seventh graders' reading comprehension skills?

1.4 Study Sub-questions:

The following sub-questions stem from the major question:

1) What are the reading comprehension skills that need to be developed among seventh graders?

2) What is the scaffolding strategy that may develop seventh graders' reading comprehension skills?
3) Are there statistically significant differences at \((\alpha \leq 0.05)\) between the mean scores of the experimental group in the post-test and those of their counterparts in the control group?

4) Are there statistically significant differences at \((\alpha \leq 0.05)\) between the mean scores of the high achievers in the experimental group in the post-test and those of the control group?

5) Are there statistically significant differences at \((a \leq 0.05)\) between the mean scores of the high achievers in the experimental group in the pre and post-test?

6) Are there statistically significant differences at \((a \leq 0.05)\) between the mean scores of the low achievers in the experimental group in the post-test and those of their counterparts in the control group?

7) Are there statistically significant differences at \((a \leq 0.05)\) between the mean scores of the low achievers in the experimental group in the pre and post-test?

1.5 Hypotheses of the Study

1) There are no statistically significant differences at \((a \leq 0.05)\) between the mean scores of the experimental group in the post-test and those of the control group.

2) There are no statistically significant differences at \((a \leq 0.05)\) between the mean scores of the high achievers in the experimental group in the post-test and those of their counterparts in the control group.

3) There are no statistically significant differences at \((a \leq 0.05)\) between the mean scores of the high achievers in the experimental group in the pre and post-test.

4) There are no statistically significant differences at \((a \leq 0.05)\) between the mean scores of the low achievers in the experimental group in the post-test and those of their counterparts in the control group.

5) There are no statistically significant differences at \((a \leq 0.05)\) between the mean scores of the low achievers in the experimental group in the pre and post-test.

1.6 Objectives of the Study

The overall objective of this study is to improve seventh grade students’ English language reading comprehension skills through the use of scaffolding strategy. Thus, the study aims at:

1- Identifying the reading comprehension skills meant to be developed among seventh graders' level.

2- Exploring how effective scaffolding strategy is in developing reading comprehension skills among seventh graders in Gaza.

3- Providing recommendations that may contribute to the improvement of teaching and learning reading comprehension skills through the implementation of scaffolding strategy.
1.7 Significance of the Study
It is hoped that the findings of this study may contribute to:
1) Developing the students' ability and achievement. The students are our main concern and they are the center of the educational process. All the efforts should be focused and directed towards improving and developing the students' performance especially in reading comprehension. Much research proved that Palestinian students encounter huge problems in reading comprehension skills. Instructional scaffolding is an effective strategy for teaching reading comprehension, and such an instruction influences the development of the learners' reading comprehension skills.
2) English language curriculum designers may benefit from this study by integrating scaffolding techniques into the curriculum and providing them with valuable information to be integrated into the curriculum.
3) Teachers will have an additional and innovative instructional strategy that can be used to support students’ learning with understanding. It helps them to teach reading and improve their students' reading comprehension skills when handling reading comprehension texts.
4) Helping supervisors to carry out training courses for teachers of English by raising their awareness of the important role of scaffolding strategy.
5) No research has been conducted to investigate the effect of scaffolding instruction strategy on developing the seventh grade students in reading comprehension skills. This study can be considered as a pioneering one in Palestine, according to the researcher's knowledge, as it aims to provide a more meaningful language learning experience, which implies the elaboration of a more scaffolded language instruction that can take full advantage of the potential of language as a powerful tool used for thinking, communicating/sharing ideas, and problem solving.
6) Providing an experimental model to show the effectiveness of instructional scaffolding strategy to develop seventh graders' English reading comprehension skills.
7) Contributing to further understanding of the role of scaffolding instruction in improving reading comprehension.
8) Contributing to improving the process of teaching English in general and the reading comprehension skills in particular.
9) Opening a wide gate for researchers in the future to explore the effectiveness on other skills such as listening, writing or speaking or in other subjects.

1.8 Limitations of the Study
The study has the following limitations:
1) The study is limited to UNRWA seventh male graders in the North Gaza Educational Area.
2) The study is limited to Jabalia Pre."E" Boys School.
3) The study was conducted during the second semester 2014-2015 for four weeks.
4) The study was conducted on four units.

1.9 Operational Definitions of Terms
The researcher adopts the following operational definitions through reviewing related literature and other previous studies.
1.9.1. The effectiveness
It is the degree of improvement in the learners’ reading comprehension skills as a result of implementing scaffolding strategy. It is statistically measured by Eta square equation.

1.9.2. Reading comprehension
It is the ability to construct meaning from a text through decoding the writers’ words in order to expand and modify one’s understanding and knowledge (Lenz, 2005). The researcher thinks that it is the ability to read a text and understand its meaning.

1.9.3. The zone of proximal development, often abbreviated as ZPD
The Penguin dictionary of psychology (2009) defines it as the difference between what a learner can do without help and what he or she can do with help.

1.9.4. Scaffolding
Teachers provide temporary support that helps students reach higher levels of comprehension that they would not be able to achieve without assistance. The supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

1.9.5. Seventh graders
They are students aged between (12-13). Palestinian learners learn English for twelve school years; three preparatory and three secondary. Grade seven is a shift from the primary school to the preparatory cycle which lasts for three years. They speak Arabic and learn English as a foreign language at school.

1.9.6. UNRWA
Stands for United Nations Relief and Works Agency. Many schools in Palestine are run by UNRWA. UNRWA schools provide education for refugees from grade 1 to grade 9 (Elementary and Preparatory cycles).

1.9.7. High achievers
Students whose total score in the achievement test in English language lies among the highest 25% of other students’ score.

1.9.8. Low achievers
Students whose total score in the achievement test in English language lies among the lowest 25% of other students' score.

1.9.9. Reading skills
Reading skills are specific abilities which enable a reader to read anything written with independence, comprehension and fluency. Some examples are prediction, skimming, scanning, guessing meaning of words from context, summarizing and inference.

1.9.10. Skimming
Skimming means reading a text quickly in order to get the "gist". So a reader forms a general idea before getting into the details of the text (Harmer, 2005). Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it.

1.9.11. Scanning
Scanning means reading a text seeking for certain information; a name, a date or a number (Harmer, 2005).

1.9.12. Inference
Reading behind the literal meaning or reading between the lines. It is a mental process by which readers reach a conclusion based on specific and supporting evidence.
Chapter II

Literature Review
Chapter II

Literature Review

This chapter is divided into three parts. The first part introduces and clarifies, in details, the scaffolding strategy such as its history, importance, types, features, contexts, challenges and implementing it for teaching reading. The second part is about reading comprehension such as definitions, types, strategies, skills, modals, levels and how to teach reading comprehension skills in classrooms. The third part discusses previous studies scaffolding strategy. Reviewing these studies will entail brief details concerning their objectives, samples, tools, findings, conclusions and recommendations. Finally, a commentary on these previous studies will be followed.

PART I

Scaffolding Strategy

Reading is the gateway to learning; without it, L2 learners cannot access a broad and balanced curriculum (Clarke, 2009). This importance may be partly due to the recognition of reading as the most important skill in academic contexts (Grabe, 1991) and partly because of the increase in the number of students who learn English as their foreign or second language worldwide. Alongside with such increase in attention, there has been a longstanding debate about the best methods for teaching children to read and researchers have had the desire to find an optimal way to teach reading. As a result of such desire, different approaches to reading have appeared (Bassiri, 2012).

Although Palestinian seventh graders have been learning English for six years at school, they are highly challenged. To have an impact on the literacy skills of children, we should use effective reading instruction strategies and methods that will enable us to help students who lack the ability to comprehend what they read. Scaffolding plays a key role in fostering reading comprehension (Lutz, Guthrie, & Davis, 2006; Markee, 2004).

In his efforts to prove the effectiveness of scaffolding strategy on the seventh graders' English reading comprehension skills at Gaza UNRWA schools, the researcher reviewed many books and studies about scaffolding strategy which has never been conducted in Gaza before. Many researchers touch in their valuable studies and researches scaffolding strategy and its impact on developing English language learners' skills:

Some studies focus on how to deliver scaffolding to learners. Reiser (2004) points out that in scaffolding, learners receive support and assistance, they will successfully perform certain tasks and move to more complex ones. Students become more responsible for their learning, more motivated, and more successful, when guided, supported and provided with the necessary attributes (Vacca, 2008). The importance of explicit teaching, modeling and providing guided practice in a variety of strategies to help students read and write about challenging texts; and involving students as partners in a community of learners. (Olson & Land, 2007).
Other studies highlight the teacher's role in providing scaffolding. Sukyadi & Hasanah (2010) elaborate that teachers should assist the students from the very beginning level. They should help students to move toward new skills, concepts, or level of understanding by considering their current ability. They are responsible to initiate each new step of learning, building on what students are currently able to do alone.

Walqui (2006) concludes that ELLs whose teachers invite them to engage in high-challenge tasks and provide them with high levels of support, and aware of their progress and the tools needed to attain it, will build up confidence in themselves and their own abilities. Fung, Wilkinson & Moore (2003) identify the effective teacher, as the one who provides explicit explanation, modeling, and scaffolding to help students construct clear understanding of the text content. Such a teacher meets the requirements of a scaffolding teacher.

As scaffolding has proved success in a large number of studies all over the world and it has been never examined before in Palestine. Therefore, the researcher attempted by his study to "Welcome scaffolding to Palestine".

Accordingly, this part is an attempt to deeply investigate scaffolding strategy and its effect and to explore the role of scaffolding within the zone of proximal development (ZPD) in reading comprehension development among English language learners in Palestine.

1. Vygotsky’s Sociocultural Theory (SCT)

Constructivists believe learners create meaning by building upon previous experiences. The acquisition of knowledge is a learner-centered, hands-on process where students construct new ideas or concepts and fit those ideas and concepts into their existing knowledge (Schuh & Barab, 2008). Construction of knowledge takes place during play, exploration, manipulation of objects and materials, and imitation (Johnson et al., 2005). Hands-on exploration of the learning environment and its materials through problem solving as well as opportunities for creative expression are keys to learning (Bodrova & Leong, 2005). There has been a move from behaviorism to constructivism in educational psychology. Constructivists posit that the learner constructs knowledge rather than passively absorbing it (Katz, 1996).

Vygotsky’s theory represents a transition from classical to non-classical psychology (Robbins & Stetsenko, 2002). Vygotsky criticized the behaviorist approach as being too narrow, specialized, isolated and intrapersonal.

Vygotsky’s sociocultural theory (SCT) views on language learning provide a psycholinguistic explanation of the sociocultural circumstances and processes through which pedagogy can foster learning that leads to language development (Nassaji & Cumming, 2000). The basic theme of the Vygotskian theory is that learning takes place in social settings, Vygotsky was more interested in the learning potential that a child might have and what the child might accomplish with the guidance of adults or older peers (Vygotsky, 1978).

In Vygotsky's work and the neo-Vygotskians such as Cole (1996), Lantolf and Appel (1994), and Wertsch (1998, 1991, 1985), one finds a theoretical perspective in which language is understood as mediating and it derives its mediating cognitive functions from social activities, that is to say, not in isolated individual activities.

In the Vygotskian perspective, knowledge is not individually constructed, but co-constructed between two people under guidance or in collaboration with more capable peers. Learners move from one lower level to a higher level. This guidance or collaboration is named later “scaffolding”.

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The main tenets of Vygotsky’s learning theory can be summarized in five points (Walqui 2006):

1.1. Learning precedes development

Traditional psychology assumes that development is a prerequisite of learning which can only be successful after the learner shows that the relevant mental functions have already matured. Instead, Vygotsky proposes that learning is only useful if it is ahead of development, that is, if it challenges learners to think and act in advance of their actual level of development.

1.2. Language is the main vehicle (tool) of thought

Vygotsky considers the basic unit of language is conversational interaction, not sentence structure or grammatical pattern. The internalization of social speech, of dialogue, is mediated by inner private speech. Gradually, as speech is internalized, it changes shape, but even so it remains essentially social and dialogical.

1.3. Mediation is central to learning

Mediation is the use of a tool to accomplish some action. The child learns to use tools of various kinds: sticks, cups, spoons and so on. When language comes along, it provides the most powerful mediation tool of all: mediation by signs, or semiotic mediation. Pointing is accompanied or replaced by linguistic reference; the immediate environment becomes describable and can be commented upon; expectations can be raised about future talk.

1.4. Social interaction and internalization

Internalization refers to the process of constructing an internal representation of physical actions or mental operations that begin in social interactions. Through internalizing elements of social interactions, children develop ways of adapting their own behavior and thinking. Interacting with adults and peers in cooperative social settings gives the learner opportunities to observe, imitate, and subsequently develop higher mental functions (Stahr, 2008). There is a role for individual work in SCT, but only in the context of collaborative work.

1.5. The Zone of Proximal Development (ZPD)

Perhaps Vygotsky’s most influential ideas are those related to zones of development. What a child can do alone and unassisted is a task that lies in what Vygotsky calls the zone of actual development (ZAD). When a teacher assigns a task and the students are able to do it, the task is within the ZAD. They have already been taught and have mastered the skills involved in that task (Wilhem et al., 2001).

The ZPD was developed as a research tool, as a means of establishing the developmental/learning potential of children, particularly children with learning disabilities (such as deaf or blind children) in the Institute of Defectology, which Vygotsky was then directing. He complained that traditional mental tests only tested the already achieved level of competence ‘the past’. The actual level of development (level of independent performance) does not sufficiently describe development. Rather, it is a “yesterday of development”.

If children received appropriate assistance, their performance would be more predictive of what they might be able to achieve ‘the future’. The level of assisted performance indicates what a person can achieve in the near future, what is developing (potential level, “tomorrow of development”, what a person “can be”). In Vygotsky’s words, "what the child is able to do in collaboration today he will be able to do independently tomorrow" (Vygotsky, 1987, p. 211).

Thus he made mental testing a more collaborative, guided experience instead of the solitary, individual performance it had hitherto been. He conducted rigorous experimental studies that showed clear evidence that his ZPD-based testing was a
better predictor of success than the traditional individual test. Vygotsky extended the concept of the ZPD to pedagogical activity.

He argued that to understand the relationship between development and learning, two developmental levels must be distinguished: the actual and the potential levels of development. The actual refers to those accomplishments a child can demonstrate alone or perform independently; in contrast to potential levels of development as suggested by the ZPD—what children can do with assistance. Vygotsky defines zone of proximal development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (1978, P. 86).

The ZPD is used as a metaphor for examining and accounting for ‘how mediational means are appropriated and internalized’ (Lantolf, 2000: 17).

The main aspiration of teaching in the ZPD is to see students being actively engaged in their learning with the future prospect of becoming self-directed, lifelong learners. The definition of the ZPD implies the meaning of teaching as co-construction of knowledge between the teacher and the learner and further transformation of that knowledge into individual knowledge of the learner (Verenikina, 2008).


Clark & Graves (2005, p. 571) define ZPD as the “area between what children can do independently and what they can do with assistance”

In fact, it is only within the ZPD that scaffolding can occur. Working in the ZPD means that the learner is assisted by others to be able to achieve more than he or she would be able to achieve alone.

According to Safadi & Rababah (2012) ZPD provides educational experts a clear and simple guideline about how to support learners at each learning stage. It suggests that the teacher should provide tasks that are at a level just higher than the learners are currently able to do, and teach rules that will help them to make the next stage without help.

It is in the ZPD- where tasks are challenging, but not too challenging and where expert help (not too much and not too little) will accelerate learning (Frey & Fisher, 2010).

McLeod (2012) elaborates the idea of ZPD which is the difference between what children or learners can do without help and what they can do under adult guidance or in cooperation with a more knowledgeable person (Figure 1).

**Figure (1)**

*Zone of Proximal Development*
2. Definitions of Instructional Scaffolding IS

Wood, Bruner and Ross together coined the term scaffolding as a metaphor to describe the effective process by which an adult, a peer, or a competent person assists a child to perform a task beyond his or her current capability.

Wood, Bruner and Ross (1976) define scaffolding as a process that enables a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts.

Bruner (1983) defines scaffolding as a process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it.” Wood (1988) defines scaffolding as: "tutorial behavior that is contingent, collaborative and interactive."

Since then, an increasing number of educational specialists and experts have used the concept to describe and explain the role of adults or more knowledgeable peers in guiding children's learning and development (Stone, 1998; Wells, 1999; Hammond, 2002; Daniels, 2001). IS is the means by which support is provided and adjusted, and it serves the function of ‘facilitating the collaboration necessary between the novice and the expert for the novice to acquire the cognitive strategy or strategies’ (Palinscar, 1986). Like training wheels, scaffolding enables learners to do more advanced activities and to engage in more advanced thinking and problem solving than they could without such help (NRC, 2000).

Instructional scaffolding, is an old concept with a new name. Most teachers have used scaffolding activities in the classroom in one or more ways. Research suggests that providing assistance and support to students through instructional scaffolding optimizes student learning. It is similar to the scaffolding used in construction to support workers as they work on specific tasks (Huggins & Edwards, 2011) . Scaffolding has proven to be one of the most recommended, versatile, and powerful instructional techniques of socio-constructivist teaching (Clark & Graves, 2004). Davis and Miyake (2004) define scaffolding simply as support in the form of reminders or help. They view scaffolding as a component of a larger set of methodology in activity-based learning: modeling (demonstrating), coaching, articulation, reflection, and exploration. Pearson (1996) points out that scaffolding allows teachers to provide cueing, questioning, coaching, corroboration, and plain old information to help students complete a task before tackling it independently. That is, scaffolding can lend support to help bridge a gap between what students know and can do, versus what they don’t know or can’t do, but intended to know and do (Gillies & Boyle, 2005).

Scaffolding is one of the principles of effective instruction that enables teachers to accommodate individual student needs (Simmons et al., 2002). Scaffolding is temporarily provided and it is gradually removed bit by bit as the learners become more competent independently (Yu, 2004; Cameron, 2001). Bradley and Bradley (2004) considere scaffolding as the contextual support for meaning that is offered through simplified language as in avoiding the use of idioms; teacher modeling; using graphic organizers, tables, graphs, and visuals; hands-on learning; and cooperative learning.

Sharpe (2006) expounds the notion of scaffolding that is congruent with the essentially social nature of learning and affirms the importance of language in making meaning within this process.

Jumaat and Tasir (2014) define instructional scaffolding as a guidance or support from teachers, instructors or other knowledgeable persons that facilitate students to achieve their goals in learning. Conceptually, scaffolding means providing students...
with instructions during the early stage of learning before slowly shifting the responsibility to them as they develop their own understanding and skills.

Sawyer (2006) defines instructional scaffolding as a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Instructional scaffolding can be thought of as three related pedagogical ‘scales’. First, there is the meaning of providing a support structure to enable certain activities and skills to develop. Second, there is the actual carrying out of particular activities in class. And, third, there is the assistance provided in moment-to-moment interaction (Gibbons, 2003; van Lier, 1996). As scaffolding is premised upon the notion of handing over (by the teacher) and taking over (by the student), assistance provided should always be only ‘just enough’ and ‘just in time’.

In the classroom, scaffolding is a process by which a teacher provides students with a temporary framework for learning. When scaffolding is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. As students gather knowledge and increase their skills on their own, fundamentals of the framework are dismantled. At the completion of the lesson, the scaffolding is removed altogether and students no longer need it (Lawson, 2002).

3. Why Scaffolding?

Urgent questions about scaffolding radiate:

What is new in scaffolding instruction for academic language development? Is it simply good for teaching? What difference can scaffolding add to the educational frame?

We need to use our students more extensively, continuously building scaffolds as the need arises. Sizer (1991) has argued, in education, less can be more.

According to Spectrum (2008) one of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. Instructors are caring and interested in helping students learn. Students are free to ask questions, provide feedback and support their peers in learning new material. An instructor who uses instructional scaffolding becomes more of a mentor and facilitator of knowledge than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event. The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class.

According to McKenzie (1999), there are eight characteristics of educational scaffolding: it provides clear directions; clarifies purpose; keeps student on task; offers assessment to clarify expectations; points students to worthy sources; reduces uncertainty, surprise and disappointment; delivers efficiency; creates momentum.
4. History of Scaffolding

Scaffolding, originally, was used in the initial studies to reflect parent-child interactions (Bruner, 1975). Bruner’s notion of scaffolding was developed in the 1970s in the context of an intensive investigation of six infants (ages 7-18 months) over a period of 10 months, as they and their mothers played games. The researchers focused particularly on the game of ‘peekaboo’, which was played frequently over the entire period. The game consists of an initial contact, the establishment of joint attention, disappearance, reappearance and re-establishment of contact. These are the obligatory features of the ‘syntax’ of the game, whereas other features, such as vocalizations to sustain the infant’s interest, responses to the infant’s attempts to uncover the mother’s face, etc. are optional. These ‘non-rule bound’ parts of the game are an instance of the mother providing a ‘scaffold’ for the child (Bruner & Sherwood, 1975: 280).

The game becomes conventionalized, a ritual, but at the same time it allows for variations. Gradually, there is a shift in agency, a ‘take-over’, with the child becoming self-directed and the roles of agent and recipient being reversed. Eventually, the child can play the peekaboo game on her own, with a toy animal, or with other children or adults.

Wood and Middleton (1975) observed how mothers interacted with their children to build the 3D model. The type of support included: general encouragement, specific instructions, direct demonstration e.g. showing the child how to place one block on another.

The results of the study showed that no single strategy was best for helping the child to progress. Mothers whose assistance was most effective were those who varied their strategy according to how the child was doing. When the child was doing well, they became less specific in their help. When the child started to struggle, they gave increasingly specific instructions until the child started to make progress again.

Wood, Bruner and Ross's (1976) study in which children at the age of three, four and five years, engaged in a task of building a pyramid from interlocking blocks, with guidance from a tutor. Each child was tutored individually and the tutor followed a set of guidelines for her tutoring. But the tutor did not always follow pre-set rules in her interactions; instead she provided just enough assistance to help the child move forward-assistance that was sensitive to, and adapted based on, the child's progress. Wood and colleagues documented six types of support that an adult can provide: recruiting the child's interest, reducing the degrees of freedom by simplifying the task, maintaining direction, highlighting the critical task features, controlling frustration, and demonstrating ideal solution paths.

5. Theory of Scaffolding

Scaffolding has been interpreted in a wide sense as "a form of support for the development and learning of children and young people" (Rasmussen, 2001, p.570). The term can be used as an umbrella metaphor to describe the way that "teachers or peers supply students with the tools they need in order to learn" (Jacobs, 2001, p.125). Hammond and her colleagues (2002) argue that extended understanding of scaffolding in language and literacy education is needed. They point out the crucial role of language in scaffolding.
Scaffolding instruction as a teaching strategy originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD). In Vygotsky's view, the learner does not learn in isolation. Instead learning is strongly influenced by social interactions, which take place in meaningful contexts. Children's social interaction with more knowledgeable or capable others and their environment significantly impacts their ways of thinking and interpreting situations. A child develops his or her intellect through internalizing concepts based on his or her own interpretation of an activity that occurs in a social setting (Stufy, 2002).

Field (2004) describes the relationship between scaffolding and ZPD as follows: An adult provides help to a developing child by way of prompting his attention in a task, guiding him towards appropriate goals, marking prominent features of a task and showing related strategies. Scaffolding has a significant role in supporting a child to progress into his ZPD. Thus, the zone of proximal development is the distance between what a person can do with and without help. The term proximal (nearby) indicates that the assistance provided goes just slightly beyond the learner's current competence complementing and building on their existing abilities (Cole & Cole, 2001).

Studies have actually shown that in the absence of guided learning experiences and social interaction, learning and development are hindered (Bransford, Brown, and Cocking, 2000).

Finally, the researcher can conclude that the most three common features of scaffolding are: First, the interaction between the learner and the expert. This interaction should be collaborative. Second, learning should take place in the learner's zone of proximal development. Third, feature of scaffolding is the support and guidance provided by the expert, which is gradually removed as the learner becomes more competent.

6. Types of Scaffolding

6.1. Macro & Micro Types

Wells (1995) refers to two levels or types of scaffolding: the macro and micro levels. The macro level involves the overall design of the unit of work to achieve specific outcomes including the sequence of tasks within each lesson and types of resources to be utilized. It takes account of the teacher’s goals; understanding of the language demands of the planned tasks; knowledge of students’ current abilities, understanding and interest; sequencing of tasks to achieve the outcomes and planning for ‘handover’ (Bruner, 1986), and it includes, ‘the gradual but constant shift of responsibility for task completion from teacher to student’ (Dansie, 2001: 50). Sharpe (2001) has termed this macro level ‘designed-in’ scaffolding. With ‘designed-in’ scaffolding, teachers plan tasks that are situated within the students’ ZPD. The function of ‘designed-in’ scaffolding is to set up the unit of work so that students will be able to achieve specific outcomes. The teacher needs to consider the starting point for the unit, informed by knowledge of students’ prior experiences, interests and language and learning needs; the sequence of tasks within each lesson and the language demands inherent in each; the types of resources to be utilized and the various participant structures to be used. As part of planning to achieve unit outcomes, the teacher also needs to plan for ‘handover’ within the unit to occur that is ‘fading the support as the learner becomes capable of independent learning’ (Puntambekar & Hubscher, 2005: 8).
The micro level or ‘micro-structure’ (Wells, 2002) refers to the moment-to-moment interactions within the lesson between the teacher and students and students with each other. This type of scaffolding at the ‘point of need’ consists of the opportunities afforded by the teacher to support the students’ understanding of the task or topic through a variety of discourse strategies such as questioning, recasting or relating to students’ previous experiences and multimodal strategies. Students can also support each other through utilizing the same types of strategies. This type of scaffolding is referred to as ‘responsive contingency’ (Wells, 1999) and ‘interactional scaffolding’ (van Lier, 1996). Sharpe (2001) refers to it as ‘contingent scaffolding’. It occurs the moment it is required. The discourse strategies of repeating and recasting to form more technical words, which are part of contingent scaffolding. Another discourse strategy is increasing the prospectiveness of questions. The analysis of this questioning strategy is based on Wells’ (1995, 1999) notion of prospectiveness. Increasing the prospectiveness of questions is a significant discourse strategy to extend students’ thinking and provide the opportunity for the teacher to support students in absorbing new information into existing schema as they work within their zone of proximal development to gain new understanding and construct new knowledge.

6.2. Collective/Peer Scaffolding

Peer interactions have also been considered important for scaffolding in classrooms. In contrast to the adult being the expert in the traditional notion of scaffolding, in peer interactions students support one another through their interactions. Brown and colleagues (1993) emphasizes the multidimensional nature of the interactions in a classroom.

The use of small group and pair work in classrooms, particularly in second/foreign language classrooms, rests on strong theoretical and pedagogical bases. From a theoretical perspective, the use of small groups/pairs accords with a social constructivist view of learning.

A child’s (novice) cognitive development arises in social interaction with a more able member of society. The more able member (expert), by providing the novice with the appropriate level of assistance, stretches the novice beyond their current level towards their potential level of development. Although, the original notion of scaffolding, as used in the initial studies of parent-child interactions or in teacher-student interactions, a number of researchers have shown (e.g., Donato, 1994; Storch, 2002) that scaffolding can also occur among peers when working in group/pair work. Thus, from a social constructivist perspective, learners should be encouraged to participate in activities which foster interaction and co-construction of knowledge. Donato (1994) terms it collective scaffolding.

6.3. Software Scaffolding

Software environments that provide support have been developed with the goal of supporting students in the processes that they might find difficult in a complex task when it is not possible for a teacher to attend to each student in a class. Several software tools have been developed to prompt students to reflect, articulate, and complete the steps of a complex task. Examples of such software include Thinker Tools (White & Fredrickson, 1998), Knowledge Integration Environment or KIE (Bell & Davis, 2000), Progress Portfolio (Loh et al., 1998) and Model-It (Jackson, Krajcik, & Soloway, 1998).
Reiser (2004) proposes two mechanisms as being essential to software tools that scaffold complex learning: structuring and problematizing. Structuring is believed to scaffold students by decomposing the task and guiding them through the steps of a complex task. Structuring can be provided by using prompts that help students with reflection and articulation, helping them move forward in a complex task. In other words, structuring breaks down a complex task into constituent steps to make it more manageable to students. Problematizing, as Reiser described it, “is the flip side of structuring” (p. 287). It involves having learners confront the complexity of the task by helping them focus on aspects of the task that need to be resolved.

Software tools and frameworks are based on the difficulties that students have and help students with complex tasks and several strategies that they need. They provide an important first step in the design of scaffolding; however, if the tools do not fade the support, and do not vary the support for different users, they lack the most critical elements of scaffolding, that of ongoing diagnosis and calibrated support.

6.4. Distributed Scaffolding

Researchers theorize about a system of scaffolding that can describe the complex nature of providing support to multiple students in a classroom. Puntambekar and Kolodner (2005) put forth the notion of distributed scaffolding to explain multiple forms of support in the environment of a classroom. They show that one form of scaffolding may not be sufficient to meet all learners’ needs at all times, and thus recommended the concept of distributed scaffolding.

They find that multiple forms of support, distributed across available tools, activities, and agents in the classroom, and integrated in ways that admit redundancy, enhance the learning and performance of a wide variety of students in the classroom. In a complex classroom environment, it can be difficult to align all the affordances in such a way that every student can recognize and take advantage of all of them. When support is distributed, integrated, and multiple, there are more chances for students to notice and take advantages of the affordances of the environment and the activity.

The basic concept behind distributed scaffolding is that offering more support and more types of it results in a greater chance of effectively scaffolding the learning process for each student in a meaningful way. Scaffolds need not be limited to one kind per instructional intervention.

Tabak (2004) presents the notion of synergistic scaffolds, as a form of distributed scaffolding. According to Tabak, synergy refers to a pattern of scaffolding in which different kinds of support, such as software and teacher coaching, address the learning need but in different ways. He explained that “synergistic scaffolds are different supports that augment each other; they interact and work in concert to guide a single performance of a task or goal” (p. 318).

6.5. Teacher-Provided Scaffolding

Discourse-based scaffolding is one form of coaching that teachers tend to implicitly rely on in classroom settings as they respond to learning needs. To study discourse-based scaffolding, researchers typically examine the interactions that occur between teachers and learners and how they support the learning process on different types of projects. Teacher scaffolding may seem like a silent activity and thus not be immediately observed, but it is a constant for good teachers (Masters & Yelland, 2002). Through quiet monitoring, teachers are able to enter a group and ask questions or propose options at just the right time and withdraw such supports when they are no longer needed. Rasku-Puttonen, et al. (2003) find that students need extensive
scaffolding when working on long-term problem-based learning activities, as well as ample opportunity for reflection. Teacher flexibility in response to learner self-regulation also was considered important.

Tabak and Baumgartner (2004) examine differences in the effectiveness of teacher modeling dependent on whether the teacher and students have a symmetric (partner like) or asymmetric (mentor like) relationship.

6.6. Soft and Hard Scaffolding

According to Saye and Brush (2002), there are two levels of scaffolding: soft (dynamic) and hard (static). An example of soft scaffolding in the classroom would be when a teacher circulates the room and converses with his or her students (Simon & Klein, 2007). The teacher may question their approach to a difficult problem and provide constructive feedback. This type of scaffolding can also be referred to as contingent scaffolding. The type and amount of support needed is dependent on the needs of the students during the time of instruction (Van Lier, 1996). Unfortunately, applying scaffolding correctly and consistently can be difficult when the classroom is large and students have various needs (Gallagher, 1997). Scaffolding can be applied to a majority of the students, but the teacher is left with the responsibility to identify additional scaffolding.

In contrast, hard or (embedded) scaffolding serve to provide learner support at various stages known to be difficult (Saye & Brush, 2002). The teacher may identify hints or cues to help the student reach an even higher level of thinking. In both situations, the idea of "expert scaffolding" is being implemented (Holton & Clarke, 2006): the teacher in the classroom is considered the expert and is responsible for providing scaffolding for the students.

6.7. Reciprocal Scaffolding

Reciprocal scaffolding is a method first coined by Holton and Thomas in (2001). It is a method that involves a group of two or more collaboratively working together. In this situation, the group can learn from each other's experiences and knowledge. The scaffolding is shared by each member and changes constantly as the group works on a task (Holton & Clarke, 2006). According to Vygotsky, students develop higher-level thinking skills when scaffolding occurs with an adult expert or with a peer of higher capabilities (Stone, 1998).

6.8. Technical Scaffolding

Technical scaffolding is a newer approach in which computers replace the teachers as the experts or guides, and students can be guided with web links, online tutorials, or help pages (Masters & Yelland, 2007). Educational software can help students follow a clear structure and allows students to plan properly (Lai & Law, 2006).

6.9. Directive and supportive Scaffolding

Silliman and Wilkinson (1994) distinguish between two types of scaffolding: ‘supportive scaffolding’ that characterizes the IRF (Initiation-Response-Follow-up) pattern; and ‘directive scaffolding’ that refers to IRE (Initiation-Response-Evaluation). Saxena (2010) develops these two notions theoretically by incorporating Bhaktin’s (1981) and van Lier’s (1996) works. Within the IRE pattern, teachers
provide ‘directive scaffolding’ on the assumption that their job is to transmit knowledge and then assess its appropriation by the learners. The teacher asks a question, elicits a response, evaluates the relative quality of the answer. In this type of interaction, the teacher holds the right to evaluate and asks ‘known-information’ questions which emphasize the reproduction of information.

IRF is a pattern of interaction that offers ‘follow-up’ and teachers’ supportive scaffolding. Rather than producing ‘authoritative discourse’ (Bakhtin’s, 1981). Teachers construct ‘internally persuasive discourse’ that allows ‘equality’ and ‘symmetry’ wherein the issues of power, control, institutional managerial positioning, etc. are diffused or suspended (Van Lier, 1996). The discourse opens up the roles for students as the ‘primary knower’ and the ‘sequence initiator’ (Nassaji & Wells, 2000), which allows them to be the negotiator and co-constructor of meaning. The suspension of asymmetry in the talk represents a shift in the teacher’s ideological stance and, therefore, demonstrates that supportive scaffolding is more than simply a model of instruction (Saxena, 2010).

6.10. Recent Forms

Jumaat & Tasir (2014) identify four main types of scaffolding:

6.10.1. Conceptual scaffolding: Helps students decide what to consider in learning and guide them to key concepts.

6.10.2. Procedural scaffolding: Helps students use appropriate tools and resources effectively.

6.10.3. Strategic scaffolding: Helps students find alternative strategies and methods to solve complex problems.

6.10.4. Metacognitive scaffolding: Prompts students to think about what they are learning throughout the process and assists students reflect on what they have learnt (self-assessment). This is the most common research area and is thought to not only promote higher order thinking but also students' ability to plan ahead.

7. Contexts of Scaffolding

The learner has at least the following four sources/contexts of scaffolding by which the learners has opportunities to learn.

• **Expert-novice Scaffolding**
  The learner is being assisted by an expert, by giving him guidance, advice and modeling. That is a more knowledgeable person (a teacher or parent) interacting with a less knowledgeable person (a student or child).

• **Collective Scaffolding**
  The idea of scaffolding has been expanded to include not only an expert-novice relationship, but also a relationship of equal knowledge, such as in a group of learners working on a shared task. Such scaffolding can be called ‘collective scaffolding’ (Donato, 1994; Moll, 1990), and researchers have
shown that students working in groups can produce results that none of them would have been capable of producing on their own. In such circumstances learners create zones of proximal development for each other and engage in mutual scaffolding.

The learner is Collaborating with other learners, "to construct learning together" (Donato, 1994; Gibbons, 2002; Mercer, 1995; Rogoff, 1995).

van Lier (1996) suggested two further contexts in which students can work within their ZPD.

- **Interaction with less capable peers**
  Assisting a lower-level learner who is at a lower level of understanding, and the need to teach him is an opportunity to verbalize, clarify and extend their own knowledge of the subject matter.

- **Inner resources**
  Working alone, when internalized practices and strategies, inner speech, inner resources, and experimentation are used. They can draw on their own resources, the models remembered from their teachers and peers and other resources in their environment to supplement the shortcomings of their own knowledge and skills.

From the previous four participation contexts, the learner has opportunities to learn, but of different kinds.

8. Scaffolding Guidelines and Features

Over the decades that the field has been working to clarify instructional scaffolds, a number of general guidelines have been developed.

The original notion of scaffolding assumed that a single more knowledgeable person, such as a parent or a teacher, helps individual learners, providing them with exactly the support they need to move forward (e.g., Bruner, 1975; Wood et al., 1976). One of the most critical aspects of scaffolding is the role of the expert who is knowledgeable about the content of instruction as well as a facilitator with the skills, strategies and processes required for teaching. The expert not only helps motivate learners by providing just enough support to enable them to accomplish the goal, but also provides support in the form of modeling, highlighting the critical features of the task, and providing hints and questions that might help learners to reflect (Wood et al., 1976). In this conception then, the expert's role has perceptual and cognitive as well as affective components (Stone, 1998).

For Chi (2007) effective scaffolders ought to be sensitive to individual difficulties and decide what to scaffold. To provide more collaborative scaffolding, teachers are highly recommended to ask reflective questions and prompt deep reasoning. Explain as needed: direct instruction is essential and can help students during scaffolding e.g., to explain difficult words or concepts. An effective scaffold takes students’ questions seriously and uses them as material for moving their thinking along.

Larkin (2002) suggests other guidelines for effective scaffolding that teachers shared including the following:

1) Begin with what the students can do. Students need to be aware of their strengths and to feel good about tasks they can do with little or no assistance.

2) Help students achieve success quickly. Although students need challenging work in order to learn, frustration and a "cycle of failure" may set in quickly if students do not experience frequent success.
3) Help students to "be" like everyone else. Students want to be similar to and accepted by their peers. If given the opportunity and support, some students may work harder at tasks in order to appear more like their peers.

4) Know when it is time to stop. Practicing is important to help students remember and apply their knowledge, but too much may impede the learning. "Less is more" may be the rule when students have demonstrated that they can perform the task.

5) Help students to be independent when they have command of the activity. Teachers need to watch for clues from their students that show when and how much teacher assistance is needed. Scaffolding should be removed gradually as students begin to demonstrate mastery and then no longer provided when students can perform the task independently.

The Association for Supervision and Curriculum Development ASCD (2001) provides three guidelines to scaffold effectively:

1) Know your students: Where they are in their current understanding and where you want to take them. The teacher has to know the best way the learner learns best.

2) Have various techniques: Such as note taking aids, manipulatives, varied-level readings, learning buddies, graphic organizers, time-management aid, previewing questions (about the next lesson).

3) Monitor students' success. The teacher should get feedback about how things go.

Gibbons (2003) confirms other systems such as visuals, gestures and actions act as agents of scaffolding as they help to mediate learning and they contribute to the creation of ‘message abundancy’. The notion of the message being received by the learner in a variety of modes such as oral or written explanations or visual diagrams.

According to van Lier (2004) scaffolding has six central features:

1) Continuity: Tasks are repeated, with variations and connected to one another (e.g. as part of projects).

2) Contextual support: Exploration is encouraged in a safe, supportive environment; access to means and goals is promoted in a variety of ways.

3) Intersubjectivity: Mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice.

4) Contingency: Task procedures are adjusted depending on actions of learners; contributions and utterances are oriented towards each other and may be co constructed.

5) Handover/takeover: There is an increasing role for the learner as skills and confidence increase; the teacher watches carefully for the learner’s readiness to take over increasing parts of the action.

6) Flow: Skills and challenges are in balance; participants are focused on the task and are ‘in tune’ with each other.

Puntambeka and Hübscher (2005) identify four features of scaffolds.

1) Intersubjectivity: The first component necessary for instructional scaffolds to be effective involves the joint ownership of the task between the student(s) and teacher. This requires that the task be defined and redefined by the student(s) and teacher such that the student(s) begin to understand the task from the perspective of the more knowledgeable other. As Wood and colleagues (1976) note, this involves "making it worthwhile for the learner to risk the next step."
2) **Ongoing diagnosis:** The teacher must be continually aware of what the learner understands and still needs to learn. This requires a deep understanding of the task at hand, including the subtasks required for mastery, and a keen level of knowledge about the individual learner.

3) **Dialogic and interactive:** A third feature of learning scaffolds relates to the conversation that the student(s) and teacher have as part of the learning situation. The teacher, by dialogue, monitors student understanding and progress. It requires a fairly feedback system in which the teacher is regularly checking for understanding and collecting assessment information.

4) **Fading:** The final theoretical feature requires that the teacher fade the support provided to the learner(s). In Vygotskian terms, this occurs when the learner has reached internalization. Vygotsky (1978) hypothesized that cognition first occurs between people (interpsychological) before moving to intrapsychological (within one's own self). Without fading, this process of internalization cannot happen; students become "prompt-dependent," not independent.

Lipscom, Swanson and West (2004) opine that scaffolding is a natural approach to ensure the learning of the student. The teacher therefore offers assistance with only those skills that are beyond the students' capability. According to Rodgers & Rodgers (2004) it is the teacher who decides if help should be given, how much help should be given, the timing of giving the help, and the goal of the instruction. When scaffolding a lesson, we must always keep our learners and their ZPD in mind. Teach today's student. A students’ ZPD is always changing.

Rodgers (2004) suggests that teachers should provide students with opportunities to make errors. Provoking or noticing these errors provides the teacher with an opportunity to prompt, cue, or explain and model. In doing so, the students and teacher pay joint attention to the task and work together to reach an understanding. Fisher and Frey (2010) called it "productive failure". However, these errors must be balanced, because too few errors suggest that the task is too easy and scaffolds are not necessary (and thus the student is not working in the zone of proximal development), and too many errors can be "counterproductive to the learning process. (p. 526).

9. Techniques of scaffolding

The skillful teacher provides scaffolds that guide, not simply tell, steps back and observes what students do, continuously assesses how well instruction is sticking, and gradually releases responsibility to the student. The use of these scaffolds represents the intersection of the art and the science of teaching (Frey & Fisher, 2010).

Wood, et al. (1976) name certain processes that aid effective scaffolding:

1. Gaining and maintaining the learner’s interest in the task.
2. Making the task simple.
3. Emphasizing certain aspects that will help with the solution.
4. Control the child’s level of frustration.
5. Demonstrate the task.

Scaffolding is a key feature of effective teaching and can include modeling a skill, providing hints or cues, and adapting material or activity (Copple & Bredekamp, 2009). Maloch (2002) finds that teacher scaffolds included "direct and indirect explanations and modeling. She suggests a new type of scaffolding, "reconstructive caps" in which the adult highlights the success of the student with the goal of
encouraging the student to engage in that behavior or skill again. These reconstructive caps are one more scaffold that adults can use to facilitate student understanding. Baralt (2013) clarifies that the differences in the types and amounts of scaffolds provided changes depending on the age of the individual providing support, the age of the student receiving the support, and the task itself.

According to Hartman (2002), in the educational setting, scaffolds may include various techniques of support such as models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. Gibbons (2002), moreover, suggests that scaffolding provides high levels of initial, deliberate, and well-planned support, and gradually reduces this as students move towards independent control of the learning activity or text. However, it is the teacher’s responsibility to watch and decide when and how much support and help is needed; scaffolding can be a moment-to-moment help (Davis & Miyake, 2004).

Silver (2011) mentions four steps for scaffolding instruction which can be performed with just about any task.
1. Assess the learner’s current knowledge and experience.
2. Relate content to what students already understand or can do.
3. Break a task into small, more manageable tasks with feedback.
4. Use verbal cues and prompts to assist students.

Fisher and Frey (2010) support four techniques for effective scaffolding.
1) Questioning to check for understanding.
2) Prompting to facilitate students’ cognitive and metacognitive processes.
3) Cueing to shift students’ attention to focus on specific information, errors, or partial understandings.
4) Explaining and modeling when students do not have sufficient knowledge to complete tasks.

The four points below are excerpted from Ellis and Larkin (1998), as cited in Larkin (2003) and provide a simple structure of scaffolded instruction:

**First, the instructor does it:** (Teacher does/ student watch) In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer.

**Second, the class does it:** (Teacher does/ students help) The instructor and students then work together to perform the task. Teacher provides supported practice via prompts and cues to ensure correct performance.

**Third, the group does it:** (Students do /teacher helps) At this point, students work with a partner or a small cooperative group to complete the task. Cooperative teams perform the skill together, provide the needed support for each other.

**Fourth, the individual does it:** (Students do/teacher watches) This is the independent practice stage where individual students practice the skill independently without external assistance.

Fisher & Frey (2013) compared between a structure for successful instruction (figure2) and a structure when learning isn't occurring (figure3).

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Walqui (2006) identifies six main types of scaffolding instruction in teaching English: (1) Modeling where the teacher uses verbal explanations and body language as he/she elaborates and demonstrates the new material; (2) bridging where students activate prior knowledge. This helps create a personal link between the student and the subject matter; (3) contextualizing which can be offered in various forms; (4) schema building that can be defined as clusters of meaning that are organized and interconnected; (5) representing the text can be one of the ways to encourage students to start the appropriation of new language; and (6) developing metacognition that refers to learners' awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in order to decide when it is adequate.

Billett, cited in ATHRA (2010), explains the scaffolding approach by illustrating the several steps it incorporates (Figure 4).

Figure (2)
A Structure for Effective Instruction

Figure (3)
A Structure for Ineffective Instruction

Sukyadi & Hasanah (2010) suggest some instructional scaffolds, in the following diagram (Figure 5):

Alibali (2006) suggests that instructors can use a variety of scaffolds to accommodate different levels of knowledge. The context of learning (i.e. novice experience, complexity of the task) may require more than one scaffold strategy in
order for the student to master new content. Table (1) presents scaffolds and ways they could be used in an instructional setting.

<table>
<thead>
<tr>
<th>Scaffold</th>
<th>Ways to use Scaffolds in an Instructional Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance organizers</td>
<td>Tools used to introduce and organize new and complex content in a way that helps learners understand. Examples: students learn about the topic: Venn diagrams; flow charts; organizational charts; outlines; mnemonics; rubrics.</td>
</tr>
<tr>
<td>Cue Cards</td>
<td>Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.</td>
</tr>
<tr>
<td>Concept and mind maps</td>
<td>Maps that show relationships: Prepare partially completed maps for students to complete or have students create their own maps based on their current knowledge of the task or concept.</td>
</tr>
<tr>
<td>Examples</td>
<td>Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.</td>
</tr>
<tr>
<td>Explanations</td>
<td>More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.</td>
</tr>
<tr>
<td>Handouts</td>
<td>Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.</td>
</tr>
<tr>
<td>Hints</td>
<td>Suggestions and clues to move students along: “find the subject of the verb,”</td>
</tr>
<tr>
<td>Prompts</td>
<td>A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge.</td>
</tr>
<tr>
<td></td>
<td><strong>Physical:</strong> Body movements such as pointing, nodding the head, eye blinking, foot tapping.</td>
</tr>
<tr>
<td></td>
<td><strong>Verbal:</strong> Words, statements and questions such as “Go,” “Stop,” “It’s right there,” “Tell me now,” “What toolbar menu item would you press to insert an image?”, “Tell me why the character acted that way.”</td>
</tr>
<tr>
<td></td>
<td><strong>Positional:</strong> placing materials in a specific location that prompts positive student reaction.</td>
</tr>
<tr>
<td>Question Cards</td>
<td>Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent</td>
</tr>
</tbody>
</table>
questions about a particular topic or content area.

<table>
<thead>
<tr>
<th>Question Stems</th>
<th>Incomplete sentences which students complete: Encourages deep thinking by using higher order “What if” questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Stories relate complex and abstract material to situations more familiar with students. Recite stories to inspire and motivate learners.</td>
</tr>
<tr>
<td>Visual Scaffolds</td>
<td>Pointing; representational gestures e.g. by hands; diagrams such as charts and graphs; methods of highlighting visual information.</td>
</tr>
</tbody>
</table>

Source: (Alibali, 2006)

10. Implementing Scaffolding for Teaching Reading

Recent works Sahadi and Ghaleb (2012); Pishghadam and Ghardiri (2011); McKenzie (2011); Mehdian (2009) have implemented scaffolding for teaching reading. These studies reflect the importance and effectiveness of scaffolding instruction on developing students' reading, and writing skills as well (e.g., using graphic organizers, mapping, working in pairs and groups, questioning, thinking-aloud, planning, monitoring, evaluation, inference). Moreover, studies have shown that scaffolding students' reading can be a powerful instructional technique in classrooms, small groups and one-to-one tutoring (Cooke, 2002).

"Scaffolding Reading Experience/s SRE" is an approach introduced by many researchers (Graves & Fitzgerald, 2004; Graves & Graves, 2003; Tierney & Readence, 2000). It is considered as a comprehensive reading program, that helps the children understand what they read, enjoy the experience of reading, learn from what they read. The SRE framework has two parts or phases. The first phase is the planning phase, during which you plan and create the entire experience. Planning takes into account the students, the reading selection and the reading purpose. The second phase is the implementation phase which includes pre-reading activities, during reading activities and post-reading activities.

Archer (2008) divides scaffolding reading comprehension into three phases:

**Before Reading**
Teach the pronunciation of difficult words. Teach the meaning of critical, unknown vocabulary words. Teach or activate any necessary background knowledge. Preview the story or the article.

**During Reading**
Utilize passage reading procedures that provide adequate reading practice. Ask appropriate questions during passage reading. Teach strategies that can be applied to passage reading. Use graphic organizers to enhance comprehension.

**After Reading**
Engage students in a discussion. Have students answer written questions. Provide explicit instruction on comprehension skills. Provide engaging vocabulary practice. Have students write summaries of what they have read.

Graves and Fitzgerald (2004) offer possible components of a scaffolded reading lesson which are stated in Table (2).
Table (2)
Components of a scaffolded reading lesson

<table>
<thead>
<tr>
<th>Pre reading activities</th>
<th>During-reading activities</th>
<th>Post-reading activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Motivating.</td>
<td>• Silent reading.</td>
<td>• Questions</td>
</tr>
<tr>
<td>• Activating background knowledge.</td>
<td>• Reading to students.</td>
<td>• Discussions</td>
</tr>
<tr>
<td>• Providing text- specific knowledge.</td>
<td>• Guided reading.</td>
<td>• Building connections</td>
</tr>
<tr>
<td>• Relating the reading to student's lives.</td>
<td>• Oral reading by students</td>
<td>• Writing</td>
</tr>
<tr>
<td>• Teaching vocabulary and concepts.</td>
<td>• Modifying the text.</td>
<td>• Hands-on activities:</td>
</tr>
<tr>
<td>• Pre questioning, predicting and direction setting.</td>
<td></td>
<td>Drama, plays, skit</td>
</tr>
<tr>
<td>• Using student's native language.</td>
<td></td>
<td>• Artistic, graphic and non-verbal activities.</td>
</tr>
<tr>
<td>• Engaging students</td>
<td></td>
<td>• Application and outreach activities</td>
</tr>
</tbody>
</table>

According to REWARDS PLUS (2010) scaffolding reading comprehension has different techniques which are clarified in Table (3):

Table (3)
Techniques for scaffolding reading comprehension

<table>
<thead>
<tr>
<th>Pre passage reading</th>
<th>During Passage Reading</th>
<th>Post passage Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce the pronunciation of difficult words.</td>
<td>• Guide students in reading the passage.</td>
<td>• Have students complete a graphic organizer.</td>
</tr>
<tr>
<td>• Teach the meaning of critical vocabulary.</td>
<td>• Ask students questions to check their understanding and to model active reading.</td>
<td>• Engage students in a discussion on the material.</td>
</tr>
<tr>
<td>• Teach or activate critical background knowledge.</td>
<td>• Have students generate questions on the content.</td>
<td>• Provide engaging vocabulary practice including activities.</td>
</tr>
<tr>
<td>• Preview the passage.</td>
<td>• Teach students text-structure strategies.</td>
<td>• Introduce strategies for completing assignments.</td>
</tr>
<tr>
<td></td>
<td>• Expository: verbal rehearsal, note taking, mapping.</td>
<td>• Guide students in planning, writing, and editing.</td>
</tr>
<tr>
<td></td>
<td>• Narrative: story grammar</td>
<td>• Summaries.</td>
</tr>
</tbody>
</table>

11. Scaffolding Challenges
   Although scaffolding can be used to optimize learning for all students, it is a very demanding form of instruction (Pressley, Hogan, Wharton-McDonald, Mistretta, &
The following are some challenges and cautions for scaffolding instruction.

A big challenge for classroom teachers is having to teach learners who all have different zones of proximal development. Within a class, the ZPD for many students may be similar, but there likely are some students whose zone is quite different. Some researchers have begun to examine how scaffolding can be flexibly designed to meet the needs of diverse students, recognizing that scaffolding should provide that extra support learners need to successfully complete a just out-of-reach task. Savery (1998) finds evidence that learners do not all need the same amount of scaffolding. He made use of six forms of scaffolded assistance although each occurred in different amounts based on student need. Instructing, questioning, modeling, and cognitive structuring were part of the teachers’ interaction with the students.

Puntambekar and Kolodner (2005) state that one form of scaffolding may not be sufficient to meet all learners’ needs at all times, and thus recommend the concept of distributed scaffolding.

Another challenge is that classroom situations involving many students do not allow for the fine-tuned, sensitive, personalized exchange that occurs in one-on-one or small-group scaffolding (Rogoff, 1990). Therefore, instead of one teacher working with each student, support is provided in a paper or software tool that individuals interact with, or classroom activities are redefined so that peers can help each other (e.g., Bell & Davis, 2000; Jackson, Krajcik, & Soloway, 1998; Puntambekar & Kolodner, 2002; Reiser et al., 2001). Hogan and Pressley (1997) explored the challenges of scaffolding in the classroom setting. They offered several solutions for scaffolding with large classes. Students may be organized in groups so the groups are scaffolded rather than individuals. Another suggestion is providing groups with cue cards, question cards, or question stems.

Spectrum (2008) mentions some challenges of scaffolding:
- Planning for and implementing scaffolds is time consuming and demanding.
- Selecting appropriate scaffolds that match the diverse learning and communication styles of students.
- Knowing when to remove the scaffold so the student does not rely on the support.
- Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.

Himmele and Himmele (2009) warn teachers to be careful not to “over scaffold” and get in the way of what would happen naturally. Oftentimes, when we over scaffold, we end up restricting the creativity of the end product.

Scaffold instruction is individualized, so it can benefit each learner. However, this is also the biggest disadvantage for the teacher since developing the supports and scaffolded lessons to meet the needs of each individual would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging. Finally, the teachers’ manuals and curriculum guides that they have been exposed to do not include examples of scaffolds or outlines of scaffolding methods (Stufy, 2002).

Smith (2003) claims that Scaffolding has 'a slightly slippery' nature and with 'potential fuzzy' areas. This is perhaps particularly so in the context of learning a foreign language, where language is both the content and the medium or vehicle for
learning, and where the emotional and interactional context (the classroom) differs markedly from the context of first language acquisition and parental tutoring at home in which the term was originally developed. Gibbon (2002) argues that the processes involved in scaffolding, by which language and cognitive abilities are developed through interaction with others, may also operate in second or foreign language classrooms as well.

In order to address the diversity of the participants' ZPDs of the experimental group, the researcher depended on various types of scaffolding such as distributed scaffolding, collective scaffolding, soft scaffolding and teacher-provided scaffolding.

**Summary**

This part discussed the scaffolding strategy. It focused on the origin of the term scaffolding and its definitions. Then, the researcher investigated the history, importance and theory of scaffolding. Next, features, contexts and techniques were presented. Special emphasis was devoted to implementing scaffolding for teaching reading comprehension. Finally, the challenges of scaffolding were highlighted. The next part of this chapter is going to tackle reading comprehension.

**PART II**
Reading and Reading Comprehension

Reading is one great habit that can truly change your life forever. Reading can entertain you and amuse you, but most of all it will enrich you with knowledge and experiences narrated. Reading purely for leisure is fun, but there exist certain reading skills and strategies, which, if mastered at an early stage, can help us be better and comprehensive readers (Manohar, 2011).

According to Vacca (2008, p.57), reading arouses an innate curiosity in students and stimulates them to dig deeper into a text to find answers and meanings. However, the desire to become active readers is often not shared by all students, mainly because they do not have “the spur of motivation nor competency in reading”.

1. Reading
Reading, as a receptive skill, is the beginning for learning not only languages but also anything. Reading starts from the very beginning of our life and never ends. You need it all day long. Learning to read requires considerable cognitive effort and a long learning process, whether one is learning to read in the L1 or in a second language (L2) (Grabe & Stoller, 2002).

Gray and Redmen (2000) define reading as a highly complex activity, including various important aspects, such as recognizing symbols quickly and accurately comprehending clearly and with discrimination the meanings implied by the author.

Millrood (2001) define reading as a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience”.

Chamot and Kupper (2010) state that "reading is the ability for a reader to transfer written symbols to meaning and using them communicatively and effectively".

Bolain (2008) defines reading as a subtle and complex process that involves sensation, perception, comprehension, application and integration. He also states that it is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all the subject areas.

The previous definitions do agree that reading is a process which is complex, visual and cognitive aiming to get meaning from written symbols.

The researcher thinks that reading is a mental process by which readers interpret written symbols, such a process may lack decoding of the message and it doesn't guarantee total grasp of symbols.

2. Reading comprehension
There is a difference between being able to read words and comprehend text. The following example will make the difference between them clear- the doctors' prescriptions are something difficult and impossible to be read for most of people. Rarely, can one understand and comprehend what is written on these prescriptions. Thus, for us the written letters are just unknown symbols. When we give these prescriptions to pharmacists, they quickly read, comprehend and bring the required medicine.

For practiced readers, this distinction may be taken for granted since the acts of reading and comprehension occur almost simultaneously for us. For developing readers, this relationship is not as apparent, but is essential for them to become strong, capable readers (k12 reader, 2008).
3. Definitions of Reading comprehension

Many scholars and specialists have introduced definitions for reading comprehension from their own perspectives. For some of them the difference between reading and reading comprehension is debatable. Here are some of the definitions of reading comprehension that emphasize on two terms interaction and constructing extracting meaning.

The National Reading Panel (2000) asserts the fact that comprehension is an active process between the reader and a text, a process that is both ‘intentional and thoughtful. In a similar way, Mayer (2003) points out that reading comprehension is a "technique for improving students' success in extracting useful knowledge from text".

Some definitions are related to constructing and extracting meaning.

Snow (2002) states that it is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Miller (2002) reports that "reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning". Along with these definitions, Millrood (2001) confirms that "reading is a visual and cognitive process to extract meaning from writing by understanding the written text, processing information and relating it to existing experience". Cotter (2011) defines comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. It consists of three elements; the reader, the text and the purpose of reading. It is the interaction between text, readers and purpose that leads to using reading comprehension strategies to increase comprehension.

Tompkins (2011) defines reading comprehension as the level of understanding a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

The researcher concludes from the previous definitions that reading comprehension is a cognitive process that is meant for decoding meaning encoded from the text in order to get the author's message. Without comprehension, reading is nothing but symbols that do not provide the reader with any information. Thus, reading comprehension is the ability to read a text and understand the meaning it implies.

4. Why is reading comprehension so important?

Reading comprehension is a critical component of functional literacy. Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Gu (2003) states that reading enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce their other language skills. People read for many reasons, but understanding is always a part of their purpose. Reading comprehension is important because without it reading does not provide the reader with any information.

Reading comprehension is essential to life. In order to survive and thrive in today’s world, individuals must be able to comprehend basic texts such as bills, prescriptions, contracts and documents. Kadoumi (1995) also indicates that a reading knowledge of a foreign language is often important to academic studies, professional success and personal development. Mikulecky (1986) clarifies that reading helps us learn to think
in the new language and build a better vocabulary. In addition, it helps us be more comfortable with written English.

5. Types of reading

5.1. According to purpose & manner of comprehending

5.1.1. Extensive Reading
Reading for pleasure any topic of interest, comics, humorous stories, tales, novels, short articles in the newspapers and magazines, jokes, and other forms of light reading materials. Krashen (1982) argues that extensive reading is reading through which students can acquire language and improve their reading skills because they are exposed enough to comprehensible language. It should be done in a low anxiety environment. Students should be flooded with a large amount of easy reading material with little follow up or testing (Dawoud, 2013).

5.1.2. Intensive Reading
Careful or in-depth reading - you read for details and extract specific information on particular topics - the kind of reading you do when you study, prepare a term paper, or an oral report. Intensive reading is much effective for the development of the reading skills of students since "most of the reading skills are trained by studying shortish texts in detail" (Nuttall, 1998).

It has several sub-types: scanning, skimming, exploratory reading, study reading, critical reading, and analytical reading.

Reading techniques/subtypes for Intensive Reading

1. Scanning
Craver, as cited in (Usó Juan & Martínez Flor, 2006) define scanning as a reading process that requires recognition of a visual form (number, word, or phrase) that can be matched to forms in the text. It does not require semantic processing. That is, the reader knows what he is searching for (key words and names) and looking for them quickly. He sees the whole page, but doesn't necessarily read the page – he ignores anything he is not looking for.

Thus, when the reader discovers the key words being searched for, he/she will be unable to recall the exact content of the page. According to Ramoso (2012) "It makes you skip more than you read and it is also called search reading."

2. Skimming
When the reader reads quickly to gain a general impression as to whether the text is of use to him/her. He/she is not necessarily searching for a specific item and key words. Skimming provides an 'overview' of the text. Skimming is useful to look at chapter/section headings, summaries and opening paragraphs. It is also called rapid-survey reading (Ramoso, 2012).

3. Exploratory Reading
It aims to get a fairly accurate picture of a whole presentation of ideas; how the whole selection is presented. It allows more time for reading. Some examples are: Long articles in magazines, short stories, descriptive texts. It is the half-way point between skimming and close reading, and it is similar to pleasure reading. You want
to acquaint yourself with the subject, but you do not need complete understanding and retention (ababasoft.com, 2015).

4. Critical Reading
According to Kurland (2000) reading critically is to recognize not only what a text says, but also it goes two steps further. It reflects on what the text does by making such remarks. Is it offering examples? Arguing? Appealing for sympathy? Making a contrast to clarify a point? Finally, critical readers then infer what the text, as a whole means.

Question, analyze and evaluate the text use critical thinking skills to: differentiate between fact and opinion; make inferences about purposes and characters; recognize author’s purpose in writing.

5. Analytical Reading
Analytical reading pays careful attention to each word and its importance in relation to other words in the sentence or the paragraph. It is the process of looking at facts or ideas and sorting them into categories, groups, parts, types or relationships.

Hood and Hammond (2011) suggest some steps of analytical reading: First, consider the purpose for your reading; consider the type of the text. Second, preview the text by reading the title, the headings, the images, the first paragraph or two, the last paragraph or two, skim the whole text, capture your thoughts and observation about the text. Third, read the text slowly and write questions, comments, and summarizing notes in the margins as you read. Consider why, when, and for what audience the text was written. Circle all important words you cannot understand from context clues and look them up. Fourth, when you finish, return to your notes and summarize the main idea. Write down the thesis and key points. Finally, reread the text.

6. Word by word reading
This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical reading. People use this type of reading for unfamiliar words and concepts and scientific formulae. It can take up to an hour just to read a few lines of text (Yugzone.ru, 2006).

7. Study reading
A method of reading for study whose aim is to understand the material in some depth. The Yugzone.ru (2006) mentions the subtypes of this technique:

7.1. SQ3R
SQ3R is a five-stage technique to aid reading comprehension. It stands for: Survey - Question - Read - Recall - Review.

- Survey: Preparing for reading, skim through to gain an overview and not key points.
- Question: Devise questions you hope the text will answer.
- Read: Slowly and carefully.
- Recall: from memory, write down the main points made by the chapter.
- Review: revisit your questions - compare these to your recall and establish how well the text has answered them; fill in any gaps by further reading and note-taking.
The method, created for college students, can also be used by elementary school students, who can practice all of the steps once they have begun to read longer and more complex texts (around fourth grade). (Gunning, 2002).

7.2. SQ4R

SQ4R is called a classic method because students have found it useful since the early 60’s. Although using the SQ4R method may seem time consuming at first, once you know the steps the process takes only a few minutes.

- **Survey**: A quick glance through the entire text. Surveying gives you a "big picture" and a framework of the main ideas.
- **Question**: Before beginning to read, set a purpose for your reading by developing questions about the material. The questions are designed primarily to motivate you to study the material carefully.
- **Read**: A critical step is to read. Your main job in reading is to obtain the main ideas and important details. Read actively with these certain questions in mind and attempt to answer the questions and organize the material.
- **Record/Reduce**: Marking the text increases understanding and enables you to grasp the essential points without having to read the entire text again. The process of selecting and marking requires you to find the main ideas. Underlining, making marginal notes and summaries are ways to mark texts.
- **Recite**: Recite the main ideas, aloud or to yourself, to check the comprehension and make sure you have the correct information. By reciting what you have read, you are able to see how much information you absorbed, areas you didn't understand and need to review.
- **Review**: It can be a very effective strategy for retaining information. Integrating a review period into your study routine will help you remember more of the information. Essentially you quickly reread the text or chapter to make sure you have covered it all.

7.3. SQ5R

SQ5R differs from the original SQ3R technique in the addition of two steps, record and reflect, that were suggested by Pauk (1997). SQ5R study technique stands for survey, question, read, record, recite, review, and **reflect**.

Reflect is a chance to think critically about the points presented, and the conclusions drawn. Evaluate the ideas and decide which point of view is correct. Compare and make categories, to relate one part with another, to connect it with your other knowledge and personal experience, and in general to organize and reorganize. This will help you remember and be able to use the information you learn from your book.

7.4. PSQ5R

PSQ5R is the same technique. The "p" added at the beginning stands for purpose. What is the purpose of reading? Why are you reading this article or chapter? and what do you want to get out of it? When you have accomplished your purpose, stop reading.

5.2. According to reading performance/ rate of understanding
5.2.1. Close reading

Archer (2008) mentions some features of close reading: rigorous reading of informational text, creating deep understanding, determining what text says explicitly, making logical inferences, drawing conclusions about content, examining meaning thoroughly.

It indicates where meaning resides (in the text) and what readers must do to gain access to this meaning (read the text closely, weighing the author’s words and ideas, and relying heavily on the evidence in the text) (Shanahan, 2012).

Fisher and Frey (2012) elaborate that close reading must be accompanied by other essential instructional practices that are vital to reading development: interactive read-alouds and shared readings, teacher modeling and think-alouds, guided reading with leveled texts, collaborative reading and discussion, and independent reading and writing. It also enables students to reflect on the meanings of individual words and sentences; the order of sentences; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011).

The teachers' role is to encourage students to read and reread deliberately. Direct student attention on the text itself to understand the central ideas and key supporting details.

5.2.2. Speed Reading and slow reading

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. Information tends to stay superficially in one’s mind. It is not a good method if your objective is to gain a deeper understanding of the text.

Slow reading is contrasted with speed reading which involves techniques to increase the rate of reading without adversely affecting comprehension to the idea that slow reading is not merely about slowing down, but about controlling the pace of reading. Slow readers may speed up at times, and then slow down for the more difficult or pleasurable portions of a text (Birkerts, 1994).

5.2.3. Subvocalization

Subvocalization or silent speech, is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read (Carver, 1990). This is a natural process when reading and helps to reduce cognitive load, and it helps readers to access meanings to enable them to comprehend and remember what is read. Reading combines sight reading with internal sounding of the words as if spoken. It can be a bad habit that slows reading and comprehension if applied to all reading material, but it can also be essential for reading things like poetry or transcripts of oral speeches. Most subvocalization is undetectable (without the aid of machines) even by the person doing the subvocalizing. (Rayner & Pollatsek, 1989).
5.2.4. Proofreading

Proofreading means examining your text carefully to find and correct typographical errors and mistakes in grammar, style, and spelling. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

5.2.5. SPE Method (Structure- Proposition -Evaluation)

This is an interesting reading technique suggested by Adler and Doren (2014) elaborates how a written piece can be read in three passes:

- Studying the structure of the work.
- Studying the logical propositions made and organized into chains of inference.
- Evaluating the merits of the arguments and conclusions.

This reading method advocates suspended judgment of the work or its arguments until they are fully understood.

5.2.6. MI based method: (Multiple Intelligences)

It draws upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligences, such as the visual (e.g., mentally "seeing" characters or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfold based on context clues). However, most readers already use several intelligences while reading, and making a habit of doing so in a more disciplined manner- i.e., constantly, or after every paragraph- can result in more vivid, memorable experience.

5.3. According to reading-instruction

Ramoso (2012) mentions some instruction-based types:

5.3.1. Read aloud

Many teachers use this in instruction. Students can learn good expressions, proper pacing, and correct pronunciation.

5.3.2. Shared reading

Both the teacher and student take turns in reading portions of the text.

5.3.3. Guided reading

The reader is left alone (not totally) to do silent reading. But the reader is motivated by the teacher by various strategies: using contextual clues, examining illustrations and activating schemata.

5.3.4. Fluency reading
It aims to gain mastery of the pronunciation, phrasing, pausing, intonation, or stress of the text which may be read several times. The progress is measured by the number of words one can read aloud and comprehension questions answered correctly. Choral reading, taped reading and timed reading are examples of it.

5.3.5. Independent reading

One chooses the material s/he wants to read. The teacher helps you become an independent reader by surrounding you with interesting reading materials.

5.3.6. Developmental reading

Developmental reading instruction is designed to support students in content area classes, such as social studies, history, and the sciences. Developmental reading programs teach students strategies for engaging in content texts.

5.3.7. Selective or key-word reading

Identify words that guide the reader to determine the organizational structure and content focus of the written text. It mainly focuses on a specific or principal portion of the text to have a general view or holistic understanding of the reading material.

5.3.8. Remedial Reading

If a reader lags behind with regard to his vocabulary knowledge, reading comprehension abilities, and reading attitudes, he must submit himself to a reading program that gives special reading sessions under the guidance of a reading specialist.

5.3.9. Strategic Reading

Effective or expert readers are strategic (Baker & Brown, 1984a, 1984b). This means that they have purposes for their reading and adjust their reading to each purpose and for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning (Paris, Wasik, & Turner, 1991). The goal of all reading instruction is to help students become expert readers so that they can achieve independence and can use literacy for lifelong learning and enjoyment. Learning to use strategies effectively is essential to constructing meaning. Readers who are not strategic often encounter difficulties in their reading (Paris, Wasik, & Turner, 1991). These early difficulties in reading may influence the way readers learn throughout the rest of their lives (Anderson, et al., 1985).

6. Reading Aloud/Oral Vs. Silent Reading

Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Neuman & Bredekamp, Copple, & 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996). It reveals the rewards of reading, and develops the listener's interest in books and desire to be a reader (Mooney, 1990). We live in a time when silent reading ability will probably buy you more than oral reading skills. However, that doesn’t mean oral reading is without value- especially for 11, 12, or 13 year old kids.

The researcher adopts Shanahan’s point of view: "Our responsibility is to make students effective readers. There are many things that go into that outcome: students need to develop rich vocabularies, they need to know how to parse sentences so that they can be interpreted well, they need to know how to operate on texts that they don’t understand just from reading, and they need to know how to reason and think about the kinds of information that they will meet in text".

Thus, when it comes to oral and silent reading, it is difficult to pick one over the other. It is a foolish choice that confuses outcomes and inputs. There is no question that our goal is to develop readers who can read a text with a depth of understanding.
But practice, both oral and silent, contributes to the accomplishment of that goal so only a very foolish teacher would require one and not the other (Shanahan: 2014). Some differences between oral reading and silent reading are listed in table (4).

Table (4)

Differences between oral reading and silent reading

<table>
<thead>
<tr>
<th>Oral reading</th>
<th>Silent reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides the thought from the printed page.</td>
<td>Silent readers absorb the thought from the text.</td>
</tr>
<tr>
<td>Follows an instant recognition of a thought.</td>
<td>Silent readers immediately get the thought.</td>
</tr>
<tr>
<td>Involves mental interpretations based on eye sweeps of the text accompanied by vocalization.</td>
<td>Silent readers simply interpret the material through a series of eye sweeps (without delays resulting from vocalization).</td>
</tr>
<tr>
<td>Gives much importance to the pronunciation of the words.</td>
<td>The meanings of the words are the most important.</td>
</tr>
<tr>
<td>Vocalization reduces (and limits) the speed of oral readers.</td>
<td>A problem that doesn't affect silent readers.</td>
</tr>
<tr>
<td>Oral readers are likely to be considerably slower, with little variation.</td>
<td>Silent readers are likely to be considerably faster and varied (according to individual differences).</td>
</tr>
<tr>
<td>Teachers should provide opportunities for students to read aloud with some guidance and feedback (NICHD, 2000).</td>
<td>There is insufficient support from empirical research to suggest that independent, silent reading can be used to help students improve their fluency (NICHD, 2000).</td>
</tr>
<tr>
<td>Types of oral reading:</td>
<td>Types of silent reading:</td>
</tr>
<tr>
<td>- Round Robin Reading RRR.</td>
<td>- Drop Everything and Read (DEAR).</td>
</tr>
<tr>
<td>- Performance Reading.</td>
<td>- Sustained Silent Reading (SSR).</td>
</tr>
<tr>
<td></td>
<td>- Free voluntary reading (FVR).</td>
</tr>
<tr>
<td></td>
<td>- Free Uninterrupted Reading (FUR).</td>
</tr>
</tbody>
</table>

7. Strategies to Teach Students Text Comprehension

Comprehension strategies are conscious plans-sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. A long list of instructional strategies does not represent a readymade curriculum for reading instruction. In fact, students' needs determine the success or not of the adopted strategies. It is apparent that developing fluent L2 readers is a challenging task requiring much time, resources, and effort (Armbruster, 2010).

Over the past two decades, a set of strategies for L2 reading instruction has emerged. Adler (2001) proposes seven strategies to teach reading comprehension: Monitoring comprehension; metacognition; graphic and semantic organizers; answering questions; generating questions; recognizing story structure and finally summarizing.
Duke & Pearson (2002) suggest the following strategies: setting purposes for reading, previewing and predicting, activating prior knowledge, monitoring, clarifying, and fixing, visualizing, drawing inferences, self-questioning and thinking aloud, summarizing and retelling.

Trabasso and Bouchard (2002) identify nine individual reading strategies as having a significant influence on reading comprehension: prior knowledge, mental imagery, graphic organizers, text structure awareness, comprehension monitoring, question answering, question generating, mnemonic support practice, summarization.

8. The Seven Characteristics of Highly Effective Reading Teachers
- Understand how children learn oral language and how children learn to read.
- Are excellent classroom managers.
- Begin reading instruction by first assessing what students already know and can do.
- Know how to adapt instruction to meet the needs of diverse learners.
- Teach the essential components of reading using evidence-based instructional practices.
- Model and encourage reading and writing applications throughout the day.
- Partner with other teachers, parents, and community members to insure children’s learning (Reutzel & Cooter, 2012).

9. The Five Pillars of Effective Reading Instruction

Reutzel & Cooter (2012) provide five pillars of effective reading instruction:
1) Teacher Knowledge: Of the basic skills and strategies of reading and the approximate order in which they should be taught.
2) Classroom Assessment: Teachers must know which reading skills each child has already developed and which he or she has not. Create instructional roadmaps of what children know, and then teach students according to their specific needs. Assessment happens in these classrooms before, during, and after instruction has taken place.
3) Effective Instruction: Great teachers have a plethora of tools in their educational toolbox to ensure that every child is helped to reach his or her full potential.
4) Differentiating Instruction for Diverse Student Needs: Our goal must be to help all students succeed. Effective reading teachers must have the necessary tools for adjusting instruction to children with diverse learning needs if all are to reach their potential.
5) Family/Community Connections: It has been said that 80 percent of what students learn occurs outside of school. Parents and many involved others in the child’s extended family and community are often interested in helping children develop as readers-if they know what to do.
10. Essential Components of Reading Instruction

Antunez (2002) suggests five essential components of reading instruction, which are as follows:

10.1. Phonemic awareness
Phonemes are the smallest units making up spoken language. English consists of about 41 phonemes. Phonemic awareness refers to the ability to identify and manipulate these phonemes in spoken words. It is also the understanding that the sounds of spoken language work together to make words.

10.2. Phonics
Phonics is the relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling. The goal is to help children understand that there is a systematic and predictable relationship between written letters and spoken sounds (Armbruster, 2010).

10.3. Vocabulary development
Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

10.4. Reading fluency
Fluency is the ability to read words accurately and quickly. Fluent readers recognize words and comprehend them simultaneously. Two instructional approaches have typically been used to teach reading fluency. One, guided repeated oral reading, encourages students to read passages out loud with systematic and explicit guidance and feedback from their teacher. The other, independent silent reading, encourages students to read silently on their own with little guidance from teachers.

10.5. Reading comprehension strategies
Reading comprehension is the ultimate goal of learning to read. The purpose of mastery of each of the four previous skills is to enable comprehension. Likewise, reading comprehension facilitates mastery of the other four skills.

11. Models of Reading

There are three cognitive processes that are widely referred to as the bottom-up, top-down and interactive model.
11.1. The Bottom-up Model

The Bottom-up model is also known as text-driven model, surface structure and part to whole model. The reader tends to understand each word in the text and then, gradually, s/he builds up an interpretation of the whole. Some theorists believe that this model is good for teaching second language learners because it offers them the probability to know the linguistic and structural part of the English language (Wallace, 1992).

According to Nunan (1991), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

Some teachers teach reading by introducing new vocabulary and new structures first and then going over the text sentence by sentence. This is followed by some questions and answers and reading aloud practice. This way of teaching reading reflects the belief that reading comprehension is based on the understanding and mastery of all the new words, new phrases, and new structures as well as a lot of reading aloud practice. Also, this reading follows a linear process from the recognition of letters, to words, to phrases, to sentences, to paragraphs, and then to the meaning of the whole text.

This traditional model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structures (Pardede, 2006).

The researcher thinks that knowing the meaning of every single word does not lead to total comprehension and never improves the learners' comprehension skills.

11.2. The Top-down Model

This model is also known as: inside-out model, concept-driven model, deep-structure whole to part model.

It is the cognitive view of reading. It encourages reading for meaning and to focus more on understanding the main ideas of a passage instead of word-by-word decoding. Even if students do not understand each word, they are likely to grasp the meaning of a text as a whole.

We may read an article with some new words or new structures in it, but we can guess the meaning of the article based on our knowledge about the topic without too much difficulty. Therefore, it is believed that in teaching reading, the teacher should teach the background knowledge first so that students equipped with such knowledge will be able to guess meaning from the printed page.

Schema or the plural schemata theory is related to this model, in the way the reader interprets the text depending on his/her prior knowledge. Cook (2001) defines it as "the background knowledge on which the interpretation of a text depends". The National Capital Language Research Center reports top-down reading models are helpful to those learning a second language because they help students concentrate on the whole meaning of a passage. The theory also works with those just learning to read, as readers rely on their previous knowledge to decipher text or unfamiliar words.

11.3. The Interactive Model

Neither the bottom-up nor the top down models of reading process totally account for what occurs during the reading process (Zakaluke, 2004). The interactive model of reading came to be the new method for teaching comprehension. This model has been described by many theorists as one of the most successful models of reading that helps the student to decode and comprehend the meaning of a text (Coles, 1998).
The interactive model views reading as an interaction between reader and text, not simply a one-way exchange of information.

It views reading as an interactive process. That is to say, the brain receives visual information and at the same time, interprets or reconstructs the meaning the writer had in mind when he wrote the text. This process does not only involve the printed page but also the reader's knowledge of the language in general, of the world, and of the text types. During the process of reading, all these factors interact with each other and compensate each other. Therefore, a proficient reader should have good language skills: recognizing words and phrases, understanding sentence structures. Also, he/she should have relevant knowledge about the topic, the organization of the type of text and general knowledge about the world.

12. Reading Strategies and Reading Skills

The difference between reading comprehension strategy and reading comprehension skill is debatable. For many researchers they are synonyms, whereas for others they are different.

According to The Literacy Dictionary (Harris & Hodges, 1995) skill is associated with the proficiency of a complex act, and strategy is associated with a conscious and systematic plan.

Afflerbach et al. (2008) mentions that" Sometimes skills and strategies are used as synonyms, and sometimes they are used to describe complementary relations (e.g., strategies support skills) or a notion of developmental progressions (e.g., first the phonics skills then the comprehension strategies)."

Coiro & Dobler (2007) state that:

Much of the current literature on reading instruction supports the idea of teaching students a series of reading strategies instead of isolated reading skills.

Reading strategies are tools that assist a reader in unlocking the meaning behind the printed word. These strategies can be helpful before, during and after the actual reading event. The same basic strategies that can be used by beginning readers are equally helpful to advanced readers.

Chamot (2004) considers strategies the thoughts and actions that individuals use to accomplish a learning goal.

Afflerbach et al. (2008) state that the distinction between reading skill and strategy is important for understanding how readers learn new skills, how they repair difficulties while reading, and how they teach others to read.

Pang (2008) claims that a skill is generally accepted to be an acquired ability that operates largely subconsciously, whereas a strategy is a conscious procedure carried out to solve problems in the comprehension process.

Reading skills generally fall under five categories; these include word identification, fluency, vocabulary, comprehension, and study skills. When readers learn these skills, they learn them in isolation and often, they are unsure when or why to use one skill rather than another in a real reading situation. Reading skills instruction usually focuses on word identification; reading strategy instruction focuses on creating meaning. A reading strategy can be described as any interactive process of getting meaning from connected text.

Robb (1996) wrote in her book "traditionally, skills are described as set of helpful tools that students practice in order to improve reading…a skill becomes a strategy when the learner can use it independently, when she can reflect on and understand how it works, and then apply it to new reading materials. When this occurs, the student has become a strategic reader."
To recap, the following table highlights a comparison between skills and strategies.

**Table (5)**  
**Comparison between skills and strategies**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are automatic procedures that do not require thought, interpretation, or choice.</td>
<td>A strategy is a conscious plan under the control of the reader, who must make decisions about what strategies to use and when to use them.</td>
</tr>
<tr>
<td>Skills are product-oriented, observable behaviors such as answers to questions, answers on tests, skills lists, and taxonomies.</td>
<td>Strategies are process-oriented, cognitive operations the reader engages in, generally thought to be unobservable.</td>
</tr>
<tr>
<td>Skills instruction stresses repeated practice in applying skills until they become habitual responses to particular tasks.</td>
<td>Strategy instruction stresses the reasoning process readers go through as they interact with and comprehend text: how the strategies one uses change when one reads different texts or reads for different purposes.</td>
</tr>
<tr>
<td>A comprehension skill is an activity that students complete for the purpose of learning about features of text like main idea or cause and effect.</td>
<td>Strategy instruction teaches what to do with a skill, how and why to use it, and why it is important.</td>
</tr>
<tr>
<td>Comprehension skill lessons may be disconnected from text and may involve the completion of worksheets or graphic organizers that require lower level thinking.</td>
<td>Strategy instruction focuses on ways to help students understand what they read.</td>
</tr>
<tr>
<td>A comprehension strategy is a specific procedure that students use while they are reading to help them better understand the meaning of text.</td>
<td></td>
</tr>
</tbody>
</table>

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The researcher believes that both strategies and skills are integrated and reading strategies steer the reader’s efforts to decode text, understand words, and construct meanings of text, whereas reading skills are actions that result in decoding and comprehension with efficiency and fluency.

### 13. Levels of Reading Comprehension

#### 13.1. Literal level

Whitten (2004) treats the literal level as what is actually stated in terms of facts and details, rote learning, memorization, and surface understanding only. At this level, there is no need to go deeply on what was stated; the material has just to be absorbed. It deals with what is stated in the material. Making predictions, scanning and skimming are sub skills at this level.

#### 13.2. Inferential level

It means to read between the lines to understand what is meant or implied; in other words, students attempt to recognize that what they need to read carefully and analyze what they read (Hub Pages, 2012).
Whitten (2004) treats the inferential level in terms of what is implied or meant, rather than what is actually stated in forms of drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated.

13.3. Evaluative level
Judgment of text by taking what is said (literal) and then what is meant (inferential) and this requires a great background knowledge of the reader. Readers need to combine ideas, draw conclusions, interpret, evaluate and deduce the meaning from what they know and the messages in the text (Hub Pages, 2012). This level involves critical analysis which imposes the readers to be critical, to form opinions, to identify points of view, to consider the power of texts and their messages and to infer motives of themes.

13.4. Creative level
This level requires the reader to be creative and to read beyond the material presented by the writer and to use his imagination to draw new ideas or alternative solutions (Yossuke, 2011).

The creative level occurs after the students have understood the text and started to draw new ideas about the text. Skills of this level include:
- Generate questions about a reading text.
- Relate text to personal experience, opinion, or evaluation.
- Extract and synthesize information from different sources.

14. Teaching Reading Comprehension Skills in Classrooms
Three stages of classroom teaching should be applied to EFL reading instruction. These stages are:

14.1. Before reading stage
Before reading activities include: discussing the text type, brainstorming, considering titles, skimming and scanning for structure and future directions (Colorado, 2008). Teachers arouse the students' interest, let them talk about the pictures and predict what the text will be about, activate their prior knowledge and schemata as well.

14.2. During Reading Stage
Babbitt (2002) states teachers monitor understanding by questioning, guessing word meanings, analyzing reference words, predicting text content, reading for specific pieces of information and learning to use the dictionary effectively. The teachers should guide the students to understand the real content and the meaning of the text. It focuses on developing students’ reading skills through answering multi-level comprehension questions such as general understanding questions, detailed-answer questions and high-order thinking questions.

14.3. Post Reading Stage
In this stage, teachers first check students’ comprehension and then lead students to a deeper analysis of the text to notice if the text was understood clearly or not. The student can remember all the ideas that are included in the text and then the teacher tries to relate the text to the student’s experiences. The students go beyond the reading text by reflecting, relating, summarizing and judging.
PART III
Previous studies

The researcher selected, deliberately, the previous studies that examined the effect of using scaffolding on developing English language learning and skills. The main focus was on reading comprehension skill, but there were some studies that investigated the effect of scaffolding on writing, speaking and grammar. The researcher introduced a study that was about a different school subject-science. It is worth mentioning that the researcher excluded some studies that examined the effect of scaffolding on the web (Stahr, 2005), digital scaffolds (Baralt, 2013) and model for scaffolding by design: www based learner (Winnips, 2001). Researchers who are concerned with educational technology can benefit from them.

Zarandi & Rahbar (2014)

The purpose of the study was to address effectiveness of interactive strategies of scaffolding on English as a foreign language (EFL) learners' speaking ability. A sample of 60 Iranian EFL learners was selected based on a result of their performance on Oxford Placement Test. Afterward, they took a speaking pretest, and they were randomly assigned to one experimental and one control groups. Interactive strategies of scaffolding were given to experimental group. The control group received routine speaking instruction in ten sessions. Finally, the groups' performance was tested by speaking posttest. The participants were examined in pairs by two examiners. The inter-rater reliability of the examiners was calculated. The results of paired-samples t-test indicated that interactive scaffolding strategies were effective in enhancing EFL learners' speaking ability. The findings of this study provided insights for EFL teachers in a way that they found scaffolding provided the teachers both with the learners’ actual level of performance and with their learning potential. They could prescribe different individual learning plans for learners with different learning needs.

Gagné and Parks (2013)

This research aimed to investigate how children in intensive sixth grade ESL classroom interact and scaffold each other while doing cooperative learning activities. The researchers found out that while carrying out cooperative learning tasks, learners provided scaffolding and assisted each other through the use of strategies that included co-construction and other correction. The participants were (29) students in Quebec, Canada. The data analysis found out that students were working as a group and used different types of scaffolding strategies including request for assistance, co-construction, continuer, other-correction, and use of resources. The students were working in teams and were actively involved in scaffolding each other’s language production. Although the students resorted to a variety of strategies, the two most commonly used scaffolding strategies were request for assistance (53.9%) and other correction (23.9%). The findings of the study showed that peers collaborated and used peer-peer scaffolding techniques in constructing oral and written language which led to 73% of successful tasks.

Monica and Olatubosun (2013)

It assessed the effects of using scaffolding strategy on the academic achievement of students in integrated science in the Junior Secondary School (JSS). Four hundred
and fifty (450) students in JSS 2 were randomly selected from four Junior Secondary Schools in two Local government Areas of Ekiti State respectively. The sample was divided into two groups, two schools serving as a group. The first group was taught using scaffolding strategy (SCS), while the second group was taught using the traditional (chalk and talk) method (TRM). The result of the analysis of hypothesis 1 revealed that students taught with scaffolding strategy performed better than their counterparts taught with chalk and talk method (TRM). It was observed that students in urban locations were more self-reliant than their counterparts in rural location.

**Samana (2013)**

This study investigated the scaffolding interaction and the learning development resulting from the interaction in a classroom while students were doing pair work. It presented only the scaffolding provided by the teacher of the classroom and by classmates. As the participants were EFL university students with low English proficiency, they enrolled on an English course. They were seven females and five males (18-19 years old). The research compared the scaffolding strategies used by the teacher to by the classmates. The participants were given collaborative pairs tasks; each task was audio recorded. The scaffolding interactions were counted and analyzed. In addition, the participants were interviewed to give reflections on their interaction. The data in the study was based on audio recordings collected while the participants were pairing up to do eight (8) tasks at the end of each classroom session. The findings of the study were; not only the teacher can scaffold students, students with low level of English proficiency can also successfully scaffold their peers; scaffolded assistance can be from the teacher and from the students. The interview showed that they wanted to try by themselves before getting the teacher’s support.

It was found that the students with low level of proficiency tended to request help from the teacher (58%) more than from their classmates (41%). The data further revealed that out of the teacher’s scaffolded assistance, (87%) led to positive outcomes. Out of students’ scaffolded assistance, (49%) led to positive outcomes.

**Bassiri (2012)**

The purposes of the study were to examine the impact of scaffolding on reading comprehension, motivation and attitude in Iranian L2 classroom and the possible impact of gender.

The participants of this study were 34 intermediate learners of English affiliated to an English language institute in Iran. They were both male and female. They were chosen on the basis of their performance on a pre-test administered among the intermediate level learners. Then, they were randomly divided into two groups of scaffolding and non-scaffolding. They received one semester of instruction (17 sessions). At the end of each session their reading comprehension was tested by quizzes whose average score were later used for the assessment of each student’s overall performance.

The results of the study supported the initial predictions that scaffolding has a positive effect on learners’ reading comprehension and motivation scores. The findings also point to a positive relationship between female learners’ achievements in comparison with males in term of their reading and motivation.

**Safadi and Rababah (2012)**

The study implemented a scaffolding instruction program, which lasted for 9 weeks, to find out its impact on 11th grade Jordanian EFL learners' reading
comprehension skills. The control group comprised 55 students (2 classes), while the experimental group comprised 52 students (2 classes). Using scaffolding instruction, the experimental group was taught three units selected from the participants' English textbook, while the control group was taught the same units with no scaffolding. Pre- and post-test procedure was used to measure the impact of the scaffolding program on the students' achievement. One-way analysis of co-variance (ANCOVA) was used to measure any statistically significant differences in the mean scores of both groups. Multivariate analysis of covariance (MANCOVA) was also used to find any significant differences in their posttest mean scores. Results of the study showed that there are significant differences in the subjects' achievement in reading comprehension skills, in favor of the experimental group.

Attarzadeh (2011)
This study drew upon experimental design to examine the effects of scaffolding language on learning reading comprehension of various text modes on Iranian EFL learners with different levels of language proficiency. 180 EFL learners were randomly selected and divided into three groups of low, mid and high proficiency through the TOEFL language proficiency test. They were taught different text types such as narrations, argumentations, descriptions and explanations. The scaffolded groups were exposed to a constructivist-interactive model of learning while the non scaffolded groups were subjected to the traditional individual reading.

At the end of the treatment provision period, a post test was administered. A two way ANOVA was performed. The findings suggested a choice in favor of scaffolded narrative text types for mid level of learners. The findings support the idea of the effects of scaffolding language on learning reading comprehension.

Huggins and Edwards (2011)
This study aimed at assessing the effectiveness of utilizing instructional scaffolding in reading and writing courses on the college level. The purpose was to determine if instructional scaffolding would make an impact on students’ reading and writing performance. Results show that the scaffolding tools in the classroom can help to improve reading comprehension. Instructional scaffolding activities included giving students a graphic organizer so they could organize their thoughts, reading the poem aloud, engaging students in dialog as the students defined terms, asking probing questions, making a few interpretive remarks, and having students to re-read the poem and record facts and conclusions on the graphic organizer.

In summary, students gained a better understanding of the poem. The graphic organizer, a type of scaffold, encouraged students to think about information in new ways. Results show that graphic organizers, as scaffolding tools in the classroom, can help to improve reading comprehension, and students can benefit in several ways when teachers scaffold the process of writing a research paper. Research suggested that providing assistance and support to students through instructional scaffolding optimizes student learning.

Pishghadam and Ghadiri (2011)
The main purpose of this study was to compare the effect of Symmetrical (S) and Asymmetrical (AS) scaffolding on reading comprehension of adult learners in an
English as a foreign language (EFL) setting in Iran. The comparison is between the theory of Vygotksy and Piaget's in cognitive development. This study was conducted on 52 participants. Two types of instrumentation were used the pre-test utilized in the process of the research was a reading comprehension test, a post-test was administered to the students at the end of the study in order to compare the students' performance after treatment. The second instrument was an interview.

At the end of the study, the S and AS groups took the post-test in order to compare the subjects' performance on this test after treatment. The students' interviews were conducted in Persian (mother tongue). These interviews were, then, transcribed and analyzed.

The findings of this study revealed that AS scaffolding is more effective than S scaffolding in promoting English reading comprehension achievement. The interviews revealed that most of the respondents were highly motivated to cooperate with more competent students since they believed that their presence would enhance their progress. This may imply that AS scaffolding instruction is vital to improving EFL learners' reading comprehension.

Riazi and Rezaii (2011)

This study aimed at investigating the effect of scaffolding on EFL students’ writing ability. The study intended to find out whether teacher- or peer scaffolding was more successful in helping students improve their English texts. To this end, two groups of university students who enrolled in a general English course were provided with teacher- and peer scaffolding in the process of revising their writings. Pre- and post-writing tasks were collected from the students to check their writing improvement. Results of t-tests showed that teacher scaffolding appeared to be more successful on improving students' writing in this particular EFL context. The study was conducted with 25 Iranian university students (20-23 years old). The two groups were randomly assigned to experimental with teacher-scaffolding approach and control group with peer-scaffolding mode. The students of the second group formed five pairs so that a more experienced student worked with the student in need of help. The same teacher taught both groups and all teacher-student and peer interactions in both classes were audio recorded and transcribed for analysis. The students of the two groups were asked to write an essay right at the beginning of the term and one at the end of the term, both on the same topic, to be used as their pre- and post-test writing task. Composition Profile Scale was used to score students' essays. This scale has five components including content, organization, vocabulary, language use, and mechanics. Findings of the study showed that students in teacher-scaffolding group performed better on their post writing test.

Sukyadi and Hasanah (2010)

The study tried to investigate the effectiveness of using think-aloud instructional scaffolding in teaching reading to the first year students of a Senior High School in Indonesia. The study employed quantitative method, with quasi experimental design called non-equivalent control group. The data were obtained from pretest, posttest and questionnaire, and were analyzed using t-test, eta square, and ANOVA. In addition, qualitative interview was used to triangulate the data and elaborate the results. The findings revealed that despite some limitations, the teaching program was successful. The two groups started from a similar level in pretest, however, the experimental group performed better on reading comprehension than the control group did in the
post test, indicating that think-aloud improved students' reading comprehension better than the standard teaching strategy. The questionnaire addressed to the experimental group also showed that the respondents used reading strategies better after the implementation of think-aloud.

Mehdian (2009)
This study exposed seventeen secondary school leavers, who were attending a language school to improve their English language, to eight-week intervention (35 hours) after which they all sat for a posttest. The participant teacher used modeling and carefully prepared scaffolding strategies. He offered personalized scaffolding, in addition to guided practice for pair and group work. The students made use of the second level of apprenticeship by working together, by thinking together and by making their thinking process visible to themselves and to the other students as well. Think-aloud process, cueing, prompting, and group discussions were also applied. Gradually, the students were offered more reading tasks and were asked to try their best to perform them independently. Data were collected using observation field notes, students’ reflections, insights from the final interview and the overall feedback obtained from the peer observation sessions. The comparison between the pre and posttest scores of all students revealed better performance on the posttest. It was also found that the scaffolding provided was effective in terms of building self-confidence, better students’ reflections, and better reading and comprehension.

Anthony (2007)
The aim was to investigate the effect of using Bloom’s Taxonomy as an oral questioning scaffold to improve writing in response to reading and reading comprehension through the use of higher order thinking, in a study that lasted for four weeks, randomly assigned 22 fifth-grade students into control and experimental groups. The researcher used a pretest and posttest control group design. In order to measure the students’ outcomes, the researcher developed a reading comprehension test using higher order questions. He created a rubric based on holistic and point scoring of writing influenced by Bloom’s taxonomy. The results showed that students’ writing has statistically improved in response to reading, and these writings revealed higher order understanding of text, while reading comprehension advancement was questionable.

Burch (2007)
The study examined scaffolding of ten first graders in reading and writing. She used Developmental Reading assessment, checklists, observational data, writing samples, running records and other data collection techniques. Teachers’ scaffolding techniques included specific prompts, guided reading and writing groups, direct and explicit teaching, mini lessons, small group instruction, and instruction driven by performance based assessment. The study revealed that the use of scaffolding was of great importance and effectiveness. Its importance stems from being an effective means of moving students from being at risk of failure to confident, independent, and self-regulated learners. The study revealed consistent progress among students when supported and scaffolded in their literacy acquisition. Their reading and writing performance exceeded the expected level.
Chi (2007)

This study investigated and compared scaffolding strategies employed by two EFL teachers. Primary goals were to investigate and compare scaffolding strategies used by these teachers in the process of instructing more and less proficient students, as well as most effective strategies perceived by each group of students. To attain these goals, the researcher amassed data from multiple sources: instructional data, semi-structured oral interviews, and reading comprehension tests before and after the instruction. As for data analysis, episodes were first sorted out; thematic analyses were then used to group relevant episodes into themes. Four themes on scaffolding instruction were generated as discussion framework. Semi-structured oral interviewing shed more light on how more and less proficient students perceived effective strategies used on them. The results showed implementing scaffolding strategy effectively in the process of instruction students’ reading comprehension upgraded students’ reading comprehension.

Vethamani and Nair (2007)

This study was carried out to identify the types and characteristics of scaffolding utilized by teacher trainees during peer discussion in their attempts to comprehend short stories. The focus of the study was the teacher trainees’ use of analogy. This paper reports on the teacher trainees’ use of analogy in the process of trying to understand literary texts. A study of tape scripts made it evident that subjects used analogy as a form of scaffolding to assist their partners’ understanding. The subjects for this study consisted of sixteen Bachelor of Education. These teacher trainees were involved in the study of short stories as one of the components in the English Studies programme for one semester. Hence, they were accustomed to reading and discussing literary texts. Since the purpose of this study was to look into ways low and high proficiency trainee teachers respond to, subjects were selected based on the proficiency test administered by the researchers. From a total of 96 trainee teachers, 16 subjects consisting of 8 high and 8 low proficiency subjects were selected. They were paired at random and each dyad consisted of one high and one low proficiency subject. This was necessary to allow scaffolding to take place where a capable peer can assist a novice in comprehending literary texts.

Culican, Milburn, and Oakley (2006)

This study used “scaffolding literacy program” as a literacy intervention approach on at risk students and within the mainstream classrooms in Melbourne, Australia. The project aimed to improve the literacy outcomes for middle years students who were facing critical educational problems. A total of 95 educationally disadvantaged students were involved. The project was based on Development Assessment Resource for Teachers (DART) instrument, selected pre and post assessment purposefully designed to collect data on the scaffolding literacy impact, classroom observation and samples of students’ work. School based-data along with students and teachers interviews were conducted. In the interviews, teachers said they were able to detect positive impact on students’ knowledge and literacy skills. Both primary and secondary teachers reported the improvement of the comprehension skills along with the improvement on the mechanics of writing and structure in the students’ writing. Students’ self-confidence, development of higher order skills, analysis and critical thinking were also observed by the teachers. The students expressed their satisfaction and awareness of their skills enhancement after being exposed to the scaffolding
literacy approach. This kind of awareness motivated them to acknowledge how they learn and the skills required to improve their learning. It was recommended to apply scaffolding literacy in the middle years schooling for its significant impact on the students’ progress and on the teachers’ practices and recognition of their students’ potentials.

**General Commentary on the Previous Studies**

There are similarities and differences between this study and the previous ones as follows:

1) **The Subject of the Previous Studies and their Purposes**

These studies reflected the importance and effectiveness of scaffolding on developing students' skills such as reading, writing and speaking. The studies applied different techniques e.g. explicit instruction, modeling, guided practice, questioning, peer work, think aloud, cueing, prompting, discussions. Almost all of these studies examined the improvement of reading comprehension skills. The independent variable is about scaffolding strategy or one of its techniques.

Some studies investigated the impact of scaffolding strategy on speaking and oral interaction e.g. Zarandi and Rahbar (2014); Samana (2013). Some studies examined two skills together e.g. Gange and Parks (2013) oral and written skills. Some studies conducted writing skill only e.g. Riazi and Rezaei (2011).

Reading and writing skills were investigated together in some studies e.g. Anthony (2007), Bruch (2007), Huggins and Edwards (2011) and Culican, Milburn, and Oakley (2006).

Many studies investigated reading comprehension skills e.g. Bassiri (2012); Safadi and Rababah (2012); Attarzadeh (2011); Pishghadam and Ghadiri (2011); Mehdian (2009); Chi (2007); Vethamani and Nair (2007); Sukyadi and Hasanah (2010).

This reflects the importance of teaching reading comprehension skills in English. In this study, the researcher examined the effectiveness of scaffolding on developing reading comprehension skills among seventh graders.

2) **Methodology**

All the previous studies adopted the experimental method except for the study of Sukyadi and Hasanah (2010) which employed quantitative method, with quasi experimental. In this study, the researcher adopted the experimental approach.

3) **Tools**

The tools used in the previous studies were varied from one study to another. For example, Zarandi & Rahbar (2014) used placement test, pretest and post test whereas Samana (2013) used interviews and audio recordings. Bassiri (2012) used pretest and quizzes. Burch (2007) used Developmental Reading assessment, checklists, observational data, writing samples, running records. Sukyadi and Hasanah (2010) used three tools pretest, posttest and questionnaire. Chi (2007) used instructional data, semi-structured oral interviews, and reading comprehension tests. The rest of the studies prepared an achievement test (pre-post). In this study, the researcher used content analysis card and an achievement pre and post test.

4) **Samples of Studies**

Some studies targeted low achievers such as those of Samana (2013), Mehdian (2009), Bruch (2007), Culican, Milburn, and Oakley (2006).
The participants of some studies were learners in 5th or 6th grades such as Gange & Parks (2013), Anthony (2007). Some were adults and learners in secondary schools e.g. Safadi & Rababah (2012), Pishghadam and Ghadiri (2011) Mehdian (2009), Sukyadi and Hasanah. Some studies addressed university learners: Riazi and Rezaii (2011), Huggins and Edwards (2011) and Samana (2013).


The samples of some studies were relatively large e.g. Monica and Olatubosun (2013) 450 learners, Attarzadeh (2011) 180 learners, Culican, Milburn, and Oakley (2006) 95 learners, Safadi and Rababah (2012) 107 students. From the researcher’s point of view, this reflects that scaffolding can be flexibly designed to meet the needs of diverse students whose ZPD is quite different.

The sample of the current consisted of (62) students distributed into two groups; the experimental group consisting of (32) students and the control group consisting of (31) students.

5) Place

All the previous studies were applied in different countries. For example Zarandi & Rahbar (2014), Bassiri (2012), Pishghadam and Ghadiri (2011), Riazi & Rezaii(2011), Mehdian(2009) and Attarzadeh (2011) were conducted in Iran. The study of Gagné and Parks (2013) was implemented in Canada. The study of Safadi & Rababah (2012) was applied in Jordan while the study of Sukyadi and Hasanah (2010) was conducted in Indonesia. This study was conducted in the Gaza, Palestine.

6) Statistical Treatments

The Statistical treatments used in the previous studies to measure the results were varied and different. Most of them used T-test, Mann Whitney, ANCOVA, One Way Annova and Size Effect and other Statistical measurements. In this study, the researcher utilized T-test, Means, Standard Deviations, Spearman Correlation, Split Half Technique, Kuder Richardson-20 equation and Holsti correlation, and SPSS.

7) Findings

All the previous studies show weaknesses in reading comprehension skills and offer solutions through scaffolding strategy. They have the same goal, which is to examine the impact and effectiveness of using scaffolding strategy on the reading achievement performance. They all have the same results indicating that instructional scaffolding has a remarkable positive effect on students’ reading comprehension. The findings of these studies agreed that scaffolding literacy enhances the students' self confidence, critical thinking, higher order skills and achievement.

The findings and recommendations of the previous studies highlight the importance of considering such techniques and procedures in order to improve students' performance in English language skills, especially reading comprehension skills.
Thus, this study is consistent with these studies concerning the importance of scaffolding strategy. However, it disagrees with Antony (2007) which was questionable about scaffolding.

The benefits gained from the previous studies
1. The previous studies widened the researcher's knowledge as they enriched the educational background of the researcher concerning reading comprehension skills and techniques for teaching reading.
2. The previous studies are considered a guide for the researcher because they helped him to design the procedures of the study.
3. Results of many previous studies revealed the effectiveness of scaffolding strategy in teaching reading. They provided the researcher with many scaffolding strategies.
4. The previous studies were helpful for the researcher to construct the appropriate tools of the study such as the reading comprehension content analysis card, the achievement test (pre and post-test). In addition, they helped the researcher to decide on the statistical treatments of the results.
5. The studies helped the researcher interpret the results and the findings of his study.

The current study is different from the previous studies because
1. As far as the researcher knows, it is the first study which deals with scaffolding and reading comprehension skills to be conducted in Gaza.
2. The researcher modified the strategies and techniques to fit the Palestinian refugee students in Gaza.
3. All of them investigated the reading skills as a whole without specifying what reading sub-skills they targeted. The current study specifies the reading sub-skills. Namely, scanning, skimming, inference and answer judgment and evaluation questions.
4. This study identified the reading comprehension skills which suited the Palestinian seventh grade Students.
5. The previous studies used different data collection techniques: pretest, post test, observation, students’ reflections, interviews, questionnaire, checklists, quizzes. The current study used two tools a test & content analysis card.
6. It is the first study that analyzed reading texts of Pupil's Book English for Palestine 7B.

Conclusion

This chapter consisted of three parts: the first part introduced in details scaffolding strategy, the second part was about reading comprehension and the third part presented previous studies which were conducted to show the importance of scaffolding strategy in teaching English language skills especially reading. The next chapter will tackle the methodology of the study.
Chapter III
Methodology
Chapter III

Methodology

The purpose of the current study is to investigate the effectiveness of using IS on developing reading comprehension skills among seventh graders. This chapter introduces the procedures followed throughout the study. It introduces a complete description of the research design, the population, the sample, the variables, the tools, the research design and the statistical methods of the study.

1) Research Design

This study employed the experimental approach where there were two groups of students, an experimental group and a control one. Both groups were pre-tested, and then the experimental group was taught reading comprehension through instructional scaffolding strategy through the activities prepared by the researcher in the form of a teacher's guide and lesson plan, while the control group was taught reading comprehension by the ordinary method. The post-test was administered to the two groups and the results were calculated. The experiment lasted for four weeks from March, 2015 to April, 2015.

2) Population of the study

The population of the study was all seventh (male) graders in the north area of Gaza in the scholastic year (2014 – 2015).

3) Sample of the Study

Two classes were taken as a sample which consisted of (63) male students who were distributed into two groups; i.e. an experimental group of (32) students and control group of (31) students. Flipping a coin was used to enroll those classes into experimental and control groups. These groups were randomly chosen from a purposive sample from Jabalia Prep. "E" Boys School at Jabalia Camp/ Gaza Strip, the school, where the researcher works as a teacher of English Language.

The two groups were equivalent in their general achievement in accordance with the statistical treatment of their results in the first term of the school year (2014-2015). They were chosen from the same school to be equivalent in the social, cultural, economic and academic levels. Pre-test was used to check the equivalence of reading comprehension skills between the two groups. The age variable of the sample was also controlled before the experiment. Table (6) below shows the distribution of the sample.

<table>
<thead>
<tr>
<th>Group</th>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>

4) Variables of the Study

To affirm the accuracy of the results, the researcher classified the variables as the dependent and the independent ones. The dependent variable was reading comprehension skills (the reading comprehension skills which were chosen according to the content analysis). The independent variable was scaffolding strategy.

5) Instrumentation

To collect data for the aims of the study, the researcher used the following tools:
5.1. Content Analysis card
5.1.1. Description of the Content Analysis
The researcher prepared a content analysis card of the reading comprehension texts of English for Palestine 7B. The analysis covered reading texts activities and tasks. The content analysis card included (24) items of reading comprehension skills assigned by the Ministry of Education. It is refereed by a panel of experts who reduced it to (20) items. The researcher covered all the units of English for Palestine 7B, focusing only on all the activities of the reading comprehension lessons (Appendix 1).

5.1.2. The Aim of the Content Analysis Card
The researcher used the content analysis card for collecting information and determining reading comprehension skills which are intended to be developed by adopting scaffolding strategy throughout the study.

5.1.3. The Source of Designing the Content Analysis card
The researcher depended on different sources to construct the content analysis card:
- Reviewing literature and previous studies to decide on the most important reading comprehension skills for seventh graders.
- The opinions of teachers, specialists and instructors.

5.1.4. Validity of the Content Analysis Card
Bynum (2001) defines validity as the truth of the test in relation to what it is supposed to evaluate. It concerns the relevance and usefulness of what you are measuring. The content analysis card was evaluated by a panel of specialists, curriculum designers, methodologists, supervisors and seventh grade teachers to benefit from their comments and suggestions. They reviewed the instrument for its importance, clarity and appropriateness to English for Palestine 7 pupils' book. Their effective feedback benefited the researcher a lot through rating the degree of importance of the reading comprehension skills.

5.1.5. Reliability of the Content Analysis Card:
Harris & Hodges (1995) defines reliability as consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way. Fraenkel and Wallen (1996) define reliability as the degree to which scores obtained with an instrument are consistent measures of whatever the instrument is measuring. The researcher uses Holstí's equation to count the reliability of the analysis through time and people.

\[ CR = \frac{2R}{N1 + N2} \]

(CR) refers to the consistency; (R) refers to the number of the elements of the analysis agreed upon by the analyzers, (N1 & N2) refer to the elements of the analysis.

5.1.5.1. Reliability through time
The researcher repeated the analysis process of the units of English for Palestine-7B pupil's book after two weeks to investigate the reliability of the content analysis. He used Holstí correlation to determine the reliability. Table (7) shows the points of agreement and disagreement between the analyses through time by the researcher.
The researcher calculated the points of agreement and disagreement between the two analyses using Holsti's equation to count the reliability of the analysis through time. The results show a strong correlation at (0.960), and this is a high consistency that allows the researcher to depend on the analysis results.

### 5.1.5.1. Reliability through people

To examine the reliability of the analysis process, the researcher asked for the cooperation of a 7th grade English teacher to re-analyze the content of the units of the 7B pupil's book. At first, the researcher applied the analysis card on a unit as a model with the teacher by analyzing the whole activities in the unit, then the teacher did the same process separately. The aim was to find out the correlation between the two results of the analyses for reliability. Pearson correlation was calculated for each of the analyses and then the researcher calculated the mean of the data. The correlation between the researcher and the teacher was as it appears in Table (8). The researcher calculated the points of the agreement and disagreement between the two analyses. The consistency was (0.980) and that was a high consistency that allowed the researcher to depend on the analysis results which agree on the skills to be developed in the current study. Table (8) shows the points of agreement and disagreement between the analyses.

#### Table (8)

**Points of agreement and disagreement between the analyses through people**

<table>
<thead>
<tr>
<th>Analysis</th>
<th>First analysis</th>
<th>Second analysis</th>
<th>Agreement points</th>
<th>Difference points</th>
<th>Coefficient Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78</td>
<td>73</td>
<td>73</td>
<td>5</td>
<td>0.980</td>
</tr>
</tbody>
</table>

5.2. Reading comprehension test (pre & post test)

To achieve the purpose of the study, the researcher used the reading comprehension test as an instrument to collect data. A pre-post achievement test administered by both the experimental and control groups. The purpose of the study is to identify the two groups' level before starting the strategy and to compare the results of the pre test with the results of the post test after the experiment (Appendix 2).

5.2.3. The Aim of the Reading Comprehension Test

The test was one of the study instruments which aimed at measuring the effectiveness of using IS strategy on developing reading comprehension skills for the 7th graders.

5.2.4. The Sources of Designing the Reading Comprehension Test

The researcher referred to many resources in designing the test. In addition to his own experience, he reviewed the related literature, checked the opinion of supervisors and experienced teachers and the results of content analysis of reading comprehension skills in the pupil's book of the 7th grade. He designed the test with different types of
questions which were distributed over the four skills of reading comprehension, based on the results of the content analysis and the table of specifications (see Table 9).

5.2.5. Table of Specifications

The researcher designed the test according to the table of specifications illustrated in Table (9). He included four skills in the test depending on the results of the content analysis. He calculated the relative weight for each skill and number of the questions.

<table>
<thead>
<tr>
<th>Bloom level</th>
<th>Comprehension 75%</th>
<th>Synthesis 15%</th>
<th>Evaluation 10%</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scan 60%</td>
<td>12</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Skim 15%</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Making inference 15%</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Answer judgment &amp; evaluation questions 10%</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total 100%</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>Total 20</td>
</tr>
</tbody>
</table>

5.2.6. Description of the Reading Comprehension Test

The test contained 4 questions of (26) items and (20) marks. A suitable text for seventh grade was chosen to be the reading passage for the test. All the questions were to be answered in the light of understanding the passage.

**Question (1):** is (6) multiple choice items, half point each. Students chose the right answer from (a – b – c).

**Question (2):** was twelve questions with a mark each. The first four questions were true or false questions in which students tick (T) next to the right answer and (F) next to the wrong answer. The next four questions, the students extracted from the passage. The next three questions were to complete a table from the passage and the last one was wh- question which was divided into two items.

**Question (3):** was six questions; half mark each. It was to test the students' inference skill. They were multiple choice items. Students chose the right answer from (a – b – c).

**Question (4):** was two closed questions which measured their ability of answering judgment & evaluation questions. They were two question; one mark each. They were divided into two items.

5.2.7. The pilot study

The test was experimented by a pilot sample of (40) seventh graders in Jabalia Prep. "E" Boys School in Jabalia. They have the same characteristics of the study sample. The results were recorded and statistically analyzed to estimate the validity and the reliability of the test. The clarity of the questions was checked. The
misleading items were also modified. Moreover, this trial application helped in estimating the time needed for answering the questions according to the following equation:

$$\text{Time of the first student} + \text{time of the last student} \over 2$$

Through applying the equation according to the exit time of the first student and the exit time of the last student resulted that the time of the test was (60) minutes.

5.2.8. Test Item Analysis

The researcher analyzed the student's answers to find out:

5.2.8.1. Difficulty Coefficient

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the learners. Difficulty coefficient of each item is calculated according to the following equation:

$$\text{Difficulty Coefficient of each item} = \frac{\text{No. of students who got wrong answers}}{\text{No. of students who answered the test}} \times 100$$

Table (10) presents the difficulty coefficient for each items of the test.

<table>
<thead>
<tr>
<th>No</th>
<th>The correct answers of higher group</th>
<th>The correct answers of lower group</th>
<th>Sum of the correct answers</th>
<th>Difficulty coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>6</td>
<td>17</td>
<td>0.77</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>0.41</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>4</td>
<td>16</td>
<td>0.73</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>2</td>
<td>13</td>
<td>0.59</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>3</td>
<td>15</td>
<td>0.68</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>7</td>
<td>17</td>
<td>0.77</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>0.45</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>6</td>
<td>16</td>
<td>0.73</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>0.45</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>0.45</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>0.41</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>4</td>
<td>13</td>
<td>0.59</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>4</td>
<td>13</td>
<td>0.59</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>5</td>
<td>16</td>
<td>0.73</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>0.68</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>0.68</td>
</tr>
<tr>
<td>17</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>0.73</td>
</tr>
<tr>
<td>18</td>
<td>11</td>
<td>6</td>
<td>17</td>
<td>0.77</td>
</tr>
<tr>
<td>19</td>
<td>11</td>
<td>3</td>
<td>14</td>
<td>0.64</td>
</tr>
<tr>
<td>20</td>
<td>11</td>
<td>5</td>
<td>16</td>
<td>0.73</td>
</tr>
<tr>
<td>21</td>
<td>11</td>
<td>6</td>
<td>17</td>
<td>0.77</td>
</tr>
<tr>
<td>22</td>
<td>10</td>
<td>6</td>
<td>16</td>
<td>0.73</td>
</tr>
<tr>
<td>23</td>
<td>11</td>
<td>6</td>
<td>17</td>
<td>0.77</td>
</tr>
<tr>
<td>24</td>
<td>9</td>
<td>5</td>
<td>14</td>
<td>0.64</td>
</tr>
<tr>
<td>25</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>0.68</td>
</tr>
<tr>
<td>26</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>0.45</td>
</tr>
</tbody>
</table>
Table (10) shows that the difficulty coefficient between (0.41- 0.77), that means each item is acceptable or in the normal limit of difficulties according to point of view of assessment and evaluation specialists.

### 5.2.8.2. Discrimination coefficient

Discrimination coefficient means the test is effective where it differentiates between high achievers and low achievers. It was calculated according to the following formula.

\[
\text{Discrimination Coefficient} = \frac{\text{No. of the students who have the correct answer from the high achievers} - \text{No. of the students who have the correct answer from the low achievers}}{\text{No. of high achievers} \times \text{No. of low achievers students}}
\]

Table (11) shows the discrimination coefficient for each item of the test.

<table>
<thead>
<tr>
<th>No</th>
<th>The correct answers of higher group</th>
<th>The correct answers of lower group</th>
<th>Differences between the two groups</th>
<th>Discrimination coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>0.82</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>0.73</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td>0.82</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>3</td>
<td>9</td>
<td>0.82</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>0.27</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>0.36</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>0.36</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>0.55</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>0.55</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>0.55</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>0.09</td>
</tr>
<tr>
<td>17</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>0.18</td>
</tr>
<tr>
<td>18</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>19</td>
<td>11</td>
<td>3</td>
<td>8</td>
<td>0.73</td>
</tr>
<tr>
<td>20</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>0.55</td>
</tr>
<tr>
<td>21</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>22</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>0.36</td>
</tr>
<tr>
<td>23</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>24</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>0.36</td>
</tr>
<tr>
<td>25</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>0.45</td>
</tr>
<tr>
<td>26</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>0.73</td>
</tr>
</tbody>
</table>
Table (11) shows that the discrimination coefficient is between (0.27 – 0.82). That means each item is acceptable or in the normal range of discrimination.

5.2.9. Validity of the Test

According to Professional Testing Inc. PTI (2006), validity is the most important criterion for the quality of a test. The term validity refers to whether or not the test measures what it claims to measure. On a test with high validity, the items will be closely linked to the test intended focus. In other words, it tells us how much a test measures what it is supposed to be measuring. The study used the referee validity and the internal consistency validity, and the structural validity.

5.2.9.1. The Content Validity (Referee Validity)

Mackey and Gass (2005, p. 107) state that "content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information." In order to check the content validity, the researcher introduced the test to a group of specialists, including professors from different universities, supervisors of English language, and highly qualified teachers of the seventh grade. According to their valuable remarks the test was modified. The final draft of the test is shown in Appendix (2).

5.2.9.2. Internal Consistency Validity

Al Agha and Al Ostaz (2004) elaborate that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation coefficient of the average of each skill with the total average. This validity was calculated by using Pearson Equation. The following tables show the correlation coefficient of each skill with the whole test. According to the tables, it can be concluded that the test is highly consistent and valid as a tool for the study.

- Table (12) shows Pearson correlation coefficient for every item from the first scope (skimming) with the total score of this domain:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.581</td>
<td>0.01</td>
<td>4</td>
<td>0.546</td>
<td>0.01</td>
</tr>
<tr>
<td>2</td>
<td>0.572</td>
<td>0.01</td>
<td>5</td>
<td>0.561</td>
<td>0.01</td>
</tr>
<tr>
<td>3</td>
<td>0.596</td>
<td>0.01</td>
<td>6</td>
<td>0.578</td>
<td>0.01</td>
</tr>
</tbody>
</table>

* r table value at df (38) and sig. level (0.05) = 0. 325
** r table value at df (38) and sig. level (0.01) = 0. 418
Table (12) shows that the Pearson Correlation coefficient at (0.01).
• Table (13) shows Pearson correlation coefficient for every item from the second scope (scanning) with the total score of this domain:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0.388</td>
<td>0.05</td>
<td>13</td>
<td>0.596</td>
<td>0.01</td>
</tr>
<tr>
<td>8</td>
<td>0.497</td>
<td>0.01</td>
<td>14</td>
<td>0.678</td>
<td>0.01</td>
</tr>
<tr>
<td>9</td>
<td>0.371</td>
<td>0.05</td>
<td>15</td>
<td>0.498</td>
<td>0.01</td>
</tr>
<tr>
<td>10</td>
<td>0.581</td>
<td>0.01</td>
<td>16</td>
<td>0.433</td>
<td>0.01</td>
</tr>
<tr>
<td>11</td>
<td>0.457</td>
<td>0.01</td>
<td>17</td>
<td>0.572</td>
<td>0.01</td>
</tr>
<tr>
<td>12</td>
<td>0.594</td>
<td>0.01</td>
<td>19</td>
<td>0.501</td>
<td>0.01</td>
</tr>
</tbody>
</table>

*r table value at df (38) and sig. level (0.05) = 0.325
**r table value at df (38) and sig. level (0.01) = 0.418

Table (13) shows that the Pearson Correlation coefficient at (0.01).

• Table (14) shows Pearson correlation coefficient for every item from the third scope (inference) with the total score of this domain:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>0.581</td>
<td>0.01</td>
<td>22</td>
<td>0.546</td>
<td>0.01</td>
</tr>
<tr>
<td>20</td>
<td>0.572</td>
<td>0.01</td>
<td>23</td>
<td>0.561</td>
<td>0.01</td>
</tr>
<tr>
<td>21</td>
<td>0.611</td>
<td>0.01</td>
<td>24</td>
<td>0.624</td>
<td>0.01</td>
</tr>
</tbody>
</table>

*r table value at df (38) and sig. level (0.05) = 0.325
**r table value at df (38) and sig. level (0.01) = 0.418

Table (14) shows that the Pearson Correlation coefficient at (0.01).
• Table (15) Pearson correlation coefficient for every item from the fourth scope with the total score of this domain:

Table (15)

<table>
<thead>
<tr>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
<th>Item No</th>
<th>Correlation with domain</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>0.597</td>
<td>0.01</td>
<td>26</td>
<td>0.509</td>
<td>0.01</td>
</tr>
</tbody>
</table>

*r table value at df (38) and sig. level (0.05) = 0. 325  
**r table value at df (38) and sig. level (0.01) = 0. 418

Table (15) shows that the Pearson Correlation coefficient at (0.01).

The results of tables show that the values of these items are suitable and consistent and valid for conducting this study. The researcher also made sure of the correlation between the four domains with the total score of the test, as shown in table (15).

5.2.9.3. Structural Consistency
In addition, the researcher estimated the Correlation Coefficient among each level and the total marks of the test as shown in table (16):

Table (16)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Correlation with total</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>0.749</td>
<td>0.01</td>
</tr>
<tr>
<td>Scanning</td>
<td>0.776</td>
<td>0.01</td>
</tr>
<tr>
<td>Inference</td>
<td>0.702</td>
<td>0.01</td>
</tr>
<tr>
<td>Answer Judgment &amp; evaluation questions</td>
<td>0.750</td>
<td>0.01</td>
</tr>
</tbody>
</table>

*r table value at df (38) and sig. level (0.05) = 0. 325  
**r table value at df (38) and sig. level (0.01) = 0. 418

As shown in the table (16), there is a correlation between the domains and the total score and each domain with the other domain at sig. level (0.01). This shows a high internal consistency of the test, which reinforces the validity of the test.
5.2.10. Reliability of the test

Mackey & Gass (2005) state that any test is reliable when it achieves similar results if it is applied twice within similar condition. The reliability of the test was measured by the Spilt-half and (KR20):

5.2.10.1. Split Half Method

It depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Prophecy Formula.

5.2.10.2. Kuder-Richardson (K_R20)

(K_R20) depends on calculating the percentages of the correct answers of the test items, and also on the variance of every item.

Table (17) describes (K_R20) and split-half coefficients for the test domains:

<table>
<thead>
<tr>
<th>Test Domains</th>
<th>(KR20)</th>
<th>Split half coefficients of the test domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>0.947</td>
<td>0.885</td>
</tr>
<tr>
<td>Scanning</td>
<td>0.931</td>
<td>0.987</td>
</tr>
<tr>
<td>Inference</td>
<td>0.957</td>
<td>0.883</td>
</tr>
<tr>
<td>Answer judgment &amp; evaluation questions</td>
<td>0.961</td>
<td>0.988</td>
</tr>
<tr>
<td>total</td>
<td>0.950</td>
<td>0.921</td>
</tr>
</tbody>
</table>

Table (17) shows that the value (K-R 20) is (0.950) which is rated high and shows that the Spilt-half coefficient is 0.921. This result assures the high reliability of the test. This result indicates that the test is highly reliable.

6. Controlling the variables

To assure the result accuracy and avoid any possible external interference, the researcher tried to control the following variables before the study:

6.1. Age variable

The researcher recorded the students' ages from their school files at the beginning of the school year (2014-2015). T-test was used to measure any statistical differences. The means and the standard deviations were calculated for each group. Table (18) shows the comparison between the two groups of the sample concerning the age variable.
Table (18)

T-test results of controlling age variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T Value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Experimental group</td>
<td>32</td>
<td>13.06</td>
<td>0.44</td>
<td>0.30</td>
<td>Not sig at 0.05</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>13.10</td>
<td>0.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“T” table value at (61) d.f. at (0.05) sig. level equal 0.200

Table (18) shows that there were no statistically significant differences at (0.05) between the experimental and control groups. This proves that the two groups are equivalent due to age variable.

6.2. Variable of general achievement in English language

T-test was used to measure the statistical differences between the groups due to their general achievement in English language. The results in the first term English exam of the school year (2014-2015) were recorded and analyzed. Table (19) shows the mean and the standard deviation of each group in English previous learning.

Table (19)

T-test results of controlling English achievement variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>No</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T Value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>English achievement</td>
<td>Experimental group</td>
<td>32</td>
<td>22.91</td>
<td>10.10</td>
<td>0.44</td>
<td>Not sig at 0.05</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>23.97</td>
<td>8.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“T” table value at (61) d.f. at (0.05) sig. level equal 0.200

Table (19) shows that there were no statistically significant differences at (0.05) between the experimental and control groups. This shows that the two groups are equivalent due to English achievement variable.

6.3. Pre-test variable

To make sure that the subjects are equivalent in their previous English language achievement. The researcher applied the pre achievement test. The results of the subjects were recorded and statistically analyzed using T-test. Table (20) includes a the comparison between the two groups of the sample in the pretest.
Table (20)

T-test results of controlling the groups due to pre test variable

<table>
<thead>
<tr>
<th>Domain</th>
<th>group</th>
<th>No</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>T Value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental group</td>
<td>32</td>
<td>1.359</td>
<td>0.710</td>
<td>1.536</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>1.694</td>
<td>0.997</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skimming</td>
<td>Experimental group</td>
<td>32</td>
<td>5.813</td>
<td>3.084</td>
<td>0.634</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>5.290</td>
<td>3.447</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td>Experimental group</td>
<td>32</td>
<td>1.078</td>
<td>0.685</td>
<td>1.362</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>1.355</td>
<td>0.915</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>Experimental group</td>
<td>32</td>
<td>0.406</td>
<td>0.483</td>
<td>0.394</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>0.355</td>
<td>0.551</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer Judgment &amp; evaluation questions</td>
<td>Experimental group</td>
<td>32</td>
<td>8.656</td>
<td>4.373</td>
<td>0.033</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control group</td>
<td>31</td>
<td>8.694</td>
<td>4.529</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“T” table value at (61) d.f. at (0.05) sig. level equal 0.200

Table (20) indicates that there were no statistically significant differences at (0.05) between the experimental and control groups. This shows that the two groups are equivalent with regard to pretest.

6.4. The teacher and time variable
Both groups were taught by the same teacher. This was to prevent any other factors related to the difference in the teachers from affecting the results. Both groups received four-week instruction.

7. Teacher's Guide
The researcher prepared a teacher's guide which included lesson plan based on scaffolding strategy for the chosen lessons of reading from student's book English for Palestine7B. The contents of the guide were chosen, organized and modified according to the opinions and suggestions of a group of specialists; including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced English teachers (Appendix 3).

7.1. The Aim of the Teacher's Guide and Lesson Plan
The researcher prepared a teacher's guide which is based on IS to develop seventh graders' reading comprehension skills and to help English teachers in the teaching process.

7.2. Sources of Designing the Teacher's Guide
In order to prepare the teacher's guide and the lesson plan, the researcher reviewed the related literature of the previous studies and methodology references, and consulted English supervisors and teachers.
7.3. Description of the Teacher's Guide

It is a practical guide for teachers to scaffold students in reading comprehension passages of the seventh grade pupils' book. Furthermore, it includes the objectives of the lessons, and the reading comprehension skills and the teacher's role in the IS strategy. The researcher suggested a lesson plan that would make up a model for teaching the reading lessons by using scaffolding strategy. Each lesson included: (the objectives, key words, resources and teaching aids, warm up, procedures and techniques, and homework. Below is a description of the components of the lesson plan:

7.3.1. The Objectives

The researcher determined the specific objectives of each lesson, which the teacher seeks to achieve at the end of the lesson, emphasizing the reading skills intended to be developed in this study.

7.3.2. Key Words

The new vocabularies were the new words in the reading texts.

7.3.3. Resources and Teaching Aids

The researcher selected appropriate resources and teaching aids such as the textbook, worksheets, video, graphic organizers, flashcards, pictures, drawings, mind maps, LCD, and laptop which help the teacher to achieve the educational objectives.

7.3.4. Procedures and Techniques

They were ascertained to suit the three phases: pre-reading, while reading and post-reading.

7.4. Program Timing

Each lesson needed three periods to be carried out, forty five minutes each. Consequently, the experiment took twelve periods.

7.5. Validity of the Guide

The validity of the teacher's guide was checked by consulting a group of qualified English specialists, and teachers who have long experience in teaching. According to their recommendations, it was modified as required.

8. Statistical Analysis Procedures

The data were collected and computed by using (SPSS) Statistical Package for social Sciences. The following statistical analyses are used to confirm the test validity and reliability of the tools:

1) Pearson Correlation Coefficient was used to confirm the test validity; Split Half Technique, Kuder Richardson-20 equation and Holsti correlation to determine the reliability.

2) Difficulty coefficient for each item of the test and Discrimination coefficient for each item of the test.

The researcher used the following statistical techniques in answering the research questions:

3) Frequencies and percentages.

4) T. Test independent samples: to measure the statistical differences in means between the two groups in the results of the post-test.

5) The results of the achievement test were statistically analyzed by using Mann Whitney.

6) Wilcoxon Signed Ranks Test and Z Value to measure the significant differences.

7) Effect size level by using T value, Eta square.
9. Procedures of the study

To accomplish the objectives and to validate the hypotheses of the study, the following steps were followed:
9.1. Reviewing literature and previous studies related to scaffolding to improve reading comprehension skills.
9.2. Deciding on the instruments of the study:
   9.2.1. A Content Analysis Sheet:
      • Reviewing literature and the previous studies to decide the reading comprehension skills for the seventh graders.
      • Designing the Content Analysis Sheet for Pupil's Book 7B.
      • Checking its validity and reliability.
      • Analyzing the reading comprehension lessons to decide on the most important comprehension skills and recording the results.
      • Identifying the reading comprehension skills that should be mastered by the seventh graders.
   9.2.2. An achievement test (Pre & post-test)
      • Preparing the achievement test.
      • Checking the validity and the reliability of the test through:
         o Consulting the specialists.
         o Applying the test on a pilot sample.
         o Finding out the internal consistency coefficient using "Pearson formula".
         o Estimating the reliability using Kuder Richardson-20 equation.
         o Identifying the difficulties and the discriminations of the test.
9.3. Constructing a teacher's guide and a lesson plan for four lessons from the second semester of the scholastic year (2015) based on scaffolding strategy to develop reading comprehension:
   • Preparing lessons based on scaffolding instruction.
   • Deciding on activities and techniques for scaffolding instruction.
   • Checking the validity of the teacher's guide.
9.4. Choosing the sample of the study that includes the experimental group and the control one.
9.5. Applying the pre-test on the sample of the study and computing the results.
9.6. Implementing the experiment on the experimental group, while the control one was taught by the ordinary method.
9.7. Applying the post-test on the sample of the study.
9.8. Analyzing and interpreting the results.
9.9. Presenting the suggestions and the recommendation in the light of the study findings.

10. Summary

This chapter presented the procedures followed throughout the study. It also introduced a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of scaffolding strategy used in the study and the research design. Moreover, it introduced the statistical treatment of the study findings. The next chapter presents the data analysis and results of the study questions.
Chapter IV
Results & Data Analysis
Chapter IV
Results & Data Analysis

The study aims at investigating the effectiveness of IS on developing reading comprehension skills for the seventh graders. This chapter includes the study results accumulated through answering the study questions and testing its hypotheses.

The results

1. Answer of the first question:

The first question is: "What are the reading comprehension skills intended to be developed for the seventh graders in English for Palestine 7 Pupil's book?"

To answer this question, the researcher adopted a list of skills and sub-skills intended to be developed through the reading passages in English for Palestine 7 Pupil's book. These skills were chosen by the National Team in the curricula Center. The researcher analyzed all the reading lessons of the second term 7B Pupil's Book. The researcher constructed the content analysis card to determine the skills needed to be developed by employing IS Strategy. Table (21) shows the frequencies, percentage weight and rank of each item in the content analysis and the most dominant skills that the researcher adopted.

Table (21) Results of the content analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Reading Comprehension Skills</th>
<th>Freq.</th>
<th>Perc. 100%</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make predictions about reading texts.</td>
<td>2</td>
<td>2.56%</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Scan for specific information from texts.</td>
<td>40</td>
<td>51.28%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Recognize pronoun referents.</td>
<td>1</td>
<td>1.28%</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Identify the main idea of reading text.</td>
<td>0</td>
<td>0.00%</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Skim for gist or general impression of text.</td>
<td>9</td>
<td>11.54%</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Deduce meaning of unfamiliar words from context.</td>
<td>0</td>
<td>0.00%</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Answer factual questions.</td>
<td>5</td>
<td>6.41%</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Answer inferential questions.</td>
<td>0</td>
<td>0.00%</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>Answer judgment or evaluation questions.</td>
<td>8</td>
<td>10.26%</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Distinguish facts from opinion.</td>
<td>0</td>
<td>0.00%</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Summarize reading text.</td>
<td>0</td>
<td>0.00%</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Identify supporting details.</td>
<td>4</td>
<td>5.13%</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Distinguish between the main idea from the supporting details.</td>
<td>0</td>
<td>0.00%</td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>Analyze text for setting, theme, characters.</td>
<td>0</td>
<td>0.00%</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Interpret information in diagrammatic form.</td>
<td>0</td>
<td>0.00%</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>Develop awareness of semantic fields (word mapping).</td>
<td>0</td>
<td>0.00%</td>
<td>17</td>
</tr>
<tr>
<td>17</td>
<td>Infer mood and author's attitude or tone.</td>
<td>0</td>
<td>0.00%</td>
<td>18</td>
</tr>
<tr>
<td>18</td>
<td>Relate text to personal experience, opinion or evaluation.</td>
<td>0</td>
<td>0.00%</td>
<td>19</td>
</tr>
<tr>
<td>19</td>
<td>Make inferences about reading text.</td>
<td>9</td>
<td>11.54%</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Generate questions about reading text.</td>
<td>0</td>
<td>0.00%</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>78</td>
<td>100%</td>
<td>**</td>
</tr>
</tbody>
</table>
It is clear that the content analysis of the 7B Pupil's Book introduced the most important skills that are included in the 7B Pupil's Book. These skills are as follow:

- Scan for specific information from texts.
- Skim for gist or general impression of text.
- Answer judgment or evaluation questions.
- Make inferences about reading text.

2) The second question is stated as follows

What is the scaffolding strategy that may develop seventh graders’ reading comprehension skills?

To answer this question, the researcher prepared a guide in order to develop students' reading skills through using scaffolding strategy.

In order to prepare the teacher's guide, the researcher reviewed the related literature and prepared a teacher's guide which is based on IS to develop seventh graders' reading comprehension skills.


The guide has three phases and various scaffolding techniques that are suitable for every phase. Firstly, pre-reading phase in which the researcher used some techniques of scaffolding such as sheets, diagram, bridging, think-aloud. Secondly, while reading phase which is mainly to help students' development of the four reading comprehension skills. Thus, the activities and techniques are graphic organizers, cues, prompts, sheets and diagrams. Thirdly, post reading phase which is a shift of responsibility from teacher who watches to students who do. Therefore, the activities should be consistent with the students' roles. The researcher, provided some techniques such as: group discussion, cue cards, cloze tasks, questions stems and written tasks.

It is a practical guide for teachers to scaffold students in reading comprehension passages of the seventh grade pupils' book. Furthermore, it includes the objectives of the lessons, and the reading comprehension skills and the teacher's role in the IS strategy. The researcher suggested a lesson plan that would make up a model for teaching the reading lessons by using scaffolding strategy. Each lesson included: (the objectives, key words, resources and teaching aids, warm up, procedures and techniques, and homework.

The researcher determined the specific objectives of each lesson, which the teacher seeks to achieve at the end of the lesson, emphasizing the reading skills intended to be developed in this study.

The researcher selected appropriate resources and teaching aids such as the textbook, worksheets, video, graphic organizers, , flashcards, pictures, drawings, mind maps, LCD, and laptop which help the teacher to achieve the educational objectives.

To conclude, The teacher's guide provides information of the procedures that teachers can use when applying scaffolding strategy. This guide contains detailed unit plan notes of how to use the strategy effectively.
3. Test of the first hypothesis

There are no statistically significant differences at \((\alpha \leq 0.05)\) between the mean scores of the experimental group on the post-test and that of the control group.

In order to investigate this hypothesis, means and standard deviation of both groups' results on the post-test were computed. Independent Sample T-test was used to measure the significant differences. The results of the experimental and the control groups are shown in Table (22).

**Table (22)**

T-test result of differences between the experimental group and the control in the post test

<table>
<thead>
<tr>
<th>Domains</th>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>Experimental</td>
<td>32</td>
<td>2.469</td>
<td>0.671</td>
<td>4.080</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>31</td>
<td>1.581</td>
<td>1.025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td>Experimental</td>
<td>32</td>
<td>8.719</td>
<td>2.842</td>
<td>3.400</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>31</td>
<td>6.097</td>
<td>3.270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>Experimental</td>
<td>32</td>
<td>2.281</td>
<td>0.683</td>
<td>5.256</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>31</td>
<td>1.258</td>
<td>0.855</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer Judgment &amp; evaluation questions</td>
<td>Experimental</td>
<td>32</td>
<td>1.375</td>
<td>0.660</td>
<td>3.542</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>31</td>
<td>0.710</td>
<td>0.824</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total                    | Experimental | 32 | 14.406 | 3.444          | 4.977 | sig. at 0.01 |
|                          | Control      | 31 | 9.645  | 4.128          |      |            |

\(t\) table value at df (61) and sig. level (0.05) = 2.00
\(t\) table value at df (61) and sig. level (0.01) = 2.66

Table (22) shows that the computed T value, (4.977) is larger than the \(T\) table value, (2.00), in the post test. This means that there are statistically significant differences at \((\alpha \leq 0.01)\) between the mean scores of the experimental group in the post-test and that of the control group in favor of the experimental group. There is also a significant difference between the means of both groups in favor of the experimental group. Whereas the mean of the control group was (9.645), the mean of the experimental group was (14.406). This proves that using IS strategy improves reading comprehension skills.

In addition, effect size through \((\eta^2)\) was used to measure and obtain the extent to which the independent variable, scaffolding, had an effect on the dependent variable, the experimental group’s achievement and to ensure that the effect on the reading comprehension skills had not taken place accidentally. Table (23) identifies the criterion of effect size level.
To measure the "Effect Size" of IS on developing reading comprehension skills among the experimental group, the following equation was used:

\[ \eta^2 = \frac{t^2}{t^2 + df} \]

Table (24) states the Effect Size of IS on developing reading comprehension skills.

### Table (24)
"t" value and eta square "\( \eta^2 \)" effect size of scaffolding

<table>
<thead>
<tr>
<th>Domains</th>
<th>Df</th>
<th>&quot;T&quot;</th>
<th>&quot;( \eta^2 )&quot;</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>61</td>
<td>4.080</td>
<td>0.214</td>
<td>Large</td>
</tr>
<tr>
<td>Scanning</td>
<td>61</td>
<td>3.400</td>
<td>0.159</td>
<td>Large</td>
</tr>
<tr>
<td>Inference</td>
<td>61</td>
<td>5.256</td>
<td>0.312</td>
<td>Large</td>
</tr>
<tr>
<td>Answer Judgment &amp;</td>
<td>61</td>
<td>3.542</td>
<td>0.171</td>
<td>Large</td>
</tr>
<tr>
<td>evaluation questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>4.977</td>
<td>0.289</td>
<td>Large</td>
</tr>
</tbody>
</table>

Results of Table (24) indicate that the values of Eta square (\( \eta^2 \)) were ranged between (0.159 – 0.312). The researcher found that the large effect size of scaffolding on reading comprehension skills namely: skimming, scanning, inference and answer judgment and evaluation questions. Thus, the suggested strategy had a large effect and improved the skills for the experimental group participants when compared with their counterparts in the control group. Accordingly, and the development of the reading comprehension skills did not happen haphazardly.

### 4. Test of the second hypothesis

There are no statistically significant differences at (\( \alpha \leq 0.05 \)) between the mean scores of the high achievers in the experimental group on the post-test and those of the control group.

To examine this hypothesis, means and standard deviations of the experimental and the control groups' results on the post-test of reading comprehension skills were computed. Table (25) illustrates the results.
Table (25)

Means and standard deviations of high achievers' scores of both groups in the post test

<table>
<thead>
<tr>
<th>Domains</th>
<th>Groups</th>
<th>NO</th>
<th>Means</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>high experimental</td>
<td>9</td>
<td>2.889</td>
<td>0.333</td>
</tr>
<tr>
<td></td>
<td>high control</td>
<td>9</td>
<td>2.000</td>
<td>1.225</td>
</tr>
<tr>
<td><strong>Skimming</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>high experimental</td>
<td>9</td>
<td>11.556</td>
<td>0.882</td>
</tr>
<tr>
<td></td>
<td>high control</td>
<td>9</td>
<td>10.111</td>
<td>1.453</td>
</tr>
<tr>
<td><strong>Scanning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>high experimental</td>
<td>9</td>
<td>2.667</td>
<td>0.500</td>
</tr>
<tr>
<td></td>
<td>high control</td>
<td>9</td>
<td>1.444</td>
<td>1.333</td>
</tr>
<tr>
<td><strong>Inference</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>high experimental</td>
<td>9</td>
<td>1.889</td>
<td>0.601</td>
</tr>
<tr>
<td></td>
<td>high control</td>
<td>9</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td><strong>Answer Judgment &amp; evaluation questions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>high experimental</td>
<td>9</td>
<td>18.778</td>
<td>0.667</td>
</tr>
<tr>
<td></td>
<td>high control</td>
<td>9</td>
<td>14.556</td>
<td>1.878</td>
</tr>
</tbody>
</table>

Table (25) shows that there are statistically significant differences at ($\alpha \leq 0.01$) between the mean scores of the high achievers in the experimental group in the post-test and those of the control group in favor of the experimental group. Whereas the mean of the control group was (14.556) in relation to the total score of the test, the mean of the experimental group was (18.778).

Furthermore, the researcher used Mann Whitney U Test and Z Value results of the total average score of the high-achievers’ post-test between the experimental and the control group. Table (26) shows that.
The critical value at sig. level (0.05) = 1.96
The critical value at sig. level (0.01) = 2.58

The findings in Table (26) show that the (Z) computed value, (3.517) was greater in the total score of the high-achievers' post test than the (Z) table value, (2.58). This means that there are statistically significant differences of score between the high-achievers' post-test of the experimental and the control group in relation to the total score of the test in favor of the experimental high-achievers. That confirms the effectiveness of the IS strategy on developing the reading comprehension skills.
5. Test of the third hypothesis
There are no statistically significant differences at (a ≤ 0.05) between the mean scores of the high achievers in the experimental group in the pre and post-test.

To examine this hypothesis, means and standard deviations in the pre and post-test of the high achievers in the experimental group’ results of reading comprehension skills were computed. Table (27) shows high-achievers’ performance in the pre and post test within the experimental group.

Table (27)
Means and standard deviations of high achievers’ scores in the pre and post test within the experimental group

<table>
<thead>
<tr>
<th>Domains</th>
<th>Groups</th>
<th>NO</th>
<th>Means</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>high Pre</td>
<td>9</td>
<td>1.944</td>
<td>0.635</td>
</tr>
<tr>
<td></td>
<td>high post</td>
<td>9</td>
<td>2.889</td>
<td>0.333</td>
</tr>
<tr>
<td>Scanning</td>
<td>high Pre</td>
<td>9</td>
<td>8.667</td>
<td>2.739</td>
</tr>
<tr>
<td></td>
<td>high post</td>
<td>9</td>
<td>11.556</td>
<td>0.882</td>
</tr>
<tr>
<td>Inference</td>
<td>high Pre</td>
<td>9</td>
<td>1.556</td>
<td>0.583</td>
</tr>
<tr>
<td></td>
<td>high post</td>
<td>9</td>
<td>2.444</td>
<td>0.527</td>
</tr>
<tr>
<td>Answer Judgment &amp; evaluation questions</td>
<td>high Pre</td>
<td>9</td>
<td>0.944</td>
<td>0.167</td>
</tr>
<tr>
<td></td>
<td>high post</td>
<td>9</td>
<td>1.889</td>
<td>0.601</td>
</tr>
<tr>
<td>Sum</td>
<td>high Pre</td>
<td>9</td>
<td>13.111</td>
<td>3.471</td>
</tr>
<tr>
<td></td>
<td>high post</td>
<td>9</td>
<td>18.778</td>
<td>0.667</td>
</tr>
</tbody>
</table>

Table (27) shows that there are statistically significant differences at (a ≤ 0.01) between the mean scores of the high achievers within the experimental group in the pre and post-test in favor of the post test. Whereas the mean of the pre-test was (13.111) in relation to the total score of the test, the mean of the post-test was (18.778).
To measure the significant differences, the researcher used Wilcoxon Signed Ranks Test and Z Value results of the total average score of the high-achievers in the pre and post test of the experimental group. The results are shown in Table (28).

Table (28)

<table>
<thead>
<tr>
<th>Domains</th>
<th>Wilcoxon Signed Ranks Test</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Z</th>
<th>Asymp. Sig. (2-tailed)</th>
<th>sig</th>
<th>( \eta^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skimming</strong></td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.414</td>
<td>0.016</td>
<td>sig. at 0.05</td>
<td>0.593</td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scanning</strong></td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.207</td>
<td>0.027</td>
<td>sig. at 0.05</td>
<td>0.549</td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>6</td>
<td>3.5</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inference</strong></td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.636</td>
<td>0.008</td>
<td>sig. at 0.01</td>
<td>0.635</td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>8</td>
<td>4.5</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer Judgment &amp; evaluation questions</strong></td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.456</td>
<td>0.014</td>
<td>sig. at 0.05</td>
<td>0.601</td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.666</td>
<td>0.008</td>
<td>sig. at 0.01</td>
<td>0.640</td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>9</td>
<td>5</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The critical value at sig. level (0.05) = 1.96
The critical value at sig. level (0.01) = 2.58

The findings in Table (28) show that the (Z) computed value, (2.666) was greater in the total score of the high-achievers’ post test than the (Z) table value, (2.58). This means that there are statistically significant differences of scores at \( (\alpha \leq 0.01) \) between the high-achievers of the experimental group in the pre-post test in favor of the post test. That confirms the effectiveness of the IS strategy on developing the reading comprehension skills.

6.Test of the fourth hypothesis

There are no statistically significant differences at \( (\alpha \leq 0.05) \) between the mean scores of the low achievers in the experimental group on the post-test and those of the control group.

To examine this hypothesis, means and standard deviations of the experimental and the control groups' results on the post-test of reading comprehension skills were computed, Table (29) illustrates the results.
Table (29)
Means and standard deviations of low achievers' scores of both groups in the post test

<table>
<thead>
<tr>
<th>Domains</th>
<th>Groups</th>
<th>NO</th>
<th>Means</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>low experimental</td>
<td>9</td>
<td>1.889</td>
<td>0.782</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>1.000</td>
<td>0.707</td>
</tr>
<tr>
<td>Scanning</td>
<td>low experimental</td>
<td>9</td>
<td>5.444</td>
<td>2.068</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>2.444</td>
<td>1.236</td>
</tr>
<tr>
<td>Inference</td>
<td>low experimental</td>
<td>9</td>
<td>2.111</td>
<td>0.782</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>1.000</td>
<td>0.707</td>
</tr>
<tr>
<td>Answer Judgment &amp; evaluation questions</td>
<td>low experimental</td>
<td>9</td>
<td>1.000</td>
<td>0.707</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>low experimental</td>
<td>9</td>
<td>10.444</td>
<td>1.130</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>4.444</td>
<td>1.333</td>
</tr>
</tbody>
</table>

Table (29) shows that there are statistically significant differences at \((α ≤ 0.01)\) between the mean scores of the low achievers in the experimental group in the post-test and those of the control group in favor of the experimental group. The mean scores of the low achievers in the experimental group is (10.444), whereas the mean scores of the low achievers in the control group is (4.444). Furthermore, the researcher used MannWhitney U Test and Z value of the low-achievers' post-test between the experimental and the control group to measure the significant differences results of the total average score.

Table (30)
Mann Whitny U and Z value to examine the differences between the low-achievers' post-test scores of both groups

<table>
<thead>
<tr>
<th>Domains</th>
<th>Groups</th>
<th>N O</th>
<th>Mean ranks</th>
<th>sum ranks</th>
<th>value U</th>
<th>value Z</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>low experimental</td>
<td>9</td>
<td>12.056</td>
<td>108.500</td>
<td>17.500</td>
<td>2.171</td>
<td>sig. at 0.05</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>6.944</td>
<td>62.500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td>low experimental</td>
<td>9</td>
<td>13.778</td>
<td>124.000</td>
<td>2.000</td>
<td>3.481</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>5.222</td>
<td>47.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>low experimental</td>
<td>9</td>
<td>12.556</td>
<td>113.000</td>
<td>13.000</td>
<td>2.558</td>
<td>sig. at 0.05</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>6.444</td>
<td>58.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer Judgment &amp; evaluation questions</td>
<td>low experimental</td>
<td>9</td>
<td>13.000</td>
<td>117.000</td>
<td>9.000</td>
<td>3.209</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>6.000</td>
<td>54.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>low experimental</td>
<td>9</td>
<td>14.000</td>
<td>126.000</td>
<td>0.000</td>
<td>3.600</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>low control</td>
<td>9</td>
<td>5.000</td>
<td>45.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The critical value at sig. level (0.05) = 1.96
The critical value at sig. level (0.01) = 2.58
The findings in Table (30) show that the $(Z)$ computed value $(3.600)$ was greater in the total score of the low-achievers' post test than the $(Z)$ table value $(2.58)$. This means that there are statistically significant differences of scores at $(\alpha \leq 0.01)$ between the low-achievers' post-test of the experimental and the control group in relation to the total score of the test in favour of the experimental low-achievers. That confirms the effectiveness of the IS strategy on developing the reading comprehension skills.

7. Test of the fifth hypothesis

There are no statistically significant differences at $(\alpha \leq 0.05)$ between the mean scores of the low achievers in the experimental group in the pre and post- test.

To examine this hypothesis, means and standard deviations in the pre and post-test of the low achievers in the experimental group's results of reading comprehension skills were computed. Table (31) presents the low-achievers' means and standard deviations in the pre and post test within the experimental group.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Groups</th>
<th>NO</th>
<th>Means</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>low Pre</td>
<td>9</td>
<td>0.778</td>
<td>0.441</td>
</tr>
<tr>
<td></td>
<td>low post</td>
<td>9</td>
<td>1.889</td>
<td>0.782</td>
</tr>
<tr>
<td>Scanning</td>
<td>low Pre</td>
<td>9</td>
<td>3.333</td>
<td>1.500</td>
</tr>
<tr>
<td></td>
<td>low post</td>
<td>9</td>
<td>5.444</td>
<td>2.068</td>
</tr>
<tr>
<td>Inference</td>
<td>low Pre</td>
<td>9</td>
<td>0.667</td>
<td>0.500</td>
</tr>
<tr>
<td></td>
<td>low post</td>
<td>9</td>
<td>2.111</td>
<td>0.782</td>
</tr>
<tr>
<td>Answer Judgment &amp;</td>
<td>low Pre</td>
<td>9</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>evaluation questions</td>
<td>low post</td>
<td>9</td>
<td>1.000</td>
<td>0.707</td>
</tr>
<tr>
<td>Sum</td>
<td>low Pre</td>
<td>9</td>
<td>4.778</td>
<td>1.302</td>
</tr>
<tr>
<td></td>
<td>low post</td>
<td>9</td>
<td>10.444</td>
<td>1.130</td>
</tr>
</tbody>
</table>

This table shows that there are statistically significant differences at $(\alpha \leq 0.01)$ between the mean scores of the low achievers within the experimental group in the pre and post-test in favor of the post test. Whereas the mean of the pre-test was (4.778) in relation to the total score of the test, the mean of the post-test was (10.444).
To measure the significant differences, the researcher used Wilcoxon Signed Ranks Test and Z Value results of the total average score of the low-achievers in the pre and post test of the experimental group. The results are shown in table (32).

**Table (32)**

Wilcoxon Signed Ranks Test, Z value and "\( \eta^2 \)" to examine the differences between the low-achievers' scores in the pre & post test of the experimental group

<table>
<thead>
<tr>
<th>Domains</th>
<th>Wilcoxon Signed Ranks Test</th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
<th>Z</th>
<th>Asymp. Sig. (2-tailed)</th>
<th>sig.</th>
<th>( \eta^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skimming</td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td>2.456</td>
<td>0.014</td>
<td>sig. at 0.05</td>
<td>0.601</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>6</td>
<td>3.5</td>
<td>21</td>
<td>2.207</td>
<td>0.027</td>
<td>sig. at 0.05</td>
<td>0.549</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td>2.392</td>
<td>0.017</td>
<td>sig. at 0.05</td>
<td>0.589</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer Judgment</td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; evaluation questions</td>
<td>Positive Ranks</td>
<td>7</td>
<td>4</td>
<td>28</td>
<td>2.460</td>
<td>0.014</td>
<td>sig. at 0.05</td>
<td>0.602</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Negative Ranks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Ranks</td>
<td>9</td>
<td>5</td>
<td>45</td>
<td>2.716</td>
<td>0.007</td>
<td>sig. at 0.01</td>
<td>0.648</td>
</tr>
<tr>
<td></td>
<td>Ties</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The critical value at sig. level (0.05) = 1.96  
The critical value at sig. level (0.01) = 2.58

The findings in Table (32) show that the (Z) computed value, (2.716) was greater in the total score of the low-achievers' post test than the (Z) table value, (2.58). This means that there are statistically significant differences of scores at \((a \leq 0.01)\) between the low-achievers of the experimental in the pre-post test in favor of the post test. That confirms the effectiveness of the IS strategy on developing the reading comprehension skills.
Summary

This chapter dealt with data analysis and its results. The results of each hypothesis were analyzed statistically. It is obvious that there were significant differences in developing the reading comprehension skills between students in the experimental group and their counterparts in the control one in favor of the experimental group due to scaffolding strategy.

The results of the first hypothesis show that there are statistically significant differences between the experimental and control group in favor of the experimental group in posttest. The results of the second hypothesis indicated that there were statistically significant differences between high achievers of the experimental and control in the post test in favor of the experimental group. The results of the third hypothesis pointed out that there were statistically significant differences between the mean scores of the high achievers within the experimental group in the pre and post-test in favor of the post test. The results of the fourth hypothesis proved that there were statistically significant differences between low achievers of the experimental and control groups in the post test in favor experimental group. The results of the fifth hypothesis indicated that there were statistically significant differences between the mean scores of the low achievers within the experimental group in the pre and post-test in favor of the post test.

In the next chapter, the researcher will discuss and interpret the results before drawing conclusions and putting forward some implications and recommendations.
Chapter V

Discussion of Findings, Conclusions, Implications and Recommendations
Chapter V
Discussion of Findings, Conclusions, Implication and Recommendations

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. It includes some pedagogical implications that have been reached throughout the research. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process, especially reading comprehension.

1. Interpretation of the results

1.1. Interpretation of the first hypothesis findings

Findings of the first hypothesis showed that there were statistically significant differences at ($\alpha \leq 0.01$) between the mean scores of the experimental group in the post-test and those of the control group. Results of T-test, effect size, means and standard deviations proved significant differences between the experimental and control groups in favor of experimental group in posttest (See Tables 22 and 24).

Scaffolding exhibited advantages over the ordinary method in improving reading comprehension skills. Analysis of the data in chapter (4) indicated that this difference was due to the strategy since the researcher previously controlled all extraneous variables, such as age, previous learning and achievement. This large effect can be attributed to IS activities, techniques and teaching aids which aimed at developing reading comprehension skills.

Additionally, these differences were due to the fact that scaffolding emphasized group and pair work and the teacher's assistance which was removed gradually. Furthermore, the result was also attributed to the positive interaction and participation of the students themselves who showed motivation and because they were given enough assistance and support by the teacher at the beginning stages until they proved mastery.

The researcher found that the effect size of skimming, scanning, inference and judgment and evaluation were large. This may be attributed to the fact that the learners were taught during the experiment various scaffolded techniques that concentrated on developing these skills.

The results concerning the first hypothesis agree with many studies such as those of Bassiri (2012), Safadi and Rababah (2012), Attarzadeh (2011), Pishghadam and Ghadiri (2011), Mehdian (2009), Chi (2007), Vethamani and Nair (2007), Sukyadi and Hasanah (2010), which indicated positive effect of using IS strategy on students' achievement. All of these studies demonstrated and proved that using IS strategy could improve the students' achievement in reading comprehension skills and other English skills.
1.2. Interpretation of the second hypothesis findings

Findings of the second hypothesis showed that there were statistically significant differences at \((a \leq 0.01)\) between the mean scores of the high achievers in the experimental group on the post-test and those of the control group.

Results of means, standard deviations, Mann Whitney Test and Z Value which were shown in Tables (25 & 26- Chapter 4) showed that there were statistically significant differences in favor of the experimental high achievers in the four skills of reading comprehension, and consequently the null hypothesis was rejected.

The findings of the second hypothesis confirmed and proved the effectiveness of IS on developing the experimental group high-achievers' reading comprehension skills. The high achievers in the experimental group improved their achievement in reading comprehension skills more than those in the control group.

That confirms the effectiveness of the IS strategy on developing the reading comprehension skills of the experimental high achievers. This may be attributed to conducting several activities that suited the high achievers and enabled them to work effectively. It could be due to the use of graphic organizers; concept and mind maps; Venn diagrams; activating prior knowledge (bridging); think aloud technique; teacher's modeling; distributing cue word cards for high achievers, which might have helped them to organize and chunk information. Furthermore, the results can be attributed to the enthusiastic and attractive atmosphere in which students learned and interacted. Such an atmosphere was available when applying IS activities. Group and pair work also had a vital and positive impact on the students who were divided into groups.

None of the reviewed studies investigated the role of scaffolding on the development of high-achievers' reading comprehension. In some studies such as Anthony (2007) tackled higher order thinking skills, whereas Attarzadeh (2011) divided the learners into three groups of low, mid and high, which indicated a positive effect of using IS strategy on developing the high learners' achievement.

1.3. Interpretation of the third hypothesis findings

Findings of the third hypothesis showed that there were statistically significant differences at \((a \leq 0.01)\) between the mean scores of the high achievers in the experimental group in the pre and post-test.

Results of means, standard deviations, Wilcoxon Signed Ranks Test, Z Value and \(\eta^2\) which were presented in Tables (27 & 28- chapter 4), showed that there were statistically significant differences between the mean scores of the high achievers in the experimental group in the pre and post test in favor of the post test, and consequently the null hypothesis was rejected.

That confirms the effectiveness of IS strategy on developing the reading comprehension skills. The IS improved the high-achievers' reading comprehension skills compared with ordinary reading class. The improvement of the high achievers' mean scores in the post test, compared to the pre test was obvious. This could be
attributed to: First, the teacher’s role was effective. He initiated discussions, kept the groups on tasks and kept everyone in the group contributing. He elicited, cued, and prompted. He was supportive and help provider, shifting from (teacher does, students watch) to (students do, teacher watches) and that is the essence of scaffolding. Second, the worksheets had a prominent role in the improvement of students. The sheets were divided into two categories: one for high achievers and one for low achievers so as to suit the students’ levels. Consequently, students learn according to their needs, levels and abilities. Third, the teacher’s guide provided intensive activities focusing on skimming, scanning, inference and judgment and evaluation. Fourth, scaffolding, in this study, had some benefits on both cognitive and affective domains. The cognitive domain included the recall or recognition of reading skills included. The affective domain included active participation, motivation and willingness, answering evaluation and judgment questions.

1.4. Interpretation of the fourth hypothesis findings

Findings of the fourth hypothesis showed that there were statistically significant differences at (α ≤ 0.01) between the mean scores of the low achievers in the experimental group on the post-test and those of the control group.

Results of means, standard deviations, Mann Whitney Test and Z Value which were shown in Tables (29) and (30) showed that there were statistically significant differences in favor of the experimental low achievers in the four skills of reading comprehension, and consequently the null hypothesis was rejected.

This finding confirmed the effectiveness of IS on developing low-achievers’ reading comprehension skills. This may be attributed to the various scaffolding techniques provided by the teacher which revealed the interpersonal dynamics between the students. The students of the experimental group were comfortable and motivated when they were grouped with other students. They were involved in a cooperative learning environment that enabled every student to work with his home group where he could discuss and interact actively. Thus, the low achievers of the experimental group were more involved, self-confident and interested.

Moreover, scaffolding helped them to relax and become less anxious and began to lower their affective filter enough to get some vocabulary and use them in context, skim for gist or general idea of texts, scan for specific information from texts, make inferences about reading texts and answer judgment & evaluation questions. Low achievers jumped over their shyness and moved to more cooperative and positive interaction.

Low achievers were given extra support, explicit instruction, prompts and cues than high achievers. Such support, especially in the initial stages, created a fertile and productive environment for low achievers to learn.
In addition, various warming up activities, especially watching short videos related to the topic, were also attractive and prepared the students to the following phases eagerly.

Furthermore, the abundance of the teaching aids. The teacher provided various activities and techniques which fitted students’ diverse learning styles, interests and needs.

The worksheets which were designed mainly for low achievers, had a prominent role in the improvement of students. The sheets were colored to give students further cues to get the answers smoothly. Colored cues gave them self-confidence.

The students' reading performance exceeded the expected level and they expressed their satisfaction of their skills enhancement after been exposed to the IS. Its importance stems from moving students from being at risk of failure to confident and independent.

The result of the fourth hypothesis is in harmony with the results of many researchers such as those of Samana (2013), Mehdian (2009), Bruch (2007), Culican, Milburn, and Oakley (2006), which indicated positive effect of using IS strategy on low achievers' achievement.

1.5. Interpretation of the fifth hypothesis findings

There were statistically significant differences at \((a \leq 0.01)\) between the mean scores of the low achievers in the experimental group in the pre and post-test.

To examine this hypothesis, means and standard deviations in the pre and post-test of the low achievers in the experimental group’ results of reading comprehension skills were computed (See Table 31). Furthermore, the researcher used \(\eta^2\), Wilcoxon Signed Ranks Test and Z value results of the total average score of the low-achievers in the pre and post test of the experimental group (See Table 32). The findings showed that there were statistically significant differences between the mean scores of the low achievers in the experimental group in the pre and post test in favor of the post test, and consequently the null hypothesis was rejected.

The improvement of the low achievers' mean scores in the post test, compared to the pre test and the great enhancement of low achievers towards reading comprehension can be attributed to the nature of the IS strategy which was very motivating, supportive and attractive for them, it also lowered their affective filter and anxiety. As a result, the experimental group low achievers liked being involved in the learning process more than their counterparts in the control group.

During the experiment process, students in the experimental group were involved in reading lessons where they practiced different types of reading activities. This experiment which lasted for four weeks improved reading comprehension skills of the subjects in the experimental group remarkably. Then, the IS encouraged low-achievers to improve their performance, which was proved in this result.

Low achievers of the experimental group were involved and participated positively and actively in group and pair work, which encouraged students to learn tasks of skimming, scanning, inferences and answering evaluation and judgment questions.
2- Discussion

The results of the study supported the initial predictions that scaffolding has a positive effect on learners' reading comprehension. The students of the experimental group gained higher mean scores in the four skills of the reading comprehension test. The significant differences in the mean scores of both groups on the posttest showed that the experimental group students were positively affected by the scaffolding instruction.

The experimental group as a whole and its high achievers and low achievers benefited a lot from IS strategy. Comparing the means of the experimental group (14.4) to the means of the control group (9.6) in the post test, reflected the positive improvement in favour of the experimental group.

At the same time the means of the high achievers in the experimental group were (18.7) but the means of the high achievers in the control group were (14.5) in the post test. This reflected the effectiveness of using IS on developing seventh graders' reading comprehensions skills. Such effectiveness was illustrated by comparing the means of the high achievers of the experimental group in the pre test which was (13.1) and in the post test which was (18.7).

On the other hand, the means of the low achievers in the experimental group were (10.4) but the means of the low achievers in the control group were (4.4) in the post test. This proved the effectiveness of using IS on developing seventh graders' reading comprehensions skills. Such effectiveness became clearer when comparing the means of the low achievers of the experimental group in the pre test which was (4.7) and in the post test which was (10.4).

This indicates that there was a considerable effect of scaffolding instruction on reading comprehension skills.

The findings of the study showed that using (IS) Strategy had a significant effectiveness on the students' levels of reading comprehension skills in the experimental group, who were taught according to (IS) strategy, compared with the control group which were taught according to the ordinary method. This means that the group that studied by using (IS) strategy surpassed the group that followed the ordinary method. IS strategy is considered effective in improving students' achievement and upgrading them; since it leads to enhancing the students' ability to interpret the reading material. Returning to the research hypotheses, the statistical analysis of the data obtained from the students' performance show that there is a relatively substantial amount of achievement on of reading comprehension. These findings are in line with the previous studies which proved that scaffolding reading comprehension helps improve students’ reading comprehension e.g. Bassiri (2012); Safadi & Rababah (2012); Attarzadeh (2011); Pishghadam and Ghadir (2011); Mehdian (2009); Chi (2007); Vethamani & Nair (2007); Sukyadi and Hasanah (2010).

The researcher attributes the development of the learners' reading comprehension to many reasons:

The researcher provided various scaffolding activities and techniques in the classroom, which suited students' diverse learning styles, interests, needs and abilities. Such variety helped the students to be active participants during the experiment.

Tapping on the students' previous knowledge might also have stimulated their development and made them feel that they have previous information about the topic and that the new information is not beyond their understanding. Bridging (Rodgers &
Rodgers, 2004) helped students to be able to learn new concepts and vocabulary and promote their reading comprehension skills because they firmly built on previous knowledge and understandings.

The processes of collective development of knowledge through discussions and groups might have guided the students to interact with peers and groups and develop their reading comprehension skills. This is also supported by the findings of Bruch (2007), Culican, Milburn and Oakley(2006), Olson and Land, (2007) Cumming-Potvin (2007), Mehdian (2009), and Pishghadam and Ghardiri (2011), Safadi & Rababah (2012), which concluded that cooperative and supportive learning environment enhanced the achievement of the participants.

The witnessed improvement of the participants could be due to the scaffolds provided by the teacher to the students e.g. using visual representations, questioning, group work, graphic organizers, charts and diagrams helped the students to organize their thinking process and promoted their reading comprehension skills. This is consistent with the findings of Mehdian (2009), Huggins and Edwards (2011) and Pishghadam and Ghardiri (2011).

The use of modeling must have had an effect on the students' achievement. Explicit and successful modeling must have helped the students recognize the tasks and accomplish them. The students’ success in accomplishing the tasks serves as a good example of the contribution of modeling to students’ success in imitating or mastering of a skill. Thus, modeling as a scaffolding strategy paved the way towards reading comprehension. This is harmonious with the findings of Suherdi (2008), Mehdian (2009) and Pishghadam and Ghardiri (2011). Similarly, this is consistent with Scharlach's findings (2008) that modeling of scaffolding comprehension strategies resulted in significantly higher reading comprehension achievement.

Think-aloud is believed to be a crucial strategy in the scaffolding instruction. It helped the students think while reading and building their comprehension. The students listened to the teacher thinking aloud modeling in order to get good comprehension. Think–aloud was also applied in cooperative work where students overcame the fear of making mistakes and errors, and the anxiety of losing face in front of the whole class. This explanation is also congruent with the findings of Pishghadam and Ghardiri (2011), and Mehdian (2009).

Finally, the results of this research provide support for the educational value of the scaffolding instruction in EFL classrooms in Palestine. Since reading comprehension is one of the most essential skills for Palestinian learners of English, the results highlighted that teachers should integrate scaffolding into students’ English learning settings to promote their reading comprehension.

However, the findings of the present research contradict with the claims of Stone, (1998), Verenkina (2004, 2008), and Anthony (2007), who were suspicious about the benefits of scaffolding instruction.
3- Conclusions
Based on the findings of this study, the following conclusions were reached:

1) Although Palestinian seventh graders have been learning English for six years at school, they are highly challenged. Scaffolding is an effective strategy for reading instruction that assists the students who lack the ability to comprehend what they read.

2) Scaffolding is just one of the many techniques available for exploitation but it has a significant role in supporting learners to progress within the ZPD. The main aspiration of scaffolding within the ZPD is to see students being actively engaged in their learning with the future prospect of becoming self-directed, lifelong learners.

3) Scaffolding strategy proves to be a key feature of effective teaching especially teaching reading comprehension. Thus, teachers are invited to reconsider the ordinary methods and adopt new ones that depend on support and assistance.

4) Providing assistance and support to students through instructional scaffolding optimize student learning and enhance reading comprehension skills.

5) Scaffolding can bridge a gap between what students know and can do, versus what they don’t know or can’t do, but intended to know and do. It is one of the principles of effective instruction that enables teachers to accommodate individual student needs.

6) Scaffolding provides various techniques of support such as models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. The differences in the types and amounts of scaffolds provided changes depending on the age of the student receiving the support, and the task itself.

7) Scaffolding strategy is very motivating, supportive and attractive for low achievers who like the idea of being active participants. They are more self-confident and interested. This is a result of providing with extra support, explicit instruction, prompts and cues than high achievers.

8) Scaffolding strategy proves effectiveness on developing high achievers' reading comprehension skills. Several techniques that suit the high achievers and enable them to work effectively are conducted e.g. graphic organizers; concept and mind maps; Venn diagrams; activating prior knowledge (bridging); think aloud technique; teacher's modeling; cue word cards for and group work. Such techniques are delivered in a competitive, enthusiastic and attractive atmosphere in which high achievers learn and interact.

9) Scaffolding strategy develops the cooperative learning within the group members. Group work techniques in the reading lessons help students to exchange their ideas and help each other.

10) Scaffolding strategy stimulates students towards an independent practice of English language. Once the students do the tasks independently, scaffolding is removed.

11) The current study came to the conclusion that scaffolding gave learners a chance to be involved, motivated and confident.

12) This study proved that scaffolding can be flexibly designed to meet the needs of diverse students who all have different zones of proximal development. In order to
address the diversity of the participants' ZPDs of the experimental group, this study depended on various types of scaffolding such as distributed scaffolding, collective scaffolding, soft scaffolding and teacher-provided scaffolding. Students were organized in groups so the groups are scaffolded rather than individuals.

4- Pedagogical Implications
Some pedagogical implications do surface immediately.
1) Instructional scaffolding is an old concept with a new name. Most teachers have used scaffolding activities in the classroom in one or more ways. It enables learners to do more advanced activities and to engage in more advanced thinking and problem solving than they could without such help. Assistance provided should always be only ‘just enough’ and ‘just in time.’
2) It is the teacher who decides if help should be given, how much help should be given, the timing of providing help, and the goal of the instruction. Working in the ZPD means that the learner is assisted by others to be able to achieve more than he or she would be able to achieve alone.
3) Scaffolding is temporarily provided and it is gradually removed bit by bit as the learners become more competent and independent. Once students are able to complete or master the task, the scaffolding is gradually removed or faded away and the responsibility of learning shifts from teachers to students.
4) The effective teacher is the one who provides explicit explanation, modeling, and scaffolding to help students construct clear understanding of the text content. Such a teacher meets the requirements of a scaffolding teacher. Learners receive support and assistance, they will successfully perform certain tasks and move to more complex ones.
5) Perhaps all EFL teachers should be urged to focus both on absorbing the greatest amount of text information or acquiring the bare meaning of text, and on understanding how proper use of background knowledge and personal life experiences can expand on interpretation.
6) Scaffolding augments textual understanding and reading comprehension. In order to promote the learners' use of effective scaffolding strategies, it is crucial for teachers to decide what to scaffold. A primary goal in mind for each interaction will be more effective to scaffolding instruction.
7) Effective scaffolders ought to be sensitive to individual difficulties. To provide more collaborative scaffolding, teachers are highly recommended to ask reflective questions and prompt deep reasoning. Explain as needed: direct instruction is essential and can help students during scaffolding. Take students’ questions seriously and use them as material for moving their thinking along.
8) It is evident that a teacher who effectively scaffolds learning ensures that high achievers are afforded the opportunity to maximize their potential and use higher-order thinking skills to solve problems and learn through challenge.
9) Scaffolding enables low achievers to be active and motivated participants to increase their reading comprehension and to build self confidence. This is due to the fact that scaffolding provides different ways of teaching. They can participate since there are activities that are designed according to their potential zones. Thus, it addresses diversity of students.
10) Teacher decisions about the level and type of scaffolding will depend on a number of factors which will include the nature of the task, the needs and interests of the children and the concept/processes involved and opportunities.
11) What is clearly evident is that teachers need to be cognizant of these features and incorporate them in all aspects of their teaching and learning environment. Children work more effectively and at a higher level in terms of processes used and strategies deployed, when they are scaffolded by a teacher than when they solve tasks without assistance.

12) The interaction between the teacher and the learner should be collaborative. Scaffolding develops cooperative learning within groups’ discussions and tasks. Learning should take place in the learner’s zone of proximal development. The support and guidance provided by the expert is gradually removed as the learner becomes more competent.

13) Scaffolding can help the English language teachers to benefit from the suggested strategy and its content when teaching reading comprehension skills. Scaffolding can contribute to improving the process of teaching English in general and the reading comprehension in particular.

14) Teachers must often rethink of the ways they teach English. It is imperative that teachers look at changing pedagogies. The researcher has provided various scaffolding activities and techniques which suited students' diverse learning styles, interests, needs and abilities.

15) The curriculum should be suited to the students' interests, needs and abilities. The researcher strongly endorses that scaffolding is one of the appropriate strategies that is suitable for the Palestinian learners; this is because scaffolding provides students with adequate help and support at initial stages. Such help and support are faded away when the students become competent.

16) To gain student confidence in learning English, the teacher must build on the student's prior knowledge, experience, beliefs and ideas. Think aloud technique helped the students think while they read and build their comprehension.

4-Recommendations

In the light of the results of the study, the following recommendations are offered:

Curriculum Designers & developers should utilize a significant amount of IS in textbooks, and curricula should be designed to emphasize IS. They should enrich the curriculum based on IS techniques. The curriculum should be suited to the students' interests, needs and abilities.

Unfortunately, teachers’ manuals and guides that they have been exposed to do not include examples of scaffolds or outlines of scaffolding methods.

Supervisors and specialists should conduct training workshops that aim at promoting teacher's abilities in teaching English and motivating them to implement IS techniques, familiarizing teachers with different skills based on appropriate IS techniques. They should prepare and distribute instructional materials that increase teachers’ awareness of the necessity of using IS in their classes.

Teachers should adopt the IS techniques in teaching reading comprehension and shift from the ordinary teaching methods to IS strategy. Teachers must often rethink of the ways they teach English. Moreover, English teachers can implement the scaffolding teaching strategy regularly in their natural classroom settings among their students.

They should enrich the curriculum with scaffolding techniques that enhance students' use of English. It is the teacher’s responsibility to provide opportunities for the students to practice and develop IS strategy.
In brief, the researcher recommends that teachers, designers and supervisors take scaffolding more into account.

5. Recommendations for Further Research

It is recommended that researchers may conduct the following areas for further research in the future:

- The effectiveness of scaffolding strategy on developing primary school students' reading comprehension skills.
- The effectiveness of scaffolding strategy on developing secondary school students' reading comprehension skills.
- The effectiveness of scaffolding in enhancing other English language skills, i.e. listening, speaking, writing.
- The effectiveness of scaffolding in enhancing EFL learners at university.
- The effectiveness of scaffolding in special education at different stages.
- The effectiveness of scaffolding in teaching students with English language difficulties.
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Appendices
Dear Professor, Specialist, Teacher,

The researcher is conducting an M.Ed. thesis entitled:

**Effectiveness of Using Scaffolding Strategy on Developing seventh Graders' Reading Comprehension Skills**

One of the study’s requirements is to identify the most important reading skills in order to build an achievement test to achieve the purpose of the study. Thus, the researcher prepared the following instruments:

1. Content analysis card for the units of *English for Palestine Grade 7B*.
2. Achievement Reading Comprehension Test.

Because of your valuable opinion and experience, you are kindly requested to check each instrument and write your response respectively.

With much gratitude and appreciation for all your help

Researcher,

*Mahmoud Z. Al Aila*

*English language teacher- UNRWA*
I. Content Analysis Card

The researcher analyzed the reading comprehension activities of seven units of the Pupil's Book – Grade 7 as a sample. You are kindly invited to referee the content analysis card. Please, read it carefully and tick the appropriate box.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does the content analysis card meet its purpose?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are seven units as a sample satisfactory?(all the units of the second term.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Does the content analysis meet the operational definitions?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From your point of view, what are the most important reading comprehension skills for the seventh graders?

..........................................................................................................

Any further comments are highly appreciated.

..........................................................................................................

..........................................................................................................

Referee's Name & Title: .........................................................

Your kind cooperation and help are highly appreciated
Content Analysis Card for Reading Comprehension Skills

"English for Palestine" 7th Grade Pupil's Book

Units 10, 11, 12, 13, 15, 16 & 17

The Purpose of the Analysis
The analysis aims to explore reading comprehension skills intended to be developed in this study.

The Sample of the Analysis
The sample involves seven units selected from the Pupil's Book of the seventh grade which contains nine units for the second semester. (two are revision units)

Unit of the Analysis
Each unit as a whole represents a unit of the analysis.

Elements of the Analysis
Analysis of the units depends on:
1. Exploring the reading comprehension skills and
2. Exploring the activities of reading comprehension available in the textbook of the 7th grade after the reading passages in each unit.

Unit of Registration
The registration unit is the unit which contains the purpose of the analysis (the activities of reading comprehension skills).

Limitations of the Analysis
The analysis deals with reading comprehension skills attempted by the Ministry of Education to be achieved at English for Palestine 7th Grade. It focuses on (7) units of the textbook where the activities of reading comprehension are available and combine (20) reading comprehension skills.

Definition of Terms
The researcher defines the terms as:

- **Scaffolding:** Teachers provide temporary support that helps students reach higher levels of comprehension that they would not be able to achieve without assistance. The supportive strategies are incrementally removed when they are no longer needed.

- **Reading comprehension:** Anderson (2006) stated that the idea of reading comprehension has changed and moved from what was considered a receptive process to an interactive process. According to Block et.al (2008), reading comprehension represents the readers' ability to integrate effectively and meaningfully apply acquired knowledge with the information provided in the text.

- **Reading skills:** Reading skills are specific abilities which enable a reader to read anything written with independence, comprehension and fluency. They are represented in cognitive and meta cognitive processes including prediction, skimming,
scanning, guessing meaning of words from context, monitoring, summarizing and inferring.

**Abbreviations:**
Per.: percentage
Fre.: Frequency
<table>
<thead>
<tr>
<th>No.</th>
<th>Reading Comprehension Skills</th>
<th>Unit 10</th>
<th>Unit 11</th>
<th>Unit 12</th>
<th>Unit 13</th>
<th>Unit 15</th>
<th>Unit 16</th>
<th>Unit 17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make predictions about reading texts.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Scan for specific information from texts.</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Recognize pronoun referents.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Identify the main idea of reading text.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Scan for gist or general impression of text.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Deduce meaning of unfamiliar words from context.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Answer factual questions.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Answer inferential questions.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Answer judgment or evaluation questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Distinguish facts from opinion.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Summarize reading text.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Identify supporting details.</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Distinguish between the main idea from the supporting details.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Analyze text for setting, theme, characters.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Interpret information in diagrammatic form.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Develop awareness of semantic fields (word mapping).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>Infer mood and author's attitude or tone.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>Relate text to personal experience, opinion or evaluation.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>Make inferences about reading text</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>Generate questions about reading text.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
II. Reading Comprehension Test

Dear referee,

The researcher is conducting an M.Ed. thesis entitled:

*Effectiveness of Using Scaffolding Strategy on Developing seventh Graders’ Reading Comprehension Skills*

The second tool for this study is conducting pre and post test, which the researcher has designed based on the content analysis of English for Palestine Grade 7.

You are kindly invited to read the test and referee it, using the following checklist.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The test items reflect the objectives: test students’ ability to scan, skim, make inferences and make predictions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The reading passage suits the sevenths graders' level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The test items are adequate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The rubrics are clear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The time assigned is suitable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The layout is acceptable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The distribution of marks is suitable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The test suits the table of specifications</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Referee's Name & Title: ..................................................

With much gratitude and appreciation for all your help

The Researcher,

*Mahmoud Z. Al Aila*
Reading Comprehension Test for Seventh Grade

Dear student:
This test is designed for a specific research purpose. The results of the test will not affect your school scores. Thank you for your responding.

Instructions:
Please, pay attention to the following:
1. Read the passage carefully.
2. The test consists of (4) main questions including (24) items.
3. Read each question carefully before answering.
4. Answer all the questions.
5. Pay attention to the test time.

The researcher appreciates your cooperation and wishes you good luck

عزيزي الطالب،
هذا الاختبار تم إعداده من أجل أغراض بحثية فقط. لذا أرجو منك عدم التوتر لأنه لن يؤثر على درجاتك في المدرسة ولن يرصد في سجل درجات المعلم.

أولاً: الهدف من الاختبار

يهدف هذا الاختبار لقياس مدى اكتساب طلاب الصف السابع لمهارات الفهم القرائي.

ثانياً: تعليمات الاختبار

-تأكد من كتابة الاسم و الصف.
-اقرأ الأسئلة بتمعن قبل الإجابة.
-اجيب عن جميع أسئلة الاختبار.
-الإجابة بالقلم الأزرق أو الأسود فقط.
-عدد صفحات الاختبار 4 صفحات.
-مجموع درجات الاختبار ( 20 ) درجة.
-زمن الامتحان 60 دقيقة.

أتيب الأماني لكم
Reading Comprehension Test

Grade Seven

Name: ..............................................
Class: ......................
Time: 60 minutes

Read the following passage, then answer the questions below:

If you think food is only about eating – think again! What we eat is interesting and important but so is how we eat it. Parents teach their children Table manners because they are very important all over the world. Here are some examples:

In Palestine, people should wash their hands before and after eating. It's acceptable to sit on the ground and use their hand while eating meat or chicken specially their right hand.

In France, people eat with the fork in the left hand, and the knife in the right. Quick meal is not common, it is considered very bad manners to have meals quickly. Don't forget, the hands should remain on the table.

In China, people raise rice bowls to the mouth and it is acceptable to make noise when they drink soup. It is polite to leave some food on your plate. This shows you are full. If you empty your plate, people will think you are still hungry.

Table manners are different in different places, what is considered polite in some countries, may be impolite in other countries. For example, in Europe, it’s a bad manner to touch your meal with your hands. However, it's normal in Arab countries. In most countries, it is impolite to make a noise when you are eating. In China people consider it OK. So, be CARFUL!
You have 15 minutes to answer the following questions

Choose the correct answer:

1) The first paragraph is about
   1) The importance of table manners.
   2) Palestinian table manners.
   3) Good table manners in France.

2) The second paragraph shows:
   1) Making tables in Palestine.
   2) Table manners in Palestine.
   3) Life in Palestine.

3) "Some French table manners" is the main idea of:
   1) Paragraph 3.
   2) Paragraph 5.
   3) Paragraph 4.

4) We can understand from the last paragraph that:
   1) China is better than Europe.
   2) Table manners are different in different places.
   3) What we eat is important.

5) Lines from 8 to 17, talks about:
   1) Some table manners in some countries.
   2) All table manners in the world.
   3) Strange table manners in Europe.

6) The best title for the passage is:
   1) Good table manners.
   2) Food in Palestine.
   3) Restaurants around the world.
You have 15 minutes to answer the following questions

A) Read and mark the sentences true (✔️) or false (❌)
1. Table manners are the same all over the world. (   )
2. In Palestine, people should not wash their hands. (   )
3. Quick meal is not common in France. (   )
4. In China, people raise rice bowls to the mouth. (   )

B) Read again and find the following in the text
- Food: ……………
- Country: ……………
- Continent: ……………
- Part of the body: ……………

C) complete the table from the passage:

<table>
<thead>
<tr>
<th>Country</th>
<th>Table manners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>People can sit on the ground and use the right hand.</td>
</tr>
<tr>
<td></td>
<td>It is polite to leave some food on your plate.</td>
</tr>
<tr>
<td></td>
<td>The hands should remain on the table.</td>
</tr>
</tbody>
</table>

D) Who teaches the children table manners? Why?

Choose the correct answer:
1) Table manners are: (0.5)
   1. What we eat.
   2. How we eat.
   3. Where we eat.

2) "What we eat is interesting and important but so is how we eat it."
   Which is more important? (0.5)
   1. What we eat.
   2. How we eat.
   3. Both of them.

Inference

Choose the correct answer:
1) Table manners are: (0.5)
   1. What we eat.
   2. How we eat.
   3. Where we eat.

2) "What we eat is interesting and important but so is how we eat it."
   Which is more important? (0.5)
   1. What we eat.
   2. How we eat.
   3. Both of them.
3) **What is normal in Arab countries?** (0.5)
   1. Put the fork in the left hand
   2. Touch food with hands.
   3. Make a noise when eating.

4) **Children ………..table manners from parents:** (0.5)
   1. teach
   2. consider
   3. learn

5) "**So, be CAREFUL !"** (paragraph 5, line 23), because: (0.5)
   1. Table manners are important in France only .
   2. Table manners are different.
   3. Tables manners are similar.

6) **This passage is from :** (0.5)
   2. A magazine.
   3. A menu.

---

**Answer the following questions:**

1) Are table manners important in Palestine? How do you know?
   ........................................................................................................

2) Do you agree with the last paragraph? Why?
   ........................................................................................................

---

*Best Wishes*
Appendix 3

The Islamic University - Gaza
Deanery of Higher Education
Faculty of Education
Department of Curricula and Methodology

Dear referee,

The researcher is conducting an MA thesis entitled:

*Effectiveness of Using Scaffolding Strategy on Developing 7th Graders' Reading Comprehension Skills*

The researcher has prepared a teacher's guide implementing instructional scaffolding strategy. Please, check the teacher's guide and the lesson plan then you are kindly invited to rate them in the terms of the following:

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The clarity of instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Meeting the study purposes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Suitability to the students' level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The time of the sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The layout.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any further comments are highly appreciated

..................................................................................................................................
..................................................................................................................................

Referee's Name & Title: ........................................................................

With much gratitude and appreciation for all your help

The Researcher,

*Mahmoud Z. Al Aila*
1 Listen and repeat the words.

| choice | furniture | glass | jug | pattern | plate | vase | wicker | wood |

2 Work in groups. Talk about these questions.
1 What can a visitor to Palestine buy as a gift?
2 Where can they go to buy it in Palestine?

3 Listen and read. Complete the table.

<table>
<thead>
<tr>
<th>Town/City</th>
<th>Gift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerusalem</td>
<td>plates, bowls, jugs</td>
</tr>
<tr>
<td></td>
<td>gifts made from wood</td>
</tr>
</tbody>
</table>

Visitors to Palestine always want to buy a gift to take home with them. They have a good choice of things to buy from the shops and markets. Every craft has a different history and comes from a different place. This is because Palestine has such a long history. Visitors can visit different parts of the country or just go to a good gift shop to find all they want.

In Jerusalem, visitors can watch artists paint beautiful patterns on plates, bowls and jugs.

Hebron is famous for beautiful blue vases and jugs made from glass.

In Bethlehem craftsmen make and sell things made from wood. They have done this for more than 1500 years and make more than a thousand different gifts.

In Gaza craftsmen make furniture (tables, chairs, etc.) from wicker (long, thin pieces of wood). It is beautiful to look at and to use.

4 Read and tick the true sentences. Then correct the false sentences.
1 There isn’t a good choice of gifts in Palestine.  
2 In Jerusalem, visitors can paint patterns on plates, bowls and jugs.  
3 Craftsmen in Hebron make things made from blue glass.

5 Read and answer the questions.
1 How long have craftsmen in Bethlehem made things from wood?
2 What do the craftsmen in Gaza make furniture from?

6 Work in pairs. Read the passage aloud.
**Objectives:** By the end of this lesson, students are expected to:
- Use new vocabulary in context.
- Skim for gist or general idea of text.
- Scan for specific information from texts.
- Make inferences about a reading text.
- Answer judgment & evaluation questions.

**Key words:**
Choice, furniture, glass, jug, pattern, plate, vase, wicker, wood.

**Teaching aids:**
Pupil's Book, graphic organizers, worksheets, flashcards, LCD.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Warming up** | - Greetings.  
 - T. displays a short video about Palestinian crafts [https://www.youtube.com/watch?v=cKBvzqfNI8k](https://www.youtube.com/watch?v=cKBvzqfNI8k)  
 - T. asks: Do you like the video? Do you want to buy one as gift? For whom? Can you make something traditional? Who can make kites (show them one)? | 5 m. |
| **Pre-reading phase** | - T. presents the new vocabulary using ostensive and linguistic means. (T. brings a vase, wicker picture, jug, plate)  
 - Ss. Drill the words in the order: class, group, pupils C.G.P.  
 - Ss. are welcomed to give sentences from their own.  
 - Ss. are grouped and roles are assigned: the leader, the writer, time manager, the speaker.  
 - T. distributes sheets among groups: Worksheet A is for high achievers, whereas, worksheet B is for low achievers. | 10 m. |
| **Formative evaluation** | Complete the diagram: glass wood | |
| | Complete the gaps: vase – glass- jug- wicker– choice– plate  
 We put flowers in a [ ]  
 The [ ] is made from [ ]  
 [ ] furniture is famous in Gaza.  
 We use the [ ] to eat.  
 This restaurant is my [ ]  
 - T. gives cues of the colors. T. prompts if necessary. | 3 m. |
- T. and Ss. discuss and elicit answers from them.
- T. activates prior knowledge about Palestinian crafts. Each student is given this chart. Ss. agree or disagree before reading, after reading they re-evaluate their responses.

Agree-Disagree: Before and After

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palestine has a good choice of crafts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitors always buy gifts from Palestine.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palestine has a long history.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaza is famous for olive oil soap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebron is famous for wicker furniture.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- T. motivates the students and arouses their interests.
- Ss. talks about the pictures of the passage.
  What are they? Where can you see them? Do you like the colours? Which picture do you like most? Are they found in your home? From the pictures of the lesson what can the text be about?

- T. thinks aloud as a model: "Palestinian crafts are very old and beautiful. They remind me of our country Palestine. Palestine has a long history…..craftsmen in Jerusalem…etc, this seems to be correct. May be I'll ask others what they think."

- T. assign groups of Ss. to take turn thinking aloud. T. provides ss with prompts. "Now try to tell yourself, “I already know that….”, “This reminds me of….”, or “This makes me think about…..” I guess ….. I predict……

- Ss. , in pairs, go through the text silently and quickly to complete the following table:
  T. distributes it among pairs and tells them they have only five minutes.

<table>
<thead>
<tr>
<th>City</th>
<th>Gifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>………….</td>
<td>Blue vases and jugs.</td>
</tr>
<tr>
<td>………….</td>
<td>Plates, bowls and jugs.</td>
</tr>
<tr>
<td>………….</td>
<td>Gifts made from wood.</td>
</tr>
<tr>
<td>Gaza</td>
<td>……</td>
</tr>
</tbody>
</table>

- Ss. check each other's work and make their own corrections.

Rounding up
- T. reviews vocabulary of the text.
- Activities 2 & 3, page 23.
- T. does the first sentence as a model and makes sure Ss. know what to do at home.

Homework

128
<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>- Ss. watch this video clip: <a href="https://www.youtube.com/watch?v=kC74EiO8G0s">https://www.youtube.com/watch?v=kC74EiO8G0s</a></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>- T. asks: Do you like it? Is different? What is it about?</td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>- T. reviews vocabulary. Shows them flashcards.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>- Ss. say them P.G.C.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. holds word cards, invites some low achievers to come out and match a word with its picture. T. encourages them to read the words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. presents this task on the LCD and ss in groups answer it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(jug - choice- wicker – wood)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We get ........................ from trees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sama made a ........................... of orange juice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We have a ................................. to play football or video games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In Gaza craftsmen made furniture from .........................</td>
<td></td>
</tr>
<tr>
<td>While reading</td>
<td>- T. asks Ss., in groups, to read the first line of paragraph 1 and answer these questions: What is the first line about?</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>- T. asks Ss. to complete the first paragraph silently to check, Ss. have a short group discussion.</td>
<td></td>
</tr>
<tr>
<td>Skimming</td>
<td>T. asks groups :what words help you to say so?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ss. read the next paragraphs and say what it is about?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ss. in group discussion decide what each paragraph talks about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- In groups, ss decide the best title for the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. keeps the groups on tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. makes sure everyone has a turn and contributes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. reads aloud the first paragraph.</td>
<td></td>
</tr>
</tbody>
</table>
Scanning
(Students do, teacher helps)

Think aloud

Worksheet (1)
Read the first paragraph and Tick true (✓) or false (✗).
Correct the false ones:
- Visitors have a good choice of gifts to buy from Palestine. ( )
- The crafts have the same history. ( )
- Palestine has a short history. ( )
- Visitors can buy gifts from hospital. ( )

- T. reads aloud the four paragraphs.
- T. holds all class discussion.
- T. encourages students to ask questions.
- T. asks, “Is there anything here that is unclear in meaning?”
- T. asks students to read the paragraph silently.

Ss., in groups, think aloud about what they have read.
- T. models first: I think…. I like ….. I dislike……My favourite part is ………. The most important idea in the text is ………. The first paragraph was about ………. What I learned/understood is ………. This is similar to ………. This reminds me of ……….
- T. provide groups with ”cue words” sheet to help them think aloud.

- T. distributes these sheets among groups. Cues are given when necessary.

Worksheet (2)
Tick the right box:

<table>
<thead>
<tr>
<th>Word pairs</th>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy /sell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bad/good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitor/tourist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Want/need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different/similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See/look</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short/long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T. goes around the groups to monitor their progress and to facilitate their learning process.

Worksheet (3)
Read again and get from the passage:
Two gifts: …………………
Two jobs: …………………
Two cities: …………………
- T. monitors, guides and checks groups answers.
- T. keeps the groups on tasks.
- T. makes sure everyone has a turn and contributes.
### Unit 12/lesson 3

**Period three (45 minutes)**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming up</strong></td>
<td>Greetings</td>
<td>3</td>
</tr>
<tr>
<td><strong>Inference</strong></td>
<td>A guessing riddle: It is a craft, it made from wood. It is famous in Gaza. What is it?</td>
<td></td>
</tr>
<tr>
<td><strong>Worksheet(4)</strong></td>
<td>Answer the following questions:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>- What is Gaza famous for?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How many gifts can Bethlehem make?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Who paint the plates in Jerusalem?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What color is Hebron glass?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Why do visitors to Palestine want to buy a gift?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Where can visitors buy gifts from Palestine?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. monitors, guides and checks groups answers.</td>
<td></td>
</tr>
<tr>
<td><strong>Worksheet(5)</strong></td>
<td>Choose the correct answer:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1- The man in picture 4 is ……..</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(teacher – doctor – craftsman)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- The craft of making things from wood in Bethlehem is ……………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(modern – ancient – dangerous)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3- Line 4 &quot;..parts of the country..&quot; parts mean…...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(cities – gifts – gift shops)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4- The camels in picture 3, art made from ………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(plastic – glass – wood)</td>
<td></td>
</tr>
<tr>
<td><strong>Worksheet(6)</strong></td>
<td>Answer the following questions:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1- Do you like Palestinian crafts? Why?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>………………………………………………………………………………………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- Compare between Hebron and Jerusalem crafts?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>………………………………………………………………………………………</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. distributes this diagram among groups and he makes sure Ss. know how to use this Venn diagram.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. gives cues to similarities and differences from the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Hebron craft</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jerusalem craft</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hebron craft</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jerusalem craft</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- Compare between crafts of Bethlehem and Gaza crafts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- T. gives cues to similarities and differences from the text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
T. goes around the groups to monitor their progress and to facilitate difficulties.
- T. keeps the groups on tasks.
- T. makes sure everyone has a turn and contributes.

T. draws the diagrams on the board, elicits and welcomes Ss. answers.
- In pairs, ss. read the passage aloud.

- The Ss. are not de facto grouped the same way, T. can reshape them.
- Ss. re evaluate the Agree- Disagree chart. Ss. compare their responses and discuss any changes in ideas.
- T. distributes cue cards among groups, to start discussion about the text. Low achievers groups are given more cues than high achievers ones. Cues help them to initiate discussion.
- T. just watches the performance of the groups. But, he makes sure that everyone in the group contributes.

**Cue cards (for high achievers):**
I think there are many ........................
Visitors ........................................
They can buy ....................................
Jerusalem ....... Hebron ..........., Bethlehem......... Gaza............

**Cue cards (for low achievers):**
I like Palestinian .................. Visitors to Palestine want
.................................... They have a good ................. to buy. Every
............... has a ............................... Visitors can buy gifts from
.................... In Jerusalem............................... paint on
glass. Hebron is famous for .........................
Bethlehem craftsmen make and sell ......................... and in
Gaza craftsmen ....................................

- T. distributes sheets among groups, A is for low achievers and B is for high achievers.

**Tick the correct box:**

<table>
<thead>
<tr>
<th>Word pairs</th>
<th>Relation</th>
<th>No relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>make - made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choice - choose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitor - visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History - beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craftsmen - famous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jug - vase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wicker - wood</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- T. distributes scrambled words, ss rearrange them to make a good sentence. Each group comes to the board and stick the words on the board, some Ss. read aloud.
- If the group's job is wrong, other groups correct them.

(B)

Rearrange:
(the sentences here are in the correct order)
1- We use this jug to drink water.
2- Gaza is famous for wicker furniture.
3- This plate is made from glass.
4- there is a good choice of gifts from Palestine.
5- They paint fantastic patterns on plates.

-Ss. in groups write a summary about the text, A is for low achievers and B is for high achievers.

A
Complete to make a good paragraph:
V…………….. like to visit Palestine. They want to buy a g………… to take h………… with them. Palestine has a good c……………… of gifts. In Jerusalem …………… can watch …………… paint beautiful ………………… on glass. Hebron is …………… for …………… vases and jugs. Craftsmen in …………… can make and sell things from ………………… . In Gaza …………… make furniture from …………… .

B
Complete this chart about" Palestinian Crafts":

<table>
<thead>
<tr>
<th>Craft</th>
<th>City</th>
<th>Made from</th>
<th>Describe it</th>
</tr>
</thead>
</table>

In one minute summarize the most important points in the lesson.
Unit 13-lesson 3
Period one (45 minutes)

1 Listen and repeat the words.

<table>
<thead>
<tr>
<th>acceptable</th>
<th>consider</th>
<th>empty</th>
</tr>
</thead>
<tbody>
<tr>
<td>however</td>
<td>impolite</td>
<td>normal</td>
</tr>
<tr>
<td>raise</td>
<td>polite</td>
<td>remain</td>
</tr>
</tbody>
</table>

Word formation:
accept – acceptable
polite – impolite

2 Work in pairs. Talk about these questions.
1 How important are table manners?
2 What are the most important table manners in Palestine?

3 Listen and read. Answer the questions about the passage.
1 This passage talks about a country. Look quickly – which country?
2 How many times is the name of the country in the passage?
3 What helps you to find the word in the passage?

If you think food is only about eating – think again! What we eat is interesting and important but so is how we eat it.

Table manners are different in different places – but most different in China! Here are a number of examples:
- In most parts of the world, plates and bowls should remain on the table. People raise the food from their plate to their mouth. However, in China they raise rice bowls to the mouth.
- In some countries people think it is impolite to make a noise when you are eating. However, in China people consider it acceptable to make a noise when you drink soup.
- In most countries it is normal to finish all the food on your plate to show you like it. However, in China it is polite to leave some food on your plate. This shows you are full. If you empty your plate, people will think you are still hungry and they will give you more.

4 Read and tick the true sentences. Then correct the false sentences.
1 Table manners are not the same in all parts of the world. [ ]
2 In China, it is normal for rice bowls to remain on the table when eating. [ ]
3 It is acceptable to make noise when you eat in many countries. [ ]

5 Read and answer the questions.
1 What does it mean if you finish your food in most countries?
2 What does it mean if you finish your food in China?

6 Work in pairs. Read the passage aloud.
**Objectives:** By the end of this lesson, students are expected to:
- Use new vocabulary in context.
- Skim for gist or general idea of text.
- Scan for specific information from texts.
- Make inferences about a reading text.
- Answer Judgment & evaluation questions.

**Key words:**
acceptable, consider, empty, however, impolite, normal, raise, remain.

**Teaching aids:**
Pupil's Book, graphic organizers, worksheets, flashcards, LCD.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Warming up**         | - Greetings.  
- Ss. play “Can't Say Yes or No” game:  
In pairs, Ss. ask each other questions. The only rule is that they cannot say the words YES or NO. They try trick each other. | 3 m. |
| **Pre-reading phase**  | - T. presents the new vocabulary using ostensive and linguistic means.  
- Ss. Drill the words in the order: class, group, pupils C.G.P.  
- Ss. are welcomed to give sentences from their own.  
- Ss. Are grouped and roles are assigned: the leader, the writer, time manager, the speaker.  
- The Ss. are not de facto grouped the same way, T. can reshape them.  
- T. distributes sheets among groups: Worksheet A, is for high achievers, whereas, worksheet B is for low achievers, T. gives more cues. | 8    |
| **Formative evaluation** | Complete the gaps:  
There isn’t any water. All the bottles are ……….  
The food wasn’t tasty. …………..they ate it.  
It is not ………..to talk with your mouth full.  
It's …………..to make noise while others are sleeping.  
When you know the answer, ………………your hands.  
We ……………. table manners very important. | 5    |
| **Worksheet A**        | (present this sheet on the LCD)  
Complete the gaps:  
There isn’t any water. All the bottles are ……….  
The food wasn’t tasty. …………..they ate it.  
It is not ………..to talk with your mouth full.  
It's …………..to make noise while others are sleeping.  
When you know the answer, ………………your hands.  
We ……………. table manners very important. |      |
| **Worksheet B**        | (present this sheet on the LCD)  
Complete the gaps:  
There isn’t any water. All the bottles are ………. acceptable  
The food wasn’t tasty. …………..they ate it. however  
It is not ………..to talk with your mouth full. empty  
It's ………….. to make noise while others are sleeping. consider  
When you know the answer, ……………… your hands. raise  
We ……………. table manners very important. impolite |      |
| **Bridging**           | - T. gives cues of the colors. T. prompts if necessary.  
- T. and Ss. discuss and elicit answers from them. | 5    |
| Modeling | Think aloud & Prompts  
(Teacher does, Students watch) | Rounding up | Homework |  |
|----------|-----------------------------|-------------|----------|---|
| - Is there a difference between table manners in Palestine and other countries?  
- Have you ever eaten Chinese food?  
- T. motivates the students and arouses their interests.  
- Ss. talks about the picture of the passage.  
T. elicits: Can you see a boy? What is he doing? Is he drinking? Is he Palestinian? How do you know? Is he eating pizza? What can you see in his hand? Is it the right hand? What can the text be about?  
- T. thinks aloud as a model: "Food is important, but how to eat food is more important. Parents teach their kids table manners. In Islam table manners are very important......... May be I'll ask others what they think."  
- T. assigns the groups of Ss. to take turns thinking aloud.  
T. provides Ss. with prompts. "Now try to tell yourself, “I already know that…..” “This reminds me of…..,” or “This makes me think about…..” What word or words jump to you when you think of crafts?  
- T. draws the diagram on the board and asks groups to complete it.  
- Ss. say their suggestions, T. writes on the board  
- Ss., in pairs, go through the text silently and quickly to answer the following questions:  
T. distributes it among pairs and tells them they have only five minutes.  
1 This passage talks about a country. Look quickly – which country?  
2 How many times is the name of the country in the passage?  
3 What helps you to find the word in the passage?  
- Ss. check each other's work and make their own corrections. | - T. reviews vocabulary of the text.  
- T. does the first sentence as a model and makes sure Ss. know what to do at home. | 5 | 5 | 4 |
**Unit 13/lesson 3**

**Period two (45 minutes)**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming up</strong></td>
<td>Ss play &quot;Jeopardy&quot; game: In groups, one writes an answer, the rest of Ss. try to find out what the question is.</td>
<td>5</td>
</tr>
</tbody>
</table>
| **Revision**               | - T reviews vocabulary. Shows them flashcards.  
- Ss. say them P.G.C.  
- T. holds word cards, each card has scrambled letters invites some low achievers to come out and rearrange the letters T. encourages them to read the words. | 5    |
|                            | [Image of scrambled letters and word cards]                                                                                                                                                                |      |
| **While reading**          | T. asks Ss., in groups, to read the first line of paragraph 1 and answer these questions: What is the first line about?  
- T. asks Ss. to complete the first paragraph silently to check, Ss. have a short group discussion.                                            | 10   |
| **Skimming**               | T. asks groups: what are the examples for? How many examples?  
- Ss. read the next paragraphs and say what is it about?  
- Ss. in group discussion decide what each paragraph talks about.  
- In groups, Ss decide the best title for the text.  
- T. keeps the groups on tasks.  
- T. makes sure everyone has a turn and contributes.  
- T. reads aloud the first paragraph.  
- T. holds all class discussion.  
- T. encourages students to ask questions.  
- T. asks, “Is there anything here that is unclear in meaning?”  
- T. asks students to read the paragraph silently in order to answer this question (Cues are given if Ss. felt confused.) |      |
| **Scanning**               | Read the first paragraph and Tick true (✓) or false (✗).  
**Correct the false ones:**  
- Food is only what we eat. ( )  
- Table manners are different in different places. ( )  
- Most different table manners are in Palestine. ( )  
- T. reads aloud the four paragraphs.  
- T. holds all class discussion.  
- T. encourages students to ask questions.  
- T. asks, “Is there anything here that is unclear in meaning?”  
- T. asks students to read the paragraph silently. | 5    |

**Worksheet (1)**
-T. models first: I think…. I like ….. I dislike…..My favourite part is ………. The most important idea in the text is ……..The first paragraph was about ……..What I learned/understood is …….. This is similar to …….. This reminds me of ………

-T. provide groups with "cue words" sheet to help them think aloud.
-Ts., in groups, think aloud about what they have read.

-T. distributes these sheets among groups. Cues are given when necessary.

**Worksheet (2)**

<table>
<thead>
<tr>
<th>Word</th>
<th>Opposite</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar</td>
<td>X</td>
<td>Stay</td>
<td>=</td>
</tr>
<tr>
<td>Start</td>
<td>But</td>
<td>Hate</td>
<td>Exciting</td>
</tr>
<tr>
<td>Full</td>
<td>Rude</td>
<td>Strange</td>
<td>Love</td>
</tr>
</tbody>
</table>

-T. goes around the groups to monitor their progress and to facilitate their learning process.

**Worksheet (3)**

Read again and get from the passage:
Parts of the body: …………. ……………
Nationality: ………………………
Food: ……………. ……………
Verbs: ……………. ……………

-T. monitors, guides and checks groups answers.
-T. keeps the groups on tasks.
-T. makes sure everyone has a turn and contributes.
## Unit 13/lesson 3

### Period three (45 minutes)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| **Warming up** | Greetings.  
"A board race" game: Two teams come to the board. One team starts with a word "manners", the other team writes a word starts with the letter "s" and so on. |
| **Inference** | Worksheet (4)  
Choose the correct answer:  
- Table manners are …………we eat (What-How-where)  
- Table manners are …………..(similar – different – only in China).  
- The boy in the picture is …………..(Palestinian – Egyptian – Chinese).  
- In China …………..(there aren't table manners – People are impolite – table manners are different).  
- If you empty your plate in Palestine, it is ……..(normal – impolite – dangerous).  
- T. monitors, guides and checks groups answers. |
| **Judgment & evaluation** | Worksheet (5)  
Answer the following questions:  
1- Why are table manners important all over the world?  
2- How are table manners different in China?  
-T. distributes this diagram among groups and he makes sure Ss. know how to use this Venn diagram.  
-T. gives cues to similarities and differences from the text.  
Table manners in Palestine Table manners in China  
\[ \begin{array}{c}
D \\
S \\
D \\
\end{array} \]  
T. goes around the groups to monitor their progress and to facilitate difficulties.  
-T. keeps the groups on tasks.  
-T. makes sure everyone has a turn and contributes.  
T. draws the diagrams on the board.  
T. elicits and welcomes Ss. answers.  
-In pairs, ss. read the passage aloud. |
| **Post reading** (Students do, teacher watches) | - T. distributes cue cards among groups, to start discussion about the text. Low achievers groups are given more cues than high achievers ones. Cues help them to initiate discussion.  
-T. just watches the performance of the groups. But, he makes sure that everyone in the group contributes.  
**Cue cards(for high achievers)**  
I think table manners are …………….  
Parents teach …………………………… |

---

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In China, it's normal ………………………
In China it's polite to leave ……………………

Cue cards (for low achievers)
In some countries people think it is ………… to make ……… when you are eating. However, in …………… people………… it …………… to make a …………… when you drink soup.

In most countries it is ………… to finish all the food on your ……… to show you like it. However, in China it is ………… to ………… some food on your ………… This shows you are full. If you ………… your plate, people will think you are still ………… and they will ……… you …………

-T. distributes charts among groups, A is for low achievers and B is for high achievers.

A

Tick the correct box:

<table>
<thead>
<tr>
<th>Word pairs</th>
<th>Relation</th>
<th>No relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept /Acceptable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China /Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polite / Impolite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable/ Normal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But /However</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raise /Remain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hungry / consider</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

............

-T. distributes scrambled words, ss rearrange them to make a good sentence. Each group comes to the board and stick the words on the board, some Ss. read aloud.

-If the group's job is wrong, other groups correct them.

(B)

Rearrange:
(the sentences here are in the correct order)
-Table manners are different in different places.
- In China people raise rice bowls to the mouth.
- In Palestine table manners are important.
- Parents teach children table manners.
- Food is not only what we eat.

-Ss. in groups write a summary about the text, A is for low achievers and B is for high achievers.

(A)

Complete to make a good paragraph:
Table …………… are different in ……… ……… – but most different in China! Here are a number of ……………:
• In most ……… of the world, ………… and bowls should remain on the table. People ……… the food from their ……… to their ………
H………In ………… they ………… rice bowls ….. the mouth.
In ………… ………… people think it is ………… to make ………… when you are eating. However, in China people ………… it ………… to make a ………… when you drink …………

(B)

Put sentences from A and B together. join them with however.

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<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is impolite to make a noise when you are eating</td>
<td>In China they use long sticks.</td>
</tr>
<tr>
<td>2</td>
<td>It is normal to finish all the food on your plate</td>
<td>In China they raise rice bowls to the mouth.</td>
</tr>
<tr>
<td>3</td>
<td>Most people use knives and forks for eating</td>
<td>In China, it is polite to leave some food.</td>
</tr>
<tr>
<td>4</td>
<td>Plates and bowls should remain on the table</td>
<td>In China, it acceptable to make a noise when you drink soup.</td>
</tr>
</tbody>
</table>

In one minute summarize the most important points in the lesson.
Unit 15/lesson 3

Period one (45 minutes)

1 Listen and repeat the words and expressions.

introduce make up meaning pregnant start up strengthen style therefore

Word formation:
strong – strength – strengthen

2 Work in pairs. What do you know about traditional embroidery in Palestine?

3 Listen and read. Then answer the questions.

1 How many paragraphs does the passage have?
2 Each paragraph is about something different (a different topic). Read the passage and write the number of the paragraph.

   ______ village designs
   ______ recent changes
   ______ different dresses for different times of life
   ______ history
   ______ patterns and colours

Embroidery in Palestine has a history of more than 4000 years. For many centuries, women met to talk and embroider dresses after work. Each village had its own design. Therefore, people knew where a woman came from by looking at her dress. Mothers passed on their skills to their daughters.

Women had different dresses for different times of life. For example, there were different dresses for a young wife, a pregnant woman and a mother.

The embroidery at the front of a traditional dress has patterns of fruit, trees, flowers or birds. The colours also have a meaning. Green shows things growing, yellow shows the harvest and brown shows the earth.

Recently, Palestinian women have strengthened their traditional embroidery. New places of work have started up. The women here use the old designs but they make up new ones too. They have introduced a modern style. They sell their beautiful embroidered dresses all over the world.

4 Read and tick the true sentences. Then correct the false sentences.

1 Women had different dresses for different times of the day. [ ]
2 The colours in the dresses have a meaning. [ ]
3 Women don’t embroider dresses today. [ ]

5 Read and answer the questions.

1 How did girls learn to embroider in the past?
2 What is the difference between traditional dresses and the embroidered dresses made today?

6 Work in pairs. Read the passage aloud.
Objectives: By the end of this lesson, students are expected to:
- Use new vocabulary in context.
- Skim for gist or general idea of text.
- Scan for specific information from texts.
- Make inferences about a reading text.
- Answer Judgment & evaluation questions.

Key words: Introduce- make up- meaning - pregnant- start up- strengthen- style- therefore

Teaching aids: Pupil's Book, graphic organizers, worksheets, flashcards, LCD

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>- Greetings.</td>
<td>5 m.</td>
</tr>
<tr>
<td></td>
<td>- T. displays a short video about Palestinian embroidery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.youtube.com/watch?v=ueWVFQOIRjg">https://www.youtube.com/watch?v=ueWVFQOIRjg</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. asks: Do you like the video? Is it about another traditional craft?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What other crafts can you remember? Can your mother/grandmother/sister</td>
<td></td>
</tr>
<tr>
<td></td>
<td>embroider?</td>
<td></td>
</tr>
<tr>
<td>Pre-reading phase</td>
<td>- T. presents the new vocabulary using ostensive and linguistics means.</td>
<td>10 m.</td>
</tr>
<tr>
<td>Formative evaluation</td>
<td>- Ss. Drill the words in the order: class, group, pupils C.G.P.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ss. are welcomed to give sentences from their own.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ss. Are grouped and roles are assigned :the leader, the writer,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>time manager, the speaker.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. distributes sheets among groups: Worksheet A, is for high achievers ,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>whereas, worksheet B is for low achievers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worksheets A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete the sentences:</td>
<td>3 m.</td>
</tr>
<tr>
<td></td>
<td>1- The women have ______________ new ideas to help old traditions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- That building was dangerous – they have ______________ it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3- My mother is ______________ – I’m going to have a new brother or sister.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4- I love stories – I ______________ stories to tell my brothers and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sisters.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5- A businessman has ______________ a new business near the mosque.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Worksheet B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(present this sheet on the LCD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete the gaps:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>meaning - pregnant - style - therefore - make up- started up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. I really like the ______________ of your clothes .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Excuse me. What’s the ______________ of this word?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. My mother is ______________ , I am going to have a new baby.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. They have ______________ a new shop near the market .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Lama lost her money, ______________ she was very sad.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. I have to ______________ a story for homework today.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- T. gives cues of the colors. T. prompts if necessary.</td>
<td></td>
</tr>
</tbody>
</table>
Bridging
- T. and Ss. discuss and elicit answers from them.
- T. Activates prior knowledge about Palestinian embroidery. Each student is given this chart. Ss. agree or disagree before reading.
- Ss. after reading, re-evaluate their responses.

**Agree-Disagree: Before and After**

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1. Each village had its own design.</td>
<td></td>
</tr>
<tr>
<td>2. Green shows the harvest.</td>
<td></td>
</tr>
<tr>
<td>3. Women had different dresses for different.</td>
<td></td>
</tr>
<tr>
<td>4. Embroidery in Palestine has a short history.</td>
<td></td>
</tr>
<tr>
<td>5. Palestinian women have strengthened their</td>
<td></td>
</tr>
</tbody>
</table>

- T. motivates the students and arouses their interests.
- Ss. talks about the pictures of the passage.
What is it? Where can you see it? Do you like the colours? Who can make it at your home?
From the picture of the lesson what can the text be about?

- T. thinks aloud as a model: "embroidery is another famous Palestinian. There were many different designs ….. Colours had a meaning. …, this is what I think about now. May be I'll ask others what they think."

- T. assign groups of Ss. to take turn thinking aloud.
T. provides Ss with prompts. “Now try to tell yourself, “I already know that…,” “This reminds me of…,” or “This makes me think about…,” I guess …. I predict....... Some difficult words……

- Ss., in pairs, go through the text silently and quickly to answer the questions:
T. distributes it among pairs and tells them they have only five minutes.
1 How many paragraphs does the passage have?
2 Each paragraph is about something different (a different topic).
Read the passage and write the number of the paragraph.
_____ village designs
_____ recent changes
_____ different dresses for different times of life
_____ history
_____ patterns and colours

- Ss. check each other's work and make their own corrections.
Rounding up
- T. reviews vocabulary of the text.

Homework
- Activities 2 & 3, page 43.
- T. does the first sentence as a model and makes sure Ss. know what to do at home.

Unit 15/lesson 3
Period two (45 minutes)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Revision
- T reviews vocabulary. Shows them flashcards.
- Ss. say them P.G.C.
- T. holds word cards, invites some low achievers to come out and match a word with its picture. T. encourages them to read the words. (pregnant – embroidery – strengthen – make up – start up)

Palestinian Crafts

- T. presents this task on the LCD and Ss in groups answer it

Complete:
Passed on – embroidery – embroidered – passed on strengthened
- ………….has a history of more than 4000 years.
- Women met to talk and …………. dresses after work.
- Mothers ………….their skills to their daughters.
Palestinian women have………………their traditional embroidery.  

**While reading**  
- T. asks Ss., in groups, to read the first line of paragraph 1 and answer these questions: What is the first line about?  
- T. asks Ss. to complete the first paragraph silently to check, Ss. have a short group discussion.  
- T. asks groups: what words help you to guess so?  
- Ss. read the next paragraphs and say what is it about?  
- Ss. in group discussion, decide what each paragraph talks about.  
- In groups, Ss decide the best title for the text.  
- T. keeps the groups on tasks.  
- T. makes sure everyone has a turn and contributes.  

- T. reads aloud the first paragraph.  
- T. holds all class discussion.  
- T. encourages students to ask questions.  
- T. asks, “Is there anything here that is unclear in meaning?”  
- T. asks students to read the paragraph silently in order to answer this question (Cues are given if Ss. felt confused.)

**Worksheet( 1)**  
**Read the first paragraph and Tick true (✓) or false (✗).**  
**Correct the false ones:**  
- Embroidery has a history of more than 400 years. ( ✓)  
- Men met after work to talk and embroider. ( ✗)  

**Scanning**  
**Read aloud the four paragraphs.**  
**Find the plural from the passage:**  
Woman:……………….  
Century:……………...  
Dress:………………..  
Daughter:……………..  
**Find the past tense form the passage:**  
Know:……………….  
Have:……………….  
Meet:……………………  
Strengthen:………….  

**Worksheet (2)**  
-Ss., in groups, think aloud about what they have read.  
-T. models first: I think…. I like ….. I dislike…..My favourite part is ………. The most important idea in the text is ………. The first paragraph was about ………. What I learned/understood is ………. This is similar to ………. This reminds me of ……….  
-T. provides groups with “cue words” sheet to help them think aloud.  

-T. distributes these sheets among groups. Cues are given when necessary.

**Worksheet( 3)**  
**Read again and answer:**  
"Green" means: ………………….  

| 146 |
"Yellow" shows: …………………
"brown" means: …………………
How did people know where the woman come from?
…………………………………………………………
How did girls learn embroidery in the past?
…………………………………………………………
-T. monitors, guides and checks groups answers.
- T. keeps the groups on tasks.
- T. makes sure everyone has a turn and contributes.

Unit 15/lesson 3

Period three(45 minutes)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| Warming up | Greetings. 
A guessing riddle: It is a craft, it done by women .It is famous in many Palestinian cities. What is it? |
| Inference | True or false: 
1-Women embroidered in Palestine for centuries. ( ) 
2- All villages embroidered and had their own design. ( ) 
3-Mothers passed the skills of cooking to their daughters. ( ) 
4-Women made one dress every day. ( ) 
5-The colors of the dress were only three colors. ( ) 
6- People knew the village of women by looking at the front of a dress ( ) 
7- From the last paragraph, embroidery is finished. ( ) 
Worksheet( 4)

Worksheet (5)  | Answer the following questions: 
1- Do you like embroidery ? Why ? 
……………………………………………………………………………………………………
2-What is your favourite craft? Why? 
……………………………………………………………………………………………………

-T. distributes "Venn diagram" among groups and he makes sure Ss. know how to use it. 
-T. gives cues to similarities and differences from the text. 
Embroidery in the past  Embroidery now 

- T. goes around the groups to monitor their progress and to facilitate difficulties.
- T. keeps the groups on tasks.
- T. makes sure everyone has a turn and contributes.
T. draws the diagrams on the board.
T. elicits and welcomes Ss. answers.
-In pairs, ss. read the passage aloud.

**Post reading** (Students do, teacher watches)

-Ss. re evaluate the Agree- Disagree chart. Ss. compare their responses and discuss any changes in ideas.

- T. distributes cue cards among groups, to start discussion about the text. Low achievers groups are given more cues than high achievers ones. Cues help them to initiate discussion.

-T. just watches the performance of the groups. But, he makes sure that everyone in the group contributes.

**Cue cards(for high achievers)**

Embroidery ………………………

The design……………………………….

The colours had a meaning …………………

Now …………………………….

**Cue cards(for low achievers)**

Embroidery in Palestine has a …… of more than…….. years. For many centuries,…… met to talk and embroider dresses after work.

Each …… had its own ……… Therefore, people ……. where a woman came from by looking at her ………. Mothers passed on their ……… to their ……….

Women had……… ……… for different times of life. For example, there ……… different dresses for a ………, a ……… woman and a…………

The embroidery at the ……… of a traditional dress has ……… of fruit, trees, flowers or birds. The ……… also have a ……… …….. shows things ………, ……… shows the ……… and ……… shows the ………

-T. distributes charts among groups ,A is for low achievers and B is for high achievers.

-T. distributes sheets among groups ,A is for low achievers and B is for high achievers.

- T. goes around the groups to monitor their progress and to facilitate their learning process.

- T. distributes scrambled words , ss rearrange them to make a good sentence. Each group comes to the board and stick the words on the board, some Ss. read aloud.

-If the group's job is wrong, other groups correct them.
Rearrange:

1- Mothers passed on their skills to their daughters.
2- There were different dresses for a young wife.
3- Women have introduced a modern style.
4- Each village had its own design.
5- The embroidery has patterns of flowers or birds.

-Ss. in groups write a summary about the text, A is for low achievers and B is for high achievers.

(A)

Match e to make a good paragraph:

| Embroidery in Palestine has a history of more than 4000 years. | For example, there were different dresses for a young wife, a pregnant woman and a mother. |
| Each village had its own design. | Green shows things growing, yellow shows the harvest and brown shows the earth. |
| Women had different dresses for different times of life. | Women met to talk and embroider dresses after work. |
| The colours have a meaning. | Therefore, people knew where a woman came from by looking at her dress. |
| Recently, Palestinian women have strengthened their traditional embroidery. | The women here use the old designs but they make up new ones too. |

Now write a good paragraph:

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

(B)

-Ss in groups, write a good paragraph about the difference between embroidered dresses today and in the past.

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

In one minute summarize the most important points in the lesson.
Unit 16/lesson 3

Period one (45 minutes)

1. Listen and repeat the words. 🎧
   allow another keep network receive revolution satellite several

2. Work in pairs. Look at the pictures and answer the questions.
   1. Can you name them?
   2. What do you use them for?

3. Listen and read. Make a list of the ways to communicate in the passage. 🎧

Palestinian people live all over the world. However, modern communications allow us to keep in contact.

A hundred and fifty years ago, there were no phones and no email. It took weeks to send a letter to another country. And then it took several weeks to receive an answer. The telephone changed that.

The mobile phone allowed a second revolution in communications. Millions of people are now on the world’s telephone network. With a modern mobile phone they can talk, send text messages, send or receive emails or use the internet.

However, the mobile phone network does not work at the top of mountains or out at sea. Sometimes it won’t work outside of towns and cities. Satellite phones use satellites in outer space so they will work anywhere.

Video calls bring people’s faces into our home. These use the internet so all we need to do is put a small camera and a microphone on a computer.

4. Read and tick the true sentences. Then correct the false sentences.
   1. The first revolution in communications was the mobile phone. [ ]
   2. Mobile phones will work anywhere. [ ]
   3. Satellite phones do not use the mobile phone network. [ ]

5. Read and answer the questions.
   1. What do people use their mobile phones for?
   2. What do you need to make a video call?

**Objectives:** By the end of this lesson, students are expected to:
- Use new vocabulary in context.
- Skim for gist or general idea of text.
- Scan for specific information from texts.
- Make inferences about a reading text.
- Answer Judgment & evaluation questions.

**Key words:**
allow – another - keep - network - receive - revolution - satellite - several

**Teaching aids:**
Pupil's Book, graphic organizers, worksheets, flashcards, LCD.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Warming up** | - Greetings.  
- Ss. play "Can't Say Yes or No" game:  
In pairs, Ss. ask each other questions. The only rule is that they cannot say the words YES or NO. They try trick each other. | 5 m. |
| **Pre-reading phase** | - T. presents the new vocabulary using ostensive and linguistics means.  
- Ss. Drill the words in the order: class, group, pupils C.G.P.  
- Ss. are welcomed to give sentences from their own.  
- Ss. Are grouped and roles are assigned: the leader, the writer, time manager, the speaker.  
- The Ss. are not de facto grouped the same way, T. can reshape them.  
- T. distributes sheets among groups: Worksheet A, is for high achievers, whereas, worksheet B is for low achievers, T. gives more cues. | 10 |
| **Formative evaluation** | **Worksheet A**  
Finish the sentences:  
1. Mum ……….. us to play some computer games in the evening .  
2. The internet is a……………of computers all over the world.  
3. I played …………….. games with my friends.  
4. I use my mobile phone to send and ……………….. messages and emails .  
5. People put food in the fridge to ………………. it fresh .  
6. Can you give me ……………….pen , this one isn’t working..  
7. The mobile is a ………………. in communication.  
8. Satellite phones use ……………….in outer space. | 5 |
|  | **Worksheet B**  
Complete the gaps:  
(present this sheet on the LCD)  
**network** -allows – receive- several  
**another** - revolution – keep – satellites  
1. Mum ……….. us to play some computer games in the evening .  
2. The internet is a……………of computers all over the world.  
3. I played …………….. games with my friends.  
4. I use my mobile phone to send and ……………….. messages and emails . |
5. People put food in the fridge to _______ it fresh.
6. Can you give me ___________ pen, this one isn’t working.
7. The mobile is a ___________ in communication.
8. Satellite phones use _______________ in outer space.

-T. Activates prior knowledge about modern communication:
-Each student is given this chart. Ss agree or disagree before reading.
-Ss, after reading, re-evaluate their responses.

**Statements:**
1. Modern communications allow us to keep in contact.
2. It took weeks to send a letter to another country.
3. With a modern mobile people can only talk.
4. Satellite phones can work anywhere.
5. Video calls don’t need internet.

-T. motivates the students and arouses their interests.

**Agree-Disagree: Before and After**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-Ss. talks about the pictures of the passage.
T. elicits: What are they? Are they traditional crafts? Do you have a mobile or laptop? What do you use them for?
From the pictures of the lesson what can the text be about?

-T. thinks aloud as a model: "Modern communications make our life easier. Before the telephone and mobile, it took several weeks to send and receive a letter. The telephone was the first revolution. I think this passage is about modern communications. This is what I think about now. May be I’ll ask others what they think."
-T. assigns groups of Ss. to take turn thinking aloud.
T. provides Ss with prompts. "Now try to tell yourself, “I already know that...,” “This reminds me of....,” or “This makes me think about...,” I guess .... I predict....... Some difficult words......"

-Ss, in pairs, go through the text silently and quickly to answer the following question:
T. distributes it among pairs and tells them they have only five
### Unit 16/lesson 3

#### Period two (45 minutes)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up</td>
<td>Ss play &quot;Jeopardy&quot; game: In groups, one writes an answer, the rest of Ss. try to find out what the question is.</td>
<td>5</td>
</tr>
<tr>
<td>Revision</td>
<td>-T reviews vocabulary. Shows them flashcards.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>-Ss. say them P.G.C.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. holds word cards, each card has scrambled letters invites some low achievers to come out and rearrange the letters T. encourages them to read the words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Image of scrambled words" /></td>
<td></td>
</tr>
<tr>
<td>While reading</td>
<td>-T. asks Ss., in groups, to read the first line of paragraph 1 and answer these questions: What is the first line about?</td>
<td>10</td>
</tr>
<tr>
<td>Skimming</td>
<td>-T. asks Ss. to complete the first paragraph silently to check, Ss. have a short group discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. asks groups: what is the first paragraph about?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Ss. read the next paragraphs and say what is it about?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Ss. in group discussion decide what each paragraph talks about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-In groups, Ss decide the best title for the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. keeps the groups on tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. makes sure everyone has a turn and contributes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. reads aloud the first paragraph.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. holds all class discussion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. encourages students to ask questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. asks, “Is there anything here that is unclear in meaning?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-T. asks students to read the paragraph silently in order to answer this question(Cues are given if Ss. felt confused.)</td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td><strong>Worksheet(1)</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Choose the correct answer:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-There were no phones before (105-115-150) years ago.</td>
<td></td>
</tr>
</tbody>
</table>
Think aloud

- It took several (weeks-days-months) to send a letter.
- Modern (crafts-manners-communications) allow us to be in contact.
- T. reads aloud the four paragraphs.
- T. holds all class discussion.
- T. encourages students to ask questions.
- T. asks, “Is there anything here that is unclear in meaning?”
- T. asks students to read the paragraph silently.
- T. models first: I think…. I like ….. I dislike…..My favourite part is ………. The most important idea in the text is ………. The first paragraph was about ………. What I learned/understood is ………. This is similar to …… . This reminds me of ……….
- T. provide groups with “cue words” sheet to help them think aloud.
- Ss., in groups, think aloud about what they have read.
- T. distributes these sheets among groups. Cues are given when necessary.

Worksheet (2)

<table>
<thead>
<tr>
<th>Word</th>
<th>Opposite</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>send</td>
<td>X</td>
<td>communicate</td>
<td>=</td>
</tr>
<tr>
<td>ancient</td>
<td></td>
<td>Reply</td>
<td></td>
</tr>
<tr>
<td>question</td>
<td></td>
<td>new</td>
<td></td>
</tr>
<tr>
<td>bottom</td>
<td></td>
<td>message</td>
<td></td>
</tr>
<tr>
<td>die</td>
<td></td>
<td>home</td>
<td></td>
</tr>
<tr>
<td>inside</td>
<td></td>
<td>speak</td>
<td></td>
</tr>
</tbody>
</table>
- T. goes around the groups to monitor their progress and to facilitate their learning process.

Worksheet (3)

Read and tick the true sentences. Then correct the false sentences
1 The first revolution in communications was the mobile phone.
2 Mobile phones will work anywhere.
3 Satellite phones do not use the mobile phone network.
Read and answer the questions
1 What do people use their mobile phones for?
   …………………………………………………………………………………
2 What do you need to make a video call?
   …………………………………………………………………………………
- T. monitors, guides and checks groups answers.
- T. keeps the groups on tasks.
- T. makes sure everyone has a turn and contributes.
## Unit 16/lesson 3

### Period three(45 minutes)

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warming up</strong></td>
<td>Greetings.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>&quot;A board race&quot; game: Two teams come to the board. One team starts with a word &quot;manners &quot; , the other team writes a word starts with the letter &quot;s&quot; and so on.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Worksheet( 4)</strong></td>
<td>8</td>
</tr>
</tbody>
</table>

### Inference

**Choose the correct answer:**

1- From the first line, Palestinian people ........
   a- Live in Palestine only.
   b- Live all over the world only.
   c- Both a and b.

2- We can understand from lines 1-4 that:
   a- The telephone is faster than the letters.
   b- The letters is older than the telephone.
   c- Both a and b.

3- The first revolution was……
   a- The letter.
   b- The telephone.
   c- The mobile.

4- The satellite phones….
   a- Doesn't work anywork.
   b- Work even at mountains or sea.
   c- Similar to mobile phones.

5- Video calls need…
   a- Laptop or mobile.
   b- Internet ,camera and microphone.
   c- Both a and b.

-T. monitors, guides and checks groups answers.

### Judgment & evaluation

**Worksheet( 5)**

**Answer the following questions:**

1- Are modern communications important?
   …………………………………………………………………………………………………

2- What is the difference between letters and phones?
   …………………………………………………………………………………………………

-T. distributes "Venn diagram" among groups and he makes sure Ss. know how to use it.
-T. gives cues to similarities and differences from the text.

**Mobile phones**

**Satellite phones**

T. goes around the groups to monitor their progress and to facilitate difficulties.
- T. keeps the groups on tasks.
- T. makes sure everyone has a turn and contributes.
- T. draws the diagrams on the board.
- T. elicits and welcomes Ss. answers.
- In pairs, ss. read the passage aloud.

**Post reading**

(Students do, teacher watches)

- Ss. re evaluate the Agree- Disagree chart. Ss. compare their responses and discuss any changes in ideas.
- T. distributes cue cards among groups, to start discussion about the text. Low achievers groups are given more cues than high achievers ones. Cues help them to initiate discussion.
- T. just watches the performance of the groups. But, he makes sure that everyone in the group contributes.

**Cue cards(for high achievers)**

Modern communications are very important …………………
The letters ………………………………………
The telephone …………………………………
The mobile phone ………………………..
The satellite phones ……………………. Video calls…………………………

**Cue cards(for low achievers)**

Palestinian people …….. all over the…….. However, modern ………………… allow us to keep in contact. A hundred and fifty years ago, there were no …….and no email. It took ….. to send a letter to…….country. And then it took …….weeks to ……. an answer. The telephone changed that. The mobile phone ………….. second ………….. in communications. Millions of people are now on the world’s telephone ………. With a modern ………….. phone they can t……….., send …….. …….., send or receive emails or use the internet.

T. distributes charts among groups ,A is for low achievers and B is for high achievers.

- T. distributes sheets among groups ,A is for low achievers and B is for high achievers.

**Tick the right box:**

<table>
<thead>
<tr>
<th>Word pairs</th>
<th>Relation</th>
<th>No relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email/letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City/town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send/receive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network/several</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T. goes around the groups to monitor their progress and to facilitate their learning process.

- T. distributes scrambled words , ss rearrange them to make a good sentence. Each group comes to the board and stick the words on the board, some Ss. read aloud.
- If the group's job is wrong, other groups correct them.

(B) **Rearrange :**
Rounding up (the sentences here are in the correct order)
- Modern communications allow us to keep in contact.
- It took weeks to send a letter to another country.
- With a modern mobile phone they can talk.
- Satellite phones use satellites in outer space.
- Video calls bring people’s faces into our home.

- Ss. in groups write a summary about the text, A is for low achievers and B is for high achievers.

(A) Match e to make a good paragraph:

| Palestinian people live all over the world. | And then it took several weeks to receive an answer. |
| It took weeks to send a letter to another country. | With a modern mobile phone they can talk, send text messages, send or receive emails or use the internet. |
| The mobile phone allowed a second revolution in communications. | However, modern communications allow us to keep in contact. |
| Satellite phones use satellites in outer space | They need internet, a camera and microphone. |
| Video calls bring people’s faces into our home. | So they will work anywhere. |

Now write a good paragraph:

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

(B)
- Ss in groups, compare between:

<table>
<thead>
<tr>
<th>Mobile phones</th>
<th>Satellite phones</th>
</tr>
</thead>
</table>

In one minute summarize the most important points in the lesson.
# Appendix (4)

## Referee Committee

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Title</th>
<th>Degree</th>
<th>Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Sadek Firwana</td>
<td>Assistant professor</td>
<td>Ph.D.</td>
<td>IUG</td>
</tr>
<tr>
<td>2</td>
<td>Prof. Hassan Abu-Jarad</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Al-Azhar University</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Said Farahat</td>
<td>Assistant professor</td>
<td>Ph.D.</td>
<td>Al Aqsa University</td>
</tr>
<tr>
<td>4</td>
<td>Dr. Moh'd Atiya A. Raheem</td>
<td>Assistant professor</td>
<td>Ph.D.</td>
<td>Al Aqsa University</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Kamal Murtaja</td>
<td>Assistant professor</td>
<td>Ph.D.</td>
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<td>Dr. Abedrabu Abu Alyan</td>
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<td>Head of professional development and curriculum unit</td>
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<td>UNRWA</td>
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<td>Mr. Mohammed Abu Seifan</td>
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<td>Mr. Fadi El Najjar</td>
<td>Teacher of English</td>
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<td>11</td>
<td>Mr. Nashat EL. Massry</td>
<td>University Lecturer</td>
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<td>Al Qdus open university</td>
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<td>12</td>
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<td>University Lecturer</td>
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<td>AlQdus open university</td>
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<tr>
<td>13</td>
<td>Mrs. Amani Abu Jarad</td>
<td>University Lecturer</td>
<td>M.A.</td>
<td>Al Azhar University</td>
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</table>
Appendix (5)

Effectiveness of using scaffolding strategy on developing 7th graders' reading comprehension skills

And the signature...