

The Effect of Utilizing the KWLH Strategy on Developing English Language Reading Comprehension Skills and Attitudes towards Reading among Student-Teachers

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Abstract

The current study aimed at investigating the effect of utilizing the KWLH strategy on developing English language reading comprehension skills and increasing positive attitudes towards reading among English language student-teachers who were enrolled in the online General Diploma in education during the first semester of the academic year 2024/2025. The participants were one experimental group of forty-three students. The researcher used three main instruments for data collection: reading comprehension skills checklist, English language reading comprehension test and attitudes scale towards reading. The researcher taught the study group English Language Teaching Strategies Course using the KWLH strategy for three months, three hours per week. Data collected through the pre-and post-application of the instruments was treated using t-test. The results revealed that the post-performance of the study group significantly exceeded its pre-performance. Thus, the results confirmed support to the study hypotheses. They displayed and proved the positive and significant effect of utilizing the KWLH strategy on developing the English language reading comprehension skill as a whole, each reading comprehension sub-skill and attitudes towards English language reading among prospective English language teachers.

Keywords: the KWLH strategy, reading comprehension, attitudes

أثر استخدام إستراتيجية الجدول الذاتي على تنمية مهارات الفهم القرائي باللغة الإنجليزية والاتجاهات نحو القراءة لدى الطلاب-المعلمين
د. ليلي إسماعيل هاشم هاشم
المستخلص

استهدفت الدراسة الحالية التعرف على أثر استخدام استراتيجية الجدول الذاتي على تنمية مهارات الفهم القرائي وزيادة الاتجاهات الإيجابية نحو القراءة باللغة الإنجليزية لدى الطلاب تخصص اللغة الإنجليزية المقيدين بالدبلوم العامة في التربية شعبة التعليم الإلكتروني خلال الفصل الدراسي الأول من العام الأكاديمي ٢٠٢٤-٢٠٢٥م. وقد قامت البحث بتطبيق الإستراتيجية على مجموعة بحثية من ثلاثة وأربعين طالبا وطالبة. وقامت باستخدام ثلاث أدوات بحثية لجمع البيانات: قائمة المهارات الفرعية للفهم القرائي واختبار للفهم القرائي باللغة الإنجليزية ومقياس للاتجاهات نحو القراءة باللغة الإنجليزية. وقد قامت الباحثة بتطبيق الإستراتيجية لمدة ثلاثة أشهر، ثلاث ساعات اسبوعيا، ثم تم معالجة البيانات التي تم جمعها من خلال التطبيق القبلي والبعدي لأدوات البحث باستخدام (اختبارات-ت). وقد عكست النتائج أن الأداء البعدي لمجموعة البحث فاقت بشكل واضح أدائها القبلي. وبذلك، فقد أكدت النتائج صحة فروض الدراسة، وأكدت الأثر الإيجابي الواضح لاستخدام إستراتيجية الجدول الذاتي على تنمية مهارة الفهم القرائي باللغة الإنجليزية ككل، وعلى جميع مهارات الفهم القرائي الفرعية المنبثقة عنها، وكذلك تنمية الاتجاهات الإيجابية نحو القراءة باللغة الإنجليزية ككل لدى الطلاب المعلمين.

الكلمات المفتاحية: إستراتيجية الجدول الذاتي / الفهم القرائي / الاتجاهات.

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Introduction

Reading is considered one of the essential skills in language learning. Through reading, information, ideas, and feelings can be expressed and conveyed from the writer to the readers in a communicative way. Thus, learners who are interested in improving their reading skills will be able to obtain greater growth in all the educational areas.

Reading is the clue for knowledge and success. It has a great importance in developing the general academic ability, skills, and intelligence (Amirian, 2013, p. 2). It is also a fundamental pillar in the teaching and learning process (Sulistyo, 2011, p.24).

Moreover, reading is related to understanding. They cannot be separated, because understanding is the main component in the reading process. It includes recognizing the meaning of the message conveyed, understanding the writer's intentions, and guessing the implicit meanings (Grabe, 2010, p.1).

Accordingly, reading comprehension is an interactive process that involves interaction between the writer and the reader via text. It is a comprehending process of how information is understood from the text and transformed into meanings. Thus, the comprehending process starts with the information extracted from the text, and ends with what the reader acquires (Nirwan, 2020, p.202).

Reading comprehension is defined as a mental cognitive process based on understanding the meaning of words, sentences, and paragraphs; distinguishing vocabulary, recognizing linguistic structures, distinguishing between what is logical and what is illogical, recognizing personal traits, reason-effect relationships, the learned value of the text, suggesting a suitable title for it, distinguishing what is relevant and what is irrelevant to the topic and recognizing the topic sentence of the text. It is also a mental metacognitive process based on the reader's own observation and evaluation depending on himself/herself, and the strategies used during reading (Saadi, 2006, p. 97). Reading comprehension, especially critical reading, requires practicing a number of higher mental processes, such as distinguishing the main ideas from details, facts from opinions, strong argument from weak arguments and what is logical from what is illogical of events embedded in what is read (Musa, 1994, p.28).

Reading comprehension is usually classified into three levels. First, the literal level which involves understanding what is written and vocabulary comprehension. Second, the inferential level which involves deduction and sentences comprehension. Third, the

practical or critical level which involves evaluation, criticism and paragraphs comprehension (Alkasasbeh, Mohamed & Ismail, 2023, p.99).

Teachers can assist learners in developing their reading comprehension skills through using strategies and methods of teaching that match the characteristics and traits of his/her learners. In this regard, many strategies were presented to individualize learning, develop self-learning, and co-operative learning. Thus, the KWLH strategy was utilized as one of these recent used strategies that can develop learners' reading comprehension achievement (Habaybe & Mibsaslat, 2017, p.1785).

The KWLH strategy aims to activate students' prior knowledge, making it the starting point or the main axis for connecting this prior knowledge with the new information that the student learns (Al-Qassar, 2018, p. 220). This can increase the student's self-confidence and his/her ability to plan, monitor and evaluate his/her own learning (Al-Hashemi & Al-Dulaimi, 2008, p.159). At the same time, the KWLH strategy can be an effective strategy for achieving the overall developmental goal among students concerning the main language skills; namely: listening, speaking, reading, and writing skills. It is an educational strategy that can be utilized in comprehending the written text. It can also improve the personal traits of students, motivate them, increase their self-confidence, and their co-operation with each other. Furthermore, it can offer them better chances for better understanding and comprehension in general (Fengjian, 2010, p.79).

The KWLH learning strategy was first created by Donna Ogle in the USA, as one of many educational strategies based on the metacognition concept that John Flavell created in 1979. It was considered a constructive learning strategy that demands learners to recall their prior knowledge. The main steps of the KWLH strategy were described by Donna Ogle as follows: (K) - what I know about the topic; (W) - what I want to know about the topic; (L) - what I already learned about the topic. There was also the possibility of adding a fourth important step, which was represented by the letter (H) - How can more be learned or what else can be learned. In this context, the KWL strategy was characterized by flexibility, so that the teacher can adapt it to suit the characteristics and learning styles of his students (Alsaideh, 2020, p.53).

In brief Conner (2006, p.1) identified the purposes of using the KWLH strategy as follows:

1. Defining the learners' prior knowledge of the topic,
2. Setting a purpose for reading,
3. Helping learners to monitor their own comprehension,
4. Allowing learners to evaluate their comprehension of the text,
5. Providing the opportunity for learners to expand ideas beyond what is written in the text.

During the process of using the KWLH strategy, teachers discuss the topic of the text. They use charts or worksheets to design a four-column format to record before reading the text - what the students know about the topic (K), then during reading - what they want to learn (W), and after reading - what they learned (L), and how they can learn more (H) (Stahl, 2008, p.364). These charts can be illustrated in the following figure:

Figure (1): KWLH Strategy: A Template View (Ogle, 1986)

K What I KNOW	W What I WANT to know	L What I LEARNED	H HOW I learned

Thus, according to the KWLH stages, the strategy can improve understanding by teaching students to read actively, involving their prior knowledge, brainstorming, asking questions, and remembering crucial information needed about the text (Fritz, 2002, p.1).

According to the KWLH strategy, the essential roles of the teacher are to encourage students to identify their previous knowledge, generate questions for them that serve to stimulate and enhance their thinking, and encourage them to come up with new ideas, and provide them with immediate feedback and evaluation of their understanding of the presented text and the expansion of ideas related to the text. As for the learner, he/she should contribute in planning the goals, achieving them, monitoring himself/herself during the learning process, and evaluating his/her own performance. All this can be achieved by activating his/her previous knowledge and linking it to the new one, practicing various educational activities, self-reflection, and questioning related questions: before, during, and after the learning process (Alsaideh, 2020, pp. 53-54).

Developing and maintaining positive attitudes is also very significant in all the educational stages and levels. Encouraging and developing positive attitudes towards reading can improve learners' achievement. Moreover, creating positive attitudes towards reading depends on the success and entertainment that accompany learning and practicing the reading process (Slarti, 2020, p.336).

Since the KWLH strategy can help students understand what they read in a pleasant way by creating a healthy learning atmosphere (Nirwan, 2020, p. 212), and since the strategy utilizes many teaching methods that involve students in the educational process such as brainstorming, discussion, and collaborative learning (Alsaideh, 2020, p. 66), positive attitudes towards reading and reading comprehension can be achieved through using the strategy. Based on what has been mentioned, the present study would investigate the effect of utilizing the KWLH strategy on developing English language student-teachers' reading comprehension skills and their attitudes towards reading.

Context of the problem

First, according to the researcher's experience in teaching English Language Teaching Strategies Course prescribed on the General Diploma in Education in the first semester at the Faculty of Graduate Studies for Education, she observed that English language student-teachers suffer from obvious deficiencies in their reading comprehension skills. Therefore, they avoided reading about the recent strategies used nowadays in teaching English language. Consequently, she felt their need of a particular strategy that can support them and raise up their English language reading comprehension level, and increase their self-confidence and positive attitudes towards English language reading. Moreover, providing prospective English language teachers with one of the recent learner-centered strategies could motivate their professional energies and abilities to build their own students' aptitude—in the future—as good readers, thinkers and researchers. English language student-teachers themselves were taught using a recent teaching strategy that could stimulate their attention and interests in a manner that could encourage them to participate positively and effectively in their learning and preparation process. The KWLH strategy could enable students to deal with the texts, no matter how difficult they were, by activating their previous knowledge,

discussions, strengthening the principles of self-learning, collaborative learning among them and encouraging them to pursue a constant search for information.

Second, the researcher conducted a pilot study to identify the reading comprehension skills level of English language student-teachers. Thus, an English language reading comprehension test was designed and administered to twenty student-teachers enrolled in the General Diploma in Education before the beginning of the first semester of the academic year 2024/2025. Consequently, results revealed that the mean score of the sample on the test was 6.56 (38.51%) which indicated that most students had certain deficiencies concerning their reading comprehension skills. Most of them could not identify major contents in the text, analyzing relationships, presenting logical explanations to what was written nor evaluating critically the content of the text. So, there was an urgent need to attempt to help them improve their reading comprehension skills.

Third, a number of studies; Abu Amsha (2016), Alkasasbeh, Mohamed & Ismail (2023), Alpini (2019), Alsaaidah (2020), Al Slaiti (2020), Al-taie (2010), Febtrina, Sukirlan & Yufriзал (2019), Habayeb & Mubaslat (2017), Nirwan (2020), and Tiljander & Roponen (2023) focused attention on the positive effects of the KWLH strategy on developing English language reading comprehension skills, English language descriptive writing skills, Arabic language reading comprehension skills, motivation and positive attitudes towards reading among learners in different countries and at different educational stages and levels, including undergraduate and postgraduate education.

Statement of the Problem

The problem of the current study could be demonstrated in the deficiencies of the English language student-teachers' reading comprehension skills, and their need of a particular strategy that would help them in raising up these skills, and increasing their positive attitudes towards reading. Therefore, the present study proposed using the KWLH strategy for achieving these objectives. Accordingly, the study problem could be crystallized in the following questions:

Questions of the Study

1. What are the reading comprehension skills that should be developed among prospective English language teachers?
2. What are the steps of the KWLH strategy that should be followed in teaching prospective English language teachers?

3. What is the effect of utilizing the KWLH strategy on developing English language student-teachers' reading comprehension skills?
4. What is the effect of utilizing the KWLH strategy on increasing English language student-teachers' positive attitudes towards reading?

Purpose of the Study

This study aimed at developing English language student-teachers' reading comprehension skills and increasing their positive attitudes towards English language reading.

Significance of the Study

This study was expected to:

1. Develop prospective English language teachers' reading comprehension skills and increase their positive attitudes towards English language reading.
2. Help in-service English language teachers to benefit from the steps of the KWLH strategy in developing their students' reading comprehension skills.
3. Pave the way for other studies that can utilize the KWLH strategy for developing students' reading skills, and the other main language skills as well.

Study Hypotheses

1. There is statistically significant difference between the pre-testing and post-testing of the study group in terms of developing the English language reading comprehension skill as a whole in favour of the post-testing.
2. There are statistically significant differences between the pre-testing and post-testing of the study group in terms of developing each assigned English language reading comprehension skill in favour of the post-testing.
3. There is a statistically significant difference between the pre-testing and post-testing of the study group in terms of increasing their positive attitudes towards English language reading in favour of the post-testing.

Delimitations of the Study

The present study was delimited to:

1. The texts of the English Language Teaching Strategies Course prescribed on prospective English language teachers who were enrolled in the online General Diploma in Education at the Faculty of Graduate Studies for Education at Cairo University during the first semester of the academic year 2024/2025.

2. The assigned English language reading comprehension skills.
3. The KWLH strategy for teaching the educational reading texts.
4. Twelve lectures for implementing the strategy in three months, three hours per week, in addition to one lecture for explaining the steps of the strategy to the students, and two extra lectures for the pre and post testing, before and after the intervention.

Terms Used

Reading Comprehension

Reading comprehension was defined as the process of eliciting and generating meaning through interaction with the written language (Doff, 1998, p.24). It was also defined as the ability of learners to understand, analyze and extract meaning of the English reading texts in an interactive way, making use of their prior knowledge and linguistic experience in order to construct logical connections among the ideas of the text presented and find suitable solutions to the demanded reading tasks (Hasan, 2013, p.111). Reading comprehension skills were defined operationally in the present study as the sub-skills that prospective English language teachers should obtain in order to understand the educational reading comprehension texts taught to them.

The KWLH Strategy

It was defined as a cognitive strategy for developing texts active reading in order to help students to implement their prior knowledge to understand and employ the text in a way that corresponds with the teacher's cognitive construction (Al Slaity, 2020, p.332). It was also defined as an instructional reading strategy that helps teachers engage their students from the beginning of a reading lesson by activating their prior knowledge and offering a framework students can use to monitor their understanding of a text through listing, mapping, and summarizing what has been learned (Nirwan, 2020, p.201). The KWLH strategy was defined operationally in the current study as an instructional strategy that includes organized steps that prospective English language teachers practice during reading the educational texts learned.

Attitudes

They were defined as opinions and feelings that an individual usually has about something, and this is usually shown in behavior (The Longman Dictionary of Contemporary English, 2004, p.742). They were also defined as responses and reactions that learners have towards learning the language (Abnian, 2009, p.177). Attitudes were

defined operationally in the current study as the responses and opinions of prospective English language teachers towards English language reading.

Literature Review

A number of studies investigated developing the reading comprehension skills, attitudes towards reading, and the KWLH strategy.

Abu Amsha (2016) investigated the impact of utilizing the KWLH strategy on developing reading comprehension of 7th grade pupils in the primary level and their creative thinking skills in Palestine. The researcher used a quasi-experimental design. Sixty-eight pupils were chosen for the controlled group and sixty-eight pupils for the experimental group. The researcher used an achievement test and a creative thinking test for collecting data. Results confirmed the statistical differences between the means of the control and experimental groups in the achievement test and the creative thinking test in favour of the experimental group.

Al-Kasasbeh, Mohamed & Ismail (2023) investigated the effect of KWLH on improving reading comprehension skills among tenth grade students in the United Arab Emirates. The researchers followed the quasi-experimental design. Thirty students were randomly chosen as the control group and other 30 students were chosen as the experimental group. A test was conducted for the reading comprehension skills. Results affirmed the presence of statistically significant differences between the control and experimental groups in favour of the experimental group.

Alpini (2019) investigated the effectiveness of using the KWLH strategy in teaching reading comprehension. The sample was thirty-three students from eighth grade learners in Indonesia. The researcher used a quasi-experimental method, one group pre-test post-test design. The treatment was implemented in eight meetings. A reading comprehension test was used as the study instrument. The obtained result showed significant difference between the students' reading comprehension performance before and after implementing the KWLH strategy.

Alsaaidah (2020) explored the effect of using a teaching strategy based on the KWLH to acquire concepts of scientific research curricula among students in Jordan. The sample was randomly assigned to two groups: 45 students for the control group and 42 students for the experimental group. A test for the concepts of scientific research

methods was constructed and used. Results assured the statistical difference between the control and experimental groups in favour of the experimental group.

Al Slaiti (2020) investigated the effect of KWL based instructional program on developing the critical reading skills of the first-year secondary stage students and their attitudes towards them in Jordan. The sample was 123 students; sixty-two of them represented the control group and sixty-one represented the experimental group. A test was designed to measure students' critical levels in reading, and a scale to measure their attitudes towards critical reading. Results showed statistical significant differences in the students' critical reading skills and their attitudes towards critical reading in favour of the experimental group.

Al-taie (2010) investigated the achievements of university students who were taught according to the KWLH strategy and those who were taught according to the conventional lecture method in Iraq. T-test was used to analyze the result of a final reading comprehension test. The analysis of results showed that the experimental group performed better than the control group. The outcomes of this research showed that the KWLH strategy enabled the experimental group students to activate their prior knowledge and operate their thinking skills. Moreover, the classroom became a student-centered one and students learned what they actually needed and wanted to learn.

Febbrina, Sukirlan & Yufriezal (2019) aimed to find out whether there was a difference in students' writing skills when using the original KWLH strategy and the modified KWLH strategy, and which writing aspect was affected the most, and what was the students' perception towards the modified KWLH. The sample was in the first grade at a junior high school in Indonesia. The research used a writing test and students' perception questionnaire for data collection. Results showed that there was a statistically significant difference between students taught using the original KWLH strategy and those taught using the modified one in favour of the modified one. Organization was the most affected writing aspect and students had positive perception towards the modified KWLH strategy.

Habayeb & Mubaslat (2017) examined the effect of implementing an instructional program based on the KWL strategy on acquiring the reading skills of fifth grade pupils in Palestine. The researchers used a quasi-experimental design. The sample consisted of sixty-one pupils split into two groups: control and experimental. The researchers used an achievement test for measuring the reading skills and an attitudes scale for measuring

the pupils' attitudes towards learning the reading skills. Results revealed statistical differences between the means of the control and experimental groups in the achievement test and attitudes scale in favour of the experimental group. The study also asserted a relation between the achievement and the attitudes towards learning among the pupils.

Nirwan (2020) explored the effects of using the KWL strategy on teaching reading comprehension. The sample of the study consisted of sixty English department students in Indonesia. The sample was divided into a control and an experimental group. The instruments used in collecting the data were a reading comprehension test and a questionnaire. The findings reflected that there was a significant difference in reading comprehension achievement between the control and the experimental groups in favour of the experimental group.

Tiljander and Ropenen (2023) experimented the implementation of the KWLH strategy with two different groups of students, second year hospitality management students in planning and developing business study module and third-year students of the Bachelor of Business Administration Information Technology degree programme in studying module productionisation of electric services. The theoretical part of the article concentrated on constructivism and learning, entrepreneurial education and the KWLH strategy. From the students' perspective, the strategy was useful to recall facts and prior knowledge related to the subject at hand. The students had the chance to think about how to adapt their previous experiences and information to new information of the studies at hand. The students could evaluate the goals and assessment criteria from their own perspective and determine the best means to develop their skills. From the teachers' point of view, it gave the students the opportunity to make their ideas tangible, and achieve better interaction between the teacher and the students from the very beginning. Thus, the strategy could be adapted and used in various ways according to study modules and goals, as it gave insight for both teachers and students into which areas should be emphasized in learning.

In spite of the fact that the current study benefited from the previous studies in the theoretical framework that tackled the reading comprehension skills, the students' attitudes and applying the steps of the KWLH strategy, it was still, to the best of the researcher's knowledge, a unique study in the educational field in the Egyptian context,

since it investigated the effect of utilizing the KWLH strategy on developing English language student-teachers' reading comprehension skills and increasing their positive attitudes towards reading educational texts related to their practical future career. It was concerned with a certain English language educational course for specialist post-graduate students in the Egyptian context. Consequently, convenient objectives, texts, steps, instrumental aids and different evaluation instruments were designed and applied.

Method

Design

The current study followed the quasi-experimental method. It adopted the one group pre and post testing experimental design. So, the researcher constructed and applied an English language reading comprehension skills test, and an attitudes scale towards English language reading which were applied to English language student-teachers before and after implementing the KWLH strategy in a prescribed educational English language course taught to the study group.

Participants

The participants in the current study were forty-three students who were enrolled in the online General Diploma in Education, at the Faculty of Graduate Studies for Education at Cairo University, during the first semester of the academic year 2024/2025. Students attended the course for three months, 3 hours per week. They graduated at faculties of Arts and Al-Asun, English Department. Their ages ranged between twenty-three and twenty-five years old. It was expected that they would become English language teachers in the preparatory and secondary stages after they finish successfully their General Diploma at the end of the academic year.

Instruments of the Study

The English language reading comprehension skills checklist

Aim of the checklist

The checklist aimed at identifying the English language reading comprehension skills suitable for the prospective English language teachers, in the light of utilizing the KWLH strategy in teaching.

Description of the checklist

The checklist was designed in the light of the previous studies and the English Language Teaching Strategies Course specifications. It included -in its final form- nine reading comprehension skills related to three reading comprehension levels; namely:

literal, inferential and critical (or practical) reading comprehension. The literal level involved understanding what was written and words comprehension. The inferential level involved deduction and sentences comprehension. Whereas, the critical (or practical) level involved evaluation, criticism, and paragraphs comprehension (see Appendix A).

Validity of the checklist

The checklist was submitted in its initial form to specialized jury members in the field of Curriculum and EFL instruction, and modified in the light of their recommendations and suggestions. Most of these modifications were about the skills formulation.

The English language reading comprehension test

Aim of the test

The test aimed at measuring English language reading comprehension, including the skills agreed upon by the jury members, and which were suitable for the English language student-teachers.

Description of the test

The test consisted of two unseen educational texts. Each text contained nine questions. The questions were divided into two objective types: multiple-choice and true or false. The questions measured the English language reading comprehension skills.

Test validity

In order to ensure the content validity of the test, it was examined by specialized jury members in the field of Curriculum and EFL Instruction to evaluate it in terms of the consistency of the test questions to the aim of the test and the English language reading comprehension skills agreed upon, and the clarity of test instructions and items. Accordingly, the test was modified according to their suggestions and recommendations.

Test reliability

In order to ensure the test reliability, the test-retest method was applied before the implementation of the KWLH strategy on twenty-five students other than the experimental group, with an interval of two weeks. The reliability coefficient was (0.87) which was relatively high.

Test scoring

The test consisted of two texts. The nine items of each selected test text were objective. They were multiple-choice and true or false questions. Each English language reading comprehension sub-skill was measured twice: one by a multiple-choice item, and the other by a true or false item. Each item was given three marks for the correct answer, and (0) for the incorrect or unanswered one. Thus, each skill was given six marks and the total mark of the test was fifty-four marks. The number of items and marks given for each skill were shown in Appendix C. In addition, the test specifications were presented in Appendix B.

Test duration

Test duration was calculated by counting the times taken by twenty-five student on which the test was piloted, divided by their number. Based on that, the time allotted for the test was sixty minutes.

The attitudes scale towards English language reading

Aim of the scale

The scale aimed at revealing English language student-teachers' attitudes towards English language reading before and after the implementation of the KWLH strategy.

Description of the scale

The scale was constructed in the light of the literature review. It contained, in its final form, ten positive items and ten negative items, taking into account covering all the English language reading comprehension skills assigned to the study purpose, and using clear and unambiguous language in formulating the scale items.

Scale validity

The scale was submitted to specialized jury members in order to ensure its validity. They evaluated the scale in terms of the relevance of its items and the clarity of its instructions and statements. Accordingly, the scale items were modified according to their recommendations and suggestions.

Scale reliability

The reliability coefficient of the scale was calculated using Cronbach Alpha Formula. The calculated value was (0.89) which was relatively high.

Scale scoring

The scale was a five-point Likert-Scale. Participants were required to write how much they agree with each item ranging from strongly agree = 5, to agree = 4, to

uncertain = 3, to disagree = 2 to strongly disagree = 1 for positive items, and from strongly agree = 1, to agree = 2, to uncertain = 3, to disagree = 4 to strongly disagree = 5 for negative items. Thus, the maximum total mark for the scale was one hundred, and the minimum one was twenty marks unless the student did not respond to the written item.

Scale duration

Scale duration was calculated by counting the times taken by twenty-five students on which the scale was piloted, divided by their number. Consequently, the time devoted for the scale was thirty minutes (see Appendix D).

The proposed strategy

The procedures that were used in teaching the reading comprehension texts according to the KWLH strategic steps were as follows:

A — Student-teachers were introduced to the KWLH learning strategy schedule, their role during the implementation of the strategy, and how to fill in the columns of the learning schedule designed by them. The focus on the activation of brainstorming, discussion, and questioning was taken into consideration during this phase in order to stimulate the previous knowledge of the students.

Before reading

B — The researcher began to address the topic of the lecture by presenting a related video, its main ideas, then students discussed what they knew about this topic, identifying perceptions about concepts they knew, and recording information in the first column (K) (What do I Know?). Topics that were presented and discussed included: The Language Lesson Plan, Managing Classroom Learning, Motivation in Foreign Language Learning, Discovery Learning, Problem-Based Learning and Project-Based Learning respectively. Each topic was taught by the researcher in two lectures.

C — The researcher asked the students about more ideas related to the concepts of the lecture and what they wanted to know about the topic, taking into account the application of brainstorming, discussion and recording them in the second column (W) (What do I want to know?).

While reading

D — The researcher began explaining the text introduced in the light of employing effective discussion, cooperation, team work, and mutual communication with the students, taking into consideration correcting concepts and wrong perceptions for them,

and deepening their understanding of the concepts and perceptions mentioned in the lecture. Immediate feedback was required in this phase in order to support the correct answers and correct the wrong ones, with the aim of improving the understanding of the text ideas.

After reading

E — After explaining the ideas of the text, the students were asked to record an answer to the question: (What did I learn?), and to compare what they learned (L) with what they wanted to learn (W). In other words, they were asked to compare the aims with the achievements, then they compared what they learned (L) with their previous knowledge recorded in the first column (K) to reinforce the correct concepts and modify, once more, the wrong ones.

F — The researcher directed the students towards additional learning resources to encourage and train them to learn more. This phase was known as (How can I learn more?) or (H). She addressed them according to the concepts and ideas implemented in each lecture in a more practical way. They depended on the library and the reliable studies and articles published on the internet to accomplish this demanded phase. The texts that were tackled during the lectures were as follows: The Language Lesson Plan, Managing Classroom Learning, Motivation in Foreign Language Learning, Discovery Learning, Problem-Based Learning and Project-Based Learning.

Instructional aids and materials used

The following instructional aids were used during the implementation of the KWLH strategy:

- Microsoft Teams Programme and its applications,
- Some related videos,
- Students' worksheets including the texts and some relevant printed tasks.
- The lecture plan according to the KWLH strategy (see Appendix E as a model).

Assessment

Assessment in the current study was both formative and summative. Formative assessment was represented in the researcher's immediate feedback on the student-teachers' reading comprehension skills performance using the KWLH strategy during the lectures. On the other hand, summative assessment was represented in the application

of the pre-post English language reading comprehension test and the pre-post attitudes scale towards English language reading.

Statistical Analysis and Results

The aim of the current study was to investigate the effect of utilizing the KWLH strategy on developing English language reading comprehension skills and attitudes towards reading among student-teachers. The strategy was developed and experimented with students who were enrolled in the online General Diploma in Education. The study group was submitted to pre-post administration of an English language reading comprehension test and an attitudes scale towards reading. The statistical analysis of the data and the results were interpreted in terms of the study hypotheses. To test the first hypothesis which stated: "There is statistically significant difference between the pre-testing and post-testing of the study group in terms of developing the English language reading comprehension skill as a whole in favour of the post-testing," a t-test was conducted to compare the overall performance of the study group on the pre-administration versus the post-administration of the English language reading comprehension test. Paired sample t-test was used. Table (1) shows means, standard deviations and t-value of the study group on the pre and post administration of the English language reading comprehension test.

Table (1)

T-test Results of the Pre- and Post-Administration of the English Language Reading Comprehension Test, as a whole, on the Study Group N = 43, DF = 42

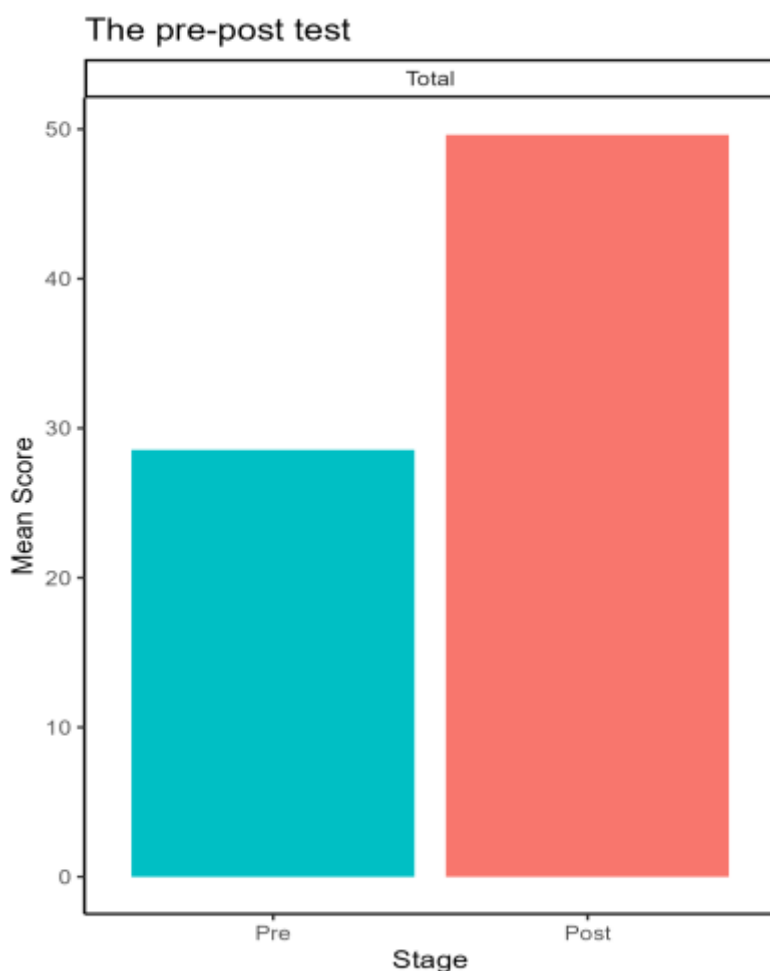
Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Effect Size (η^2)
Pre	28.53	12.734	1.942	13.335*	0.000	0.81
Post	49.60	4.958	0.756			

*Significant at 0.05

T-test proved that there was a statistically significant difference between the mean scores of the study group performance on the pre-administration and post-administration of the English language reading comprehension test as a whole in favour of the post-administration of the test. The measured effect size indicated that the KWLH strategy had a significant effect on the study group's post-performance as a whole. The

total effect size was (0.81) with a t-value (13.335). Thus, the first hypothesis was verified. For more elaboration of this result, Figure (2) was designed.

Figure (2): The Pre-Post English Language Reading Comprehension Test Result of the Study Group



To test the second hypothesis which worded “There are statistically significant differences between the pre-testing and post-testing of the study group in terms of developing each assigned English language reading comprehension skill in favour of the post-testing,” a t-test was conducted to compare the study group’s performance on the pre-administration versus the post-administration of the English language reading comprehension test in each assigned skill. Paired sample t-test was used. Table (2)

displays means, standard deviations and t-values of the study group on the pre and post administration of the English language reading comprehension test.

Table (2)

T-test Results of the Pre- and Post-Administration of the English Language Reading Comprehension Test on the Study Group in Each Assigned Reading Comprehension Skill N = 43, DF = 42

Skills	Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Effect Size (η^2)
1. Defining purpose	Pre	3.91	1.913	0.292	5.374*	0.000	0.51
	Post	5.44	1.181	0.18			
2. Identifying major events	Pre	3.14	1.959	0.299	7.638*	0.000	0.58
	Post	5.23	1.477	0.225			
3. Recognizing new words	Pre	3.42	1.679	0.256	9.080*	0.000	0.66
	Post	5.86	0.639	0.097			
4. Distinguishing facts from opinions	Pre	3.14	1.846	0.282	8.934*	0.000	0.66
	Post	5.65	0.973	0.148			
5. Analyzing relationships	Pre	2.55	2.292	0.349	8.670*	0.000	0.64
	Post	5.44	1.181	0.18			
6. Presenting logical explanations	Pre	3.14	1.846	0.282	8.419*	0.000	0.63
	Post	5.65	0.973	0.148			
7. Evaluating the content	Pre	3.28	1.703	0.261	9.278*	0.000	0.67
	Post	5.65	0.973	0.148			
8. Introducing a general conclusion	Pre	3.07	1.907	0.291	7.685*	0.000	0.58
	Post	5.44	1.181	0.18			
9. Proposing a suitable solution	Pre	2.79	1.78	0.271	7.290*	0.000	0.56
	Post	5.23	1.616	0.246			

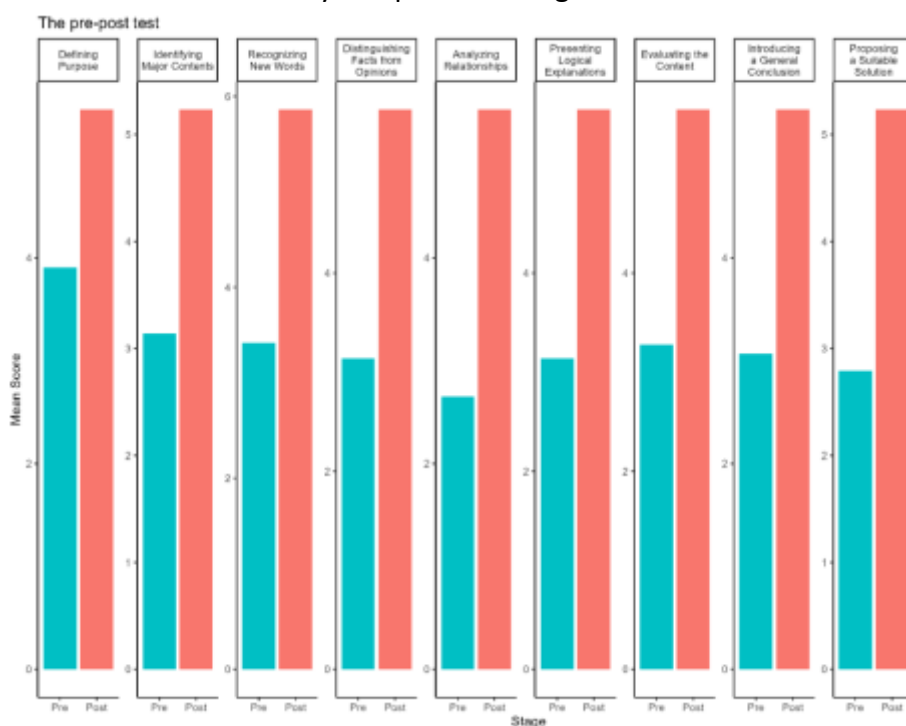
*Significant at 0.05

T-test proved that there were statistically significant differences between the mean scores of the study group's performance on the pre-administration and post-administration of the English language reading comprehension test in favour of the post-administration of the test. The measured effect sizes indicated that the KWLH strategy had an obvious effect on the study group's post-performance on each reading comprehension skill score.

The largest effect size was for Evaluating the Content (0.67) with a t-value (9.278), followed by Recognizing New Words and Distinguishing Facts from Opinions (0.66) with a

t-value (9.080) and (8.934) respectively. Then, Analyzing Relationships (0.64) with a t-value (8.670). Subsequently came Presenting Logical Explanations (0.63) with a t-value (8.449). After that, Identifying Major Contents and Introducing a General Conclusion (0.58) with a t-value (7.638) and (7.685) respectively. They were followed by Proposing a Suitable Solution (0.56) with a t-value (7.290). Lastly came Defining purpose (0.51) with a t-value (5.374). Thus, the measured effect size values revealed that the KWLH strategy had an obvious effect on the students' performance in each reading comprehension skill whether literal, inferential or critical. Consequently, the second hypothesis was confirmed. For more clarification for these results, Figure (3) was developed:

Figure (3): The Pre-Post English Language Reading Comprehension Test Result of the Study Group for Each Assigned Skill



To test the third hypothesis which phrased: "There is a statistically significant difference between the pre-testing and post-testing of the study group in terms of increasing their positive attitudes towards English language reading in favour of the post-testing," a t-test was conducted to compare the overall study group's performance on the pre-administration versus the post-administration of the attitudes scale towards

English language reading. Paired sample t-test was used. Table (3) demonstrates means, standard deviations and t-value of the study group on the post-administration of the attitudes scale.

Table (3)

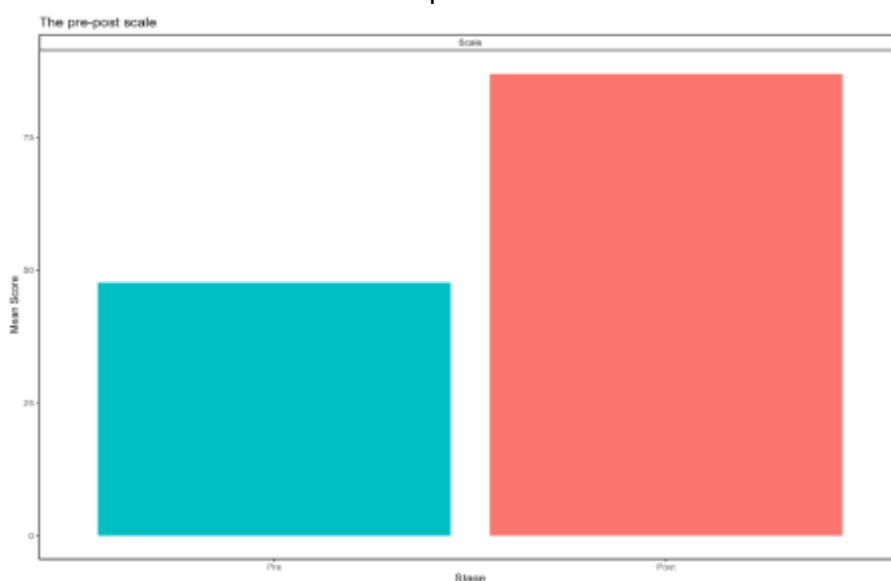
T-test Results of the Pre- and Post-Administration of the Attitudes Scale towards English Language Reading on the Study Group N = 43, DF = 42

Administration	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. Level	Effect Size (η^2)
Pre	47.74	6.203	0.946	32.894*	0.000	0.96
Post	87.00	5.757	0.878			

*Significant at 0.05

T-test proved that there was a statistically significant difference between the mean scores of the study group's performance on the pre-administration and post-administration of the attitudes scale towards English language reading as a whole in favour of the post-administration of the scale. The measured effect size illustrated that the KWLH strategy had a significant effect on the study group post-performance. The total effect size was (0.96) with a t-value (32.894). So, the third hypothesis was proved. For more illustration of this result, Figure (4) was created:

Figure (4): The Pre-Post Attitudes Scale towards English Language Reading of the Study Group



Discussion of Results

According to the reached results, the current study has answered all the research questions. It identified the English language reading comprehension skills needed for English language student-teachers enrolled in the online General Diploma in Education, the convenient steps of the KWLH strategy that should be followed in teaching the students were defined and the effect of utilizing the strategy on developing students' reading comprehension skills and increasing students' positive attitudes towards reading was reached.

Results of the study proved that the study group's post-performance significantly exceeded its own pre-performance on the overall English language reading comprehension skill as well as on each reading comprehension sub-skill. They also proved that the study group's post-performance significantly exceeded its pre-performance on the overall positive attitudes towards English language reading.

These results are consistent with the results of other researchers' studies: Abu Amsa (2016), Alkasasbeh, Mohamed & Ismail (2023), Alpini (2019), Al Saaideh (2020), Al Slaiti (2020), Al-taie (2010), Fubtrina, Sukirlan & Yufriazal (2019), Habayeb & Hubaslat (2017), Nirwan (2020), and Tiljander & Roponen (2023). The previously mentioned studies asserted the effectiveness of the KWLH strategy in developing learners' English language reading comprehension skills and increasing positive attitudes and enhancing motivation towards English language reading, and learning English language skills in general.

The success of the KWLH strategy in achieving the previously mentioned results, whether for the previous studies or the current study, was due to various factors.

First, the strategy considered the characteristics of the students, the individual differences among them, and the previous knowledge that they possessed. Moreover, the strategy steps sought to attract the students' attention, interest, and motivation towards learning. It included brainstorming, questioning, discussion, and collaborative work.

Second, the strategy was able to employ students' previous knowledge and experiences in preparing to interact with new learning topics, and link them together. Students also were allowed to determine what they wanted to learn about the new topic. Thus, they were aware of the objectives of the tasks desired to be achieved according to their perspective in the light of the steps of the KWLH strategy.

Third, the strategy encouraged students to interact, ask questions, discuss, analyze, criticize and exchange ideas and opinions with the researcher and other colleagues. This collaborative work enhanced healthy competition among students. Above all, students themselves were considered the source of knowledge. Students could track their performance. Teachers and lecturers also could track their students' performance and learning progress.

Fourth, another substantial factor that consolidated and contributed in the success of the strategy in the current study was the issues and problems that were addressed throughout the course. The topics were related to the students' future professional career as prospective English language teachers. This increased their positive attitudes towards learning and motivation to learn and benefit from the English language course in general.

Fifth, during the last stage of the strategy, most students attempted to find out the unanswered information from other resources like books, journals, and internet articles. This stage was concerned with applying new learning to real life and authentic experiences. It helped in making the students more responsible for their learning as, not only learners but also, thinkers and researchers. So, they could link what they learned to their daily life issues and problems, and to make sound decisions in the light of the knowledge they generated depending on their efforts. Therefore, the strategy actually dealt with not only cognitive skills, but also meta-cognitive skills as well. Students were deeply involved in the educational process, and thus the success of the KWLH as a recently used teaching strategy.

According to the previously mentioned interpretation, the KWLH strategy can contribute in increasing the level of understanding of readers and achieving meaningful learning through its activation of the students' previous knowledge, the topics selected, and the strategy's required steps. During the intervention, students related their previous knowledge to new topics, organized and expanded their ideas. This is hardly found in conventional or direct instruction usually used in teaching. Conventional teaching generally depends on the teacher. That is why it is usually called "one-way" teaching. On the contrary, the KWLH strategy enabled the students to be active and exchange knowledge, ideas and feelings. So, it is considered a student-centered strategy because the learning process is based on students' interests, needs, and interaction. During the

implementation of the strategy, the researcher did not direct the students, but provided support for them to be able to learn on their own, and she was still “in charge”.

In other words, what interprets the reached results from the researcher's point of view, is the suitable and healthy instructional environment that surrounded the implementation of the KWLH strategy, and consequently the study group. Students' role was defined and agreed upon from the beginning of the course. Students were trained on using the strategy and how to build their knowledge and information internally beforehand. All that earned them self-confidence, the ability to develop their English language reading comprehension skills and their positive attitudes towards English language reading.

Conclusion

Concerning the English language reading comprehension skill, the study group students achieved real progress on their post-performance than their pre-performance on the English language reading comprehension test in the English language reading comprehension skill as a whole, and in all the nine sub-skills that emerged from the three levels; namely: literal, inferential, and critical reading. The total effect size of the test was in the large level (0.81) and the effect sizes of the nine sub-skills were either the same or close to each other and in the medium level (0.67, 0.66, 0.66, 0.64, 0.63, 0.58, 0.58, 0.56, 0.51).

Concerning the attitudes towards English language reading, the study group students showed significant development on their post-performance than their pre-performance on the attitudes scale towards English language reading. The total effect size was (0.96) which was in the large level.

Thus, the study hypotheses were verified and the positive effect of the KWLH strategy on the performance of the prospective English language teachers' reading comprehension skill, sub-skills and attitudes towards English language reading was confirmed.

Recommendations

The results of the current study reveals important contribution for future improvement in English language teaching as follows:

1. KWLH should be adopted as a recent strategy that can be used to achieve effective teaching and better learning outcomes because of its successful role in

- improving students' English language reading comprehension skill, and enhancing positively their attitudes towards English language reading.
2. More attention should be given, when developing courses at the post-university, university and school levels, on constructive, collaborative and independent learning based on linking new learning to previous knowledge.
 3. Agreement, interaction and communication between the teacher or lecturer and the students should take place from the very beginning of teaching English language courses.
 4. Training courses should be held for pre-service and in-service English language teachers on how to utilize the KWHL strategy in teaching.

Suggestions for Further Research

1. Future research can incorporate larger samples of English language student-teachers taught using the KWHL strategy. That will actually consolidate the reliability of the current findings.
2. Further researches can be conducted about the effect of using the KWHL strategy in teaching English language reading comprehension in preparatory, secondary stages and tertiary education.
3. Other researches can be conducted on the effect of using the strategy on developing the speaking, listening and writing skills.
4. Other aspects can be considered in similar researches such as students' gender, their learning styles and multiple intelligences.

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Appendices

Appendix (A)

The English language reading comprehension checklist (The Final Form)

No.	Category/Level	Reading Comprehension Skills
A]	Literal	1. Defining the purpose of the text.
		2. Identifying major contents of the text.
		3. Recognizing the meaning of new words (through the context).
B]	Inferential	1. Distinguishing facts from opinions.
		2. Analyzing relationships.
		3. Presenting logical explanations to what is written in the text.
C]	Critical	1. Evaluating the content of the text critically.
		2. Introducing a general conclusion about the text.
		3. Proposing a suitable solution to a raised problem.

Appendix (B)

The English Language Reading Comprehension Test Specifications

Category /Level	Reading Comprehension Skills	Text	Question Type		Number of items for each skill	Marks assigned to each skill	Relative Weight %
			Multiple Choice	True or False			
Literal	1. Defining the purpose of the text	Text 1	1		2	6	11.1%
		Text 2		1			
	2. Identifying major contents of the text	Text 1	1		2	6	11.1%
		Text 2		1			
	3. Recognizing the meaning of new words through the context	Text 1	1		2	6	11.1%
		Text 2		1			
Inferential	1.Distinguishing facts from opinions	Text 1	1		2	6	11.1%
		Text 2		1			
	2. Analyzing relationships	Text 1	1		2	6	11.1%
		Text 2		1			
	3. Presenting logical explanations to what is written in the text	Text 1		1	2	6	11.1%
		Text 2	1				
Critical	1.Evaluating the content of the text critically	Text 1		1	2	6	11.1%
		Text 2	1				
	2. Introducing a general conclusion about the text	Text 1		1	2	6	11.1%
		Text 2	1				
	3. Proposing a suitable solution to a raised problem	Text 1		1	2	6	11.1%
		Text 2	1				
Total			9	9	18	54	100%

Appendix (C)**The English Language Reading Comprehension Test****Name:** **Total Mark:****Time:** 60 minutes**Text (1)****Read the following text, then answer the questions:**

The language teaching profession from the 1950's and 60's recognized that many learners needed English in order to use it in specific occupational or educational settings. For these learners, it would be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, rather than just to concentrate on more and more general English. This led to the approach known as English for Specific Purposes, or ESP. ESP is an approach to designing a curriculum that is built around learners' communicative needs. In ESP courses, the Communicative Approach is generally used but the materials themselves are tailored to specific needs. It makes use of needs analysis in order to determine the kinds of communication learners would need to master and the language features of particular settings, if they were in specific occupational or educational roles. The focus of needs analysis was to determine the characteristics of a language when it is used for specific, rather than general, purposes.

Choose the correct answer:

1. The text is about
 - a) The Communicative Approach
 - b) English for Specific Purposes
 - c) Needs analysis
 - d) learning general English
2. ESP makes use of in order to determine the kinds of communication learners would need to master.
 - a) Particular settings
 - b) language features
 - c) needs analysis
 - d) specific occupational or educational roles
3. According to the text, "occupational" means
 - a) educational
 - b) commercial
 - c) academic
 - d) professional

4. Considering ESP as an efficient approach to teach learners specific kind of language and communicative skills is
- a) the writer's point of view b) the learners' point of view
c) the teachers' point of view d) a fact
5. is the big umbrella from which the ESP approach emerged.
- a) Needs analysis b) General English
c) The Communicative Approach d) A curriculum

Write (✓) for true answers, and (X) for false ones:

1. ESP courses can not address the language needs of university students, engineers, doctors and airline pilots. ()
2. The writer did not present logical reasons for the emergence of the ESP approach in the language teaching profession. ()
3. ESP can be a beneficial approach in the instructional field since the design of its courses first identifies a set of target functions and skills needed to be acquired. ()
4. Implementing ESP courses for learners requires introducing special training programmes for pre-service and in-service English language teachers and lecturers. ()

Text (2)**Read the following text, then answer the questions:**

Gardner (1993) proposed a view of natural human talents that he called “Multiple Intelligences Model”. He claimed that his view of intelligences is culture-free and avoided the conceptual narrowness usually associated with traditional models of intelligence. He presented a number of native “intelligences”, which were described as: Linguistic, Mathematical, Spatial, Musical, Kinesthetic, Interpersonal, Intrapersonal, Naturalist and Existential. Then, Armstrong (1999) introduced the following convenient memory tags for each intelligence subsequently: word smart, number smart, picture smart, bodily smart, music smart, people smart, self smart, nature smart and existence smart. All learners are believed to have personal intelligence profiles that consist of combinations of different intelligence types and for some intelligences to be more highly developed than others, hence favouring a particular approach to learning. Christison (2005) added that most people are believed to have a few intelligences that are highly developed, most modestly developed and one or two underdeveloped.

Write (✓) for true answers, and (X) for false ones:

1. The text is about the Multiple Intelligences Model proposed by Gardner. ()
2. Gardner presented eight difference native intelligences. ()
3. “Kinesthetic Intelligence” means bodily smart. ()
4. Armstrong (1999) claimed that his view of intelligences is culture-free and avoided the conceptual narrowness usually associated with traditional models of intelligence. ()
5. While Interpersonal Intelligence is related to the ability to work well with people, Intrapersonal Intelligence represents the ability to understand oneself. ()

Choose the correct answer:

1. The idea of "Multiple Intelligences" necessitates utilizing various to meet the differences among learners.
 - a) teachers
 - b) instructions
 - c) strategies
 - d) observations
2. According to the writer, Gardner's theory in having applications in language teaching.
 - a) failed
 - b) succeeded
 - c) hesitated
 - d) delayed
3. Gardner's model is one of a variety of learning style models that have been proposed in general education and have subsequently been applied to
 - a) language teaching
 - b) IQ tests
 - c) skills
 - d) factories
4. As a result of the practices to strengthen the inherent differences among learners, they would be to be intelligent in their own ways.
 - a) controlled
 - b) assisted
 - c) restricted
 - d) hindered

Appendix (D)

The Attitudes Scale towards English Language Reading

Name:

Time: 30 minutes.

Read the following statements, and sign (v) beside your selected answer:		Response				
No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I like English language reading lectures.					
2	I can not feel an improvement in my reading comprehension skills.					
3	I feel that I am still an incompetent English language reader.					
4	I have negative attitudes towards English language reading					
5	I can overcome the difficulties of English language reading.					
6	I can comprehend a new reading text without difficulty.					
7	I am incapable of activating my prior knowledge while reading.					
8	External help is essential for me to understand a newly introduced English language reading text.					
9	I can seek and find more information about a new reading topic.					

Read the following statements, and sign (✓) beside your selected answer:		Response				
No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10	As a reader, I can define the purpose of an English language reading text.					
11	Identifying the major contents of an English language reading text is a difficult task.					
12	I can extract the meaning of new vocabulary from the context.					
13	Distinguishing facts from opinions is one of my favourite activities.					
14	Analyzing relationships in an English language reading text is exhausting.					
15	Presenting logical explanations to the incidents of a reading text challenges me.					
16	I can evaluate the content of a reading text objectively.					
17	I can easily reach a general conclusion about a reading text.					
18	Proposing a suitable solution to a certain problem raised in a reading text is confusing.					

Read the following statements, and sign (✓) beside your selected answer:		Response				
No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19	When I read an English language text, I can correctly answer most of the questions raised about it.					
20	I feel uncomfortable when I have an English language reading comprehension test.					

Appendix (E)**A Lecture Plan According to the KWLH Strategy****The Title: Problem-Based Learning****Objectives:**

At the end of the lecture, students should be able to:

1. Define Problem-Based Learning.
2. Identify the differences between Problem-Based Learning and the other conventional didactic strategies.
3. Distinguish when Problem-Based Learning can be used.
4. Recognize the meaning of new words.
5. Distinguish facts from the author's opinions.
6. Explain why Problem-Based Learning is frequently used in teaching nowadays.
7. Explain with whom can it be more effective.
8. Identify the advantages of Problem-Based Learning.
9. Identify the disadvantages of the strategy.
10. Evaluate the text as a whole.
11. Proposing suitable solutions to treat the disadvantages of the strategy.

Steps of Teaching Using the KWLH Strategy:

- The researcher displayed a related video, explained the topic, discussed it with the students, and asked them the following relevant questions.
- Students discussed the topic and the text with the researcher, and with each other. They worked individually and in groups in order to accomplish the required tasks.

Before Reading:

- Define what do you Know about Problem-Based Learning?
- Define also what do you want to Know about Problem-Based Learning?

While Reading:

- What did you Learn or Know about Problem-Based Learning?

After Reading:

- What else do you want to Know about Problem-Based Learning?
- How can you Search more about Problem-Based Learning via other means to collect data and information?

Teaching Aids:

1. A video about Problem-Based Learning.
2. The text itself shown on the screen and sent to students beforehand.
3. Some related questions about the text displayed on the screen and sent to students.

Lecturer's and Students' Roles While Teaching Using the KWLH Strategy:**Before Reading:**

- The researcher presented a short video about Problem-Based Learning.
- She introduced a brief explanation of the selected strategy.
- She asked students to think about what they Know about Problem-Based Learning. Then, she asked them some questions to activate, stimulate and deepen their Knowledge and thinking skills.
- She registered the students' answers in Column (K) of the strategy chart, and each student registered also his answers in his own chart.
- Students in groups, each group with a selected leader, wrote all they Know about Problem-Based Learning.
- They classified the reached information so that each group contained similar ideas about the topic. They also attempted to anticipate and expect what they were going to learn about the topic when reading the text.
- Students wrote the Questions they wanted to Know their answers while reading. They filled Column (W).

While Reading:

- Students began "active reading", searching in groups for new information, and trying to answer the raised questions.
- Students collaborated with each other in collecting information, reaching the meaning of new words, analyzing relationships, explaining and evaluating what was written in the text.
- They registered the new information in column (L).
- The researcher observed accurately the students' questions, their answers, and attempted to correct any inaccurate concepts if found.

After Reading:

- Students, all together, discussed what they learned while reading and reviewing the questions raised before and while reading. If students were still incapable of answering some questions, the researcher encouraged them to search for extra information by reading more books, journals and internet resources. This helped them to answer the unanswered questions.
- They registered the extra questions they were incapable to answer in Column (H).

Evaluation:

The researcher presented the following questions to be answered by the students individually at home, then discussed and answered collaboratively in the following lecture:

1. Define Problem-Based Learning.
2. Explain the differences between Problem-Based Learning and direct instruction.
3. With whom can Problem-Based Learning be used? Why?
4. According to the context, what is the meaning of the following words written in the text:
 - a) didactic
 - b) messy
 - c) self-direction learning
 - d) retained
 - e) sitting
 - f) tertiary education
5. What are the advantages of Problem-Based Learning? (the writer's point of view and your own point of view).
6. What are the disadvantages or challenges of using Problem-Based Learning? (the writer's point of view and your own point of view).
7. How can the disadvantages of using Problem-Based Learning be solved?
8. Do you think that, overall, is it an effective and beneficial strategy to be used in teaching EFL learners or not? Why?