استخدام الموديولات القائمة على النظرية البنائية لتنمية مهارات القراءة باللغة الانجليزية

إعداد

أ/ هند رضا محمود

Using Constructivism-Based Modules to Enhance the EFL Reading skills

By

HendReda Mahmoud

The Present study aimed at improving EFL preparatory school students' reading skills using constructivism – based reading modules. The study adopted the Quasi experimental design using 60 students of the second year preparatory school students in Mansoura College Language school who were divided into two groups: the experimental group which received the proposed constructivism-based program in reading and the control group. Instruments designed and used in the current study were:1) a reading skills questionnaire for determining the reading skills necessary for EFL preparatory school students at Mansoura College Language School , 2)A pre-post reading skills test for assessing students 'reading skills before and after receiving the program. Results of the study indicated that there were statistically significant differences between the mean scores of the experimental group and the control group in the post application of the reading skills test in favor of the experimental group. And also there were statistically significant differences between the mean scores of the experimental group students on the pre- and post application of the reading skills text in favor of the post one.

Key words: constructivism –based reading modules; reading skills; EFL preparatory school students.

استخدام الموديولات القائمة على النظرية البنائية لتنمية مهارات القراءة باللغة الانجليزية

إعداد

أ/ هند رضا محمود

المستخلص العربى

هدفت الدراسة الحالية الى التحقق من مدى فاعلية استخدام موديولات القراءة القائمة على النظرية البنائية فى تحسين مهارات القراءة باللغة الانجليزية لدى تلاميذ المرحلة الاعدادية بمدارس المنصورة كولدج للغات واعتمدت الدراسة على التصميم شبه التجريبى من حيث تقسيم مشاركى الدراسة الى مجموعتين التجريبية والضابطة. تضمنت عينة الدراسة ستون تلميذا من تلاميذ الصف الثانى بالمرحلة الاعدادية بمدارس المنصورة كولدج للغات حيث شملت المجموعة التجريبية ثلاثون تلميذا تم استخدام موديولات القراءة القائمة على النظرية البنائية و ذلك لتحسين مهاراتهم القرائية باللغة الانجليزية بينما المجموعة الضابطة ثلاثون تلميذ لم يتم استخدام مثل هذا النوع من الموديولات و لكن تم تدريبهم باستخدام الطرق التقليدية فى تدريس مهارات القراءة .تم استخدام الادوات التالية:استبيان لمهارات القراءة وذلك لتحديدمهارات القراءة اللازمة لتلاميذ المرحلة الاعدادية و كذلك اختبار قراءة قبلى وبعدى تم اجراءه على كلا من المجموعتين التجريبية والضابطة . أظهرت نتائج الدراسة أن تلاميذ المجموعة التجريبية الذين تم تدريبهم باستخدام موديولات القراءة القائمة على النظرية البنائية قد تحسنت مهارات القراءة لديهم مقارنة بتلاميذ المجموعة الضابطة الذين لم يستخدموا مثل هذا النوع من الموديولات و بذلك ثبتت فاعلية استخدام موديولات القراءة القائمة على النظرية البنائية فى تحسين مهارات القراءة باللغة الانجليزية لدى تلاميذ المرحلة الاعدادية.

Introduction:

Reading is one of the most important activities in language classes. It helps the learners to work at their own pace and to increase their knowledge and develop their academic areas. It helps them to consolidate their knowledge of language .The more the one reads, the more knowledge he/she gains. Reading is a means of getting information from different sources including books, journals, and the internet websites. Reading tasks encourage the students to reflect upon what they are going to read. The main goal of teaching reading is to train students to read efficiently and quickly so as to get information and meaning from the written material rapidly with full understanding and enjoyment.

Two basic educational orientations have become popular: teacher-centered "instructionism", and student-centered "constructivism". Within the framework of constructivist view, learners are encouraged to create and build knowledge. As opposed to teacher-centered today, constructivism often refers to student-centered, interactive, process-oriented and meaning based classroom procedures (Honebein 1996; Jonassen 1991). According to Fosnot and Burry (2005) , constructivism is a theory about knowledge and learning. It resets on the assumption that knowledge is constructed by the learners as they attempt to make sense of their experience (Discroll,2000). Constructivists view knowledge as formative, developmental and constructed explanations by humans engaged in the process of meaning making (fosnot,1996; Jonaseen,1991).

In this research, the researcher tries to investigate the effectiveness of a constructivism based program through using reading modules on developing the reading skills of the EFL learners.

Statement of the Problem:

Based on the literature, the researcher's experience as an English teacher and the results of the pilot study, the problem of the study was stated as follows:

The EFL preparatory students at Mansoura college language school need to improve their reading skills. Thus, there is a need for a learner-centered approach-based program to improve their reading skills.

Questions of the research:

The problem of the study was explored through answering the following questions:

1. What are the reading skills necessary for EFL preparatory school students at Mansoura College Language school?

2. To what extent do those EFL preparatory school students master the identified reading skills?

3. What is the proposed constructivism-based program for improving the reading skills of those EFL preparatory school students?

4. To what extent is the proposed program effective in developing the reading skills of those EFL preparatory school students?

Aims of the research:

The present study aimed at:

1- Identifying the reading skills necessary for EFL preparatory school students at Mansoura College Language school.

2- Assessing the present level of EFL preparatory school students

at Mansoura College language school in the previously identified reading skills.

3- Developing a proposed constructivism-based program for improving the reading skills of those EFL preparatory school students

4- Measuring the effectiveness of the proposed program in improving the reading skills of those EFL preparatory school students.

Limitations of the research:

The present study proceeded within the following limits:

1- Some reading skills necessary for EFL preparatory school students.

2- A sample of second year preparatory school students at Mansoura College Language school.

Hypotheses of the research:

- "There isa statically significant difference between the mean scores of the experimental group students on the pre and post administration of the Reading Skills Test in favor of the post-one".

- "There is a statistically significant difference between the mean scores of the control group students and the experimental group students on the post administration of the Reading skills Test in favor of the experimental group".

Method of the research:

Method of the current research includes the sample, instruments and the design of the research.

Participants:

The participantsin research were (60) second year preparatory school students at Mansoura college Language school. They were assigned into two groups. The experimental group was taught according to the proposed program and the control group was trained according to the traditional methods of teaching reading skills.

Instruments:

The following instruments were designed by the researcher and used in the study:

(1) A reading skills questionnaire to determine the most important reading skills necessary for EFL preparatory school students, the sample of the study, and consequently determine the skills to be integrated in both the test and the program.

(2) A reading skills test to be used as a pre-post test.

Design:

The study adopted the quasi-experimental design using two groups: one is the experimental group and the other is the control group. The control group will be taught according to the traditional procedures. The experimental group will be taught according to the constructivism theory using reading modules. The two groups will be measured through pre-post reading test. There are two variables: the dependent variable which is represented in the student's achievement in improving their reading skills and the independent one represented in the use of the constructivist reading modules.

Reading skills:

Reading is not merely a receptive process of picking up information from the page in a word – by – word manner (Grabe, 1991). It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading plays an important role in every field of professional service. In many situations reading is considered to be the indispensable channel of communication in an ever widening world (Ziaddin Khand,2004).

Reading is considered as an additional tool of communication to listening and speaking. If People do not have the chance to talk with native speakers of the target language , they can have an access through reading their literature, journals, and then understand much about their civilization. In this sense, reading is the window through which other cultures can be seen and more general or specific knowledge can be acquired, (Kailani and Muqattash, 2008).

The Importance of Reading:

According to Budir and Sadiq (2002) people can use reading as a means of communication. It is also a very useful means for the students to acquire several experiences and knowledge .Reading is a very good means for teaching good manners and values .

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. According to Ali (2010), reading is a very important skill as it provides students with knowledge, various skills, values and good manners and pleasure as well.

Reading can be considered as the material that helps the students to learn so it becomes an essential activity for acquiring knowledge this is according to (Delia, 2003) . Reading is a necessary skill for students who are studying English as a foreign language .It is also essential for their academic development , this is according to Badr El-Deen (2009).

Categories of Readers:

According to Bruke (as cited in Birmingham 2006) there are three categories of readers: powerful ,proficient, and reluctant. Powerful readers are the ideal type of readers. They have the ability to ask questions about the literature, characterization and the author's message. When they read literature they try to understand the historical importance of this piece of literature. The powerful readers believe that literature needs much more than reading words, it is an act that needs more in-depth understanding.

The second type of readers is the proficient readers. Proficient readers can identify the purposes for reading a specific passage.They have the ability to determine the requirements of a particular text.(New Hampshire,2007). Although they are proficient in determining the demands of the reading texts, they lack the guidance and motivation to move to the next level,(Birmingham, 2006). Proficient readers can make connections between the new material and their background knowledge.

The third type of readers is the less proficient readers. Less proficient readers face a number of factors that do not allow them to develop the reading skill the point where they can perform integrative and complex tasks of language use, communication and literacy. Less proficient readers need to be empowered to handle

their struggle with the automaticity of word recognition through the acquisition of learner strategies that will further promote the motivation and confidence to progress. Without acknowledgement and application of such considerations, the discontinuity of learner development in this area will remain the same, (Warrington, 2006).

Types of Reading:

1-Extensive Reading:

According to (Haboush, 2010) extensive reading means to read at length, for pleasure and in slow and relaxed way. Extensive reading varies according to the students' motivations and school resources. The experienced teacher has the ability to choose interesting materials to encourage the students to read. Since the extensive reading helps in developing the students' reading ability in EFL programs, the curriculum designers should provide such kind of meaningful and interesting materials to enhance the students' reading ability (Hedge, 2003).

2-Intensive Reading:

Intensive reading indicates that learners read in detail with specific aims and tasks .The purpose of intensive reading is to teach new words and new structures, expressions, and functions. Intensive reading activities include skimming which means getting a general idea about the text very quickly through reading the title and subtitles. Intensive reading also include scanning which means reading to find a specific piece of information such as a name , date and a number(Ali,2010).

3-Reading aloud:

Reading aloud can be used in order to check the learners' pronunciation ,word stress , pauses ,intonation and understanding. The passage to be read aloud should be short and topical. The content and the language of the texts should be clear enough to understood, (Kailani and Muqattash,2008). Reading aloud can be used as a very good means for encouraging the shy students or those students who do not prefer using the language orally to participate in the class.

4-Silent Reading:

It is supposed that the students read the text silently without labial movements or vibration of vocal cords .while learners are reading silently ,they make visual graphics which can be transformed into meanings. (Abu Shamla, 2010; Jaber, 1991; Abu Maghli, 1986; Al Qudah and Al Tartouri, 2006).Silent reading is reading for understanding and comprehension. Training the students on how to read silently needs more teacher guidance and assistance in the early stages of language learning.

Reading comprehension

Reading comprehension means that the reader constructs some guesses that are later confirmed or rejected during reading. This means that one does not read all the sentences but he focuses on the key words in each sentence in order to get an idea of what kind of sentence (Paran ,1996).

Reading comprehension skills:

1-Skimming

Skimming is the ability to take in stream of discourse and understand the gist of it without worrying too much about the details ,Harmer (2001).It also means running your eyes over a text to get a quick idea of the gist of a text. Wood(2000) states that skimming involves reading only the opening and closing paragraphs and the intervening sentences and words that carry most of the meaning.

2-Scanning:

Scanning means having a quick overview of a text for specific pieces of information such as a date, a number or a place. Scanning can also be used when reading the news paper or watching the TV to find what time a specific program is on.(Wood,2000) .

3-Identifying the topic:

The main idea is the sentence within a paragraph which states briefly what the paragraph is mainly about. Whereas the supporting sentences are the most important details that support the topic sentence or the main idea in the paragraph. The topic is determined by the main idea and supporting details that support the main idea. The topic is what the entire paragraph is about. The topic is determined by identifying the main idea and supporting details, Riverside Unified School District (2004).

4-Prediction:

There are some readers who make guesses trying to understand what is being writtenafter identifying the main idea of the text.According to Mcknown and Barnett,(2007) Prediction increases

the interaction between the readers and the text and improves their understanding of the text.

5-Gaining the meanings from the figurative use of language:

There are some readers who know how to interpret the special meanings of the figures of speech used in a text. They also make a connection between the information and understanding they gained from reading to their previous knowledge, Abu Shamla (2010).

Reading Modules

Edington (2007) in creating reading modules, the teacher attempts to integrate all the "pieces" of the constructivist theory. First, the methodology is student- centered.Second, students must be actively engaged in their learning in order to construct meaning for retention and application. Third, students need to be able to modify, change, or add to their finished work through reflection and discussion with their peers. Last, the teacher utilizes formative as well as summative assessment. While students work through their modules, individual and whole-class conferencing was important. At the end of the module, instead of using a multiple -choice, test-bank test, their projects will become their authentic assessment.

The Benefits of using reading modules:

The benefits of reading modules are innumerable, they

1. provide "cultural literacy" in several academic areas. Students then have the prior knowledge necessary to be more successful when they take the actual courses.

2. give a purpose for reading. With established learning objectives, students are reading for specific information that they will use in a project.

3. provide an authentic assessment as an alternative to an objective test.

4. Enhance the students' ability to share their learning with others.

5. make the students able to assess objectively the quality of their own work through the use of a rubric.

Constructivism: An overview

Constructivist theory sees that after the learners are exposed to the new materials, they make a connection between the new pieces of information and the old ones. This means that the learner plays an active role in the process of learning as he/she is not just a passive recipient for the information. Because of the great emphasis on the role of the learner , the constructivist strategies are often called student centered instruction.

In the student – centered classroom the teacher becomes the "guide on the side" instead of the "sage on the stage". He is just a facilitator and mentor instead of lecturing and controlling all the class activities (Weinberger & McCombs, 2001; Windschitl, 1999).

The Origins of Constructivism:

The origins of criticism are believed to date back to the time of Socrates who claimed that teachers and students should speak with each others and construct the hidden knowledge by asking questions (Hilav,1990, cited in Erdem , 2001). GiambatistaVico ,in the eighteenth century, declared that " the God knows the world ,because he created it, [and] human beings can know what they themselves made, (Hanley , 1994;Glasersfeld , 2001). This statement focuses on the fact that the person should participate in the

construction of knowledge in order to express this knowledge. Kant also asserted that " Human reason can grasp only what he himself has produced according to his own design" .He also stated that the learners should make some sort of connection between their previous knowledge and the current information in order to build their interpretations (Hanley , 1994;Glasersfeld , 2001).

Tenets and principles of constructivism:

There are four philosophical tenets for constructivism, as stated by McFeeters (2003):

- Tenet 1: knowledge is the result of active cognizing by the individual.

- Tenet 2: cognition is an adaptive process that functions to make an individual's cognition and behavior more viable, given a specific goal or target.

- Tenet 3: cognition makes sense of one's experience and is not a process to render an accurate representation of an external reality

- Tenet 4: knowing has its roots in both biological/ neurological construction and in social, cultural, and language-based interactions.

Based on the above-mentioned tenets, there are six major theoretical principles of the constructivist theory. They are:

1- The construction of knowledge and the making of meaning are active processes on the individual and social levels.

2- The construction of knowledge includes social mediation with cultural contexts.

3- The construction of knowledge is fostered by authentic and real world environments.

4- The construction of knowledge takes place within the framework of the learner's prior knowledge and experience.

5- The construction of knowledge is integrated more deeply by engaging in multiple perspectives and representations of content, skills, and social realms.

6- The construction of knowledge is fostered by students becoming self regulated, self-mediated, and self-aware (Osterman, 1998; Shepard, 2000; Mcfeeters, 2003; Kaufman, 2004; Fosnot, 2005).

Related Studies:

Vorhees (1993) focused on the problem that middle school students lack motivation toward recreational reading and do not see reading as a worthwhile use of their free time. To improve students' attitudes toward reading, activities were integrated into a middle school computer reading program. The results indicated that computers enhanced reading activities and motivates students to read but are not substitutes for an enthusiastic teacher or parent who models good reading behavior.

Boufoy-Bastick (2001) attempted to explore the effect of the constructivist pedagogy on oral skills in the foreign language classroom using affect-structuring techniques of emotional anchors, motivators and cognitive direction to design constructivist foreign language experiences. He applied them in a multi-ability, multicultural, and multi-age French class, utilizing an integrative style of using the four language skills. The designed activities proved to be effective in promoting appropriate oral expression in

communicative foreign language teaching and allow learners to become competent foreign language speakers.

Abdullah, (2003) studied the reading instruction practices prevailing in the Egyptian EFL context. These practices don't enhance Egyptian students' reading comprehension at faculty of Education,Sohag University. To solve these problems of reading skills, the researcher applied a self-regulated reading strategy (SRR) to improve critical reading skills. This strategy helped students to develop the knowledge and skills required to direct their own reading activities across contexts and time. Findings of the study indicated that students' self-regulation of their EFL reading critical skills and motivation were for the experimental group more than the control group.

Baier,(2005) conducted a study. Fourteen sixth grade students in a small town private school in the USA participated in this study. The students were given the Qualitative Reading Inventory – 4 reading comprehension pretests after determining their individual reading levels. The students then began a six-week long study of the Self-Questioning Reading Strategy. At the conclusion of the study the students were again given the Qualitative Reading Inventory - 4 reading comprehension posttests. A comparison of the percent correct on the reading comprehension pretests and posttests was taken. Twelve of the fourteen sixth grade students demonstrated improvement in the reading comprehension scores. Two of the fourteen students resulted in no change in the reading comprehension scores. There were no students that exhibited a decline in scores. It was concluded that the sixth grade literature students performed better on the posttests where they used the Self-Questioning Reading Strategy.

Edington (2007) used reading modules over the course of three semesters with three different classes for a total of twenty-one students. She used the Nelson-Denny Reading as a pre-post test .The average grade-level gain was three grade levels with students reading on the 13.3 grade level by the end of the semester. Although only a small sample of students was affected by reading modules, the positive posttest results provided the motivation for her to continue this methodology.

Zhang (2007), conducted a study entitled" Constructivist pedagogy in strategic reading instruction: exploring pathways to learner development in the English as a second language (ESL) ". The study was conducted in Singapore, where the PRC students were studying EAP on an English Communication Skills Program, whose main objective was to improve students' English proficiency to qualify for entry into university degree programs. A total of 99 PRC students from two cohorts of matriculation were invited to be participants. The study explored English as a Second Language (ESL) learner development.In particular, it focused on investigating learners' understanding of reading and their willingness to be engaged in strategic reading in participatory classroom activities. It also examined possible effects of such pedagogy on reading performance. The context was a two-month strategy-based reading instruction program, set within a constructivist framework. The program emphasized developing students' academic reading proficiency. The study, quasi-experimental in design, involved a control group and an experimental group, both of whom were ESL students from the People's Republic of China (PRC). The students were expected to satisfy an intensive English communication skills requirement in order to be successfully matriculated into English-

medium universities in Singapore. The results showed that the teacher's strategy-based instructional intervention evolving around participatory activities affected changes in the ESL students' use of reading strategies and improvement in comprehension. These findings are discussed in relation to PRC students in study-abroad contexts, especially the cultures of learning that they bring along with them.

El-Koumy (2009)conducted a study that investigated the effect of classroom performance assessment on the EFL students' basic and inferential reading skills. A pretest-posttest quasi-experimental design was employed in the study. The subjects of the study consisted of 64 first-year secondary school students in Menouf Secondary School for Boys at Menoufya Directorate of Education (Egypt) during the academic year 2006/2007. These subjects were divided into an experimental group and a control group. Both groups were pretested to measure their basic and inferential reading skills before conducting the experiment. During treatment, students in the experimental group used the KWL chart and the self-assessment checklist for assessing their own reading strategies and comprehension in each reading session. The findings suggest that classroom performance assessment is less effective in improving secondary school EFL students' basic reading skills, but more effective in developing their inferential reading skills than traditional assessment.

Results and Statistical Analysis:

Comparing the experimental group and the control group reading performance, the researcher used the t. test for paired groups.

Table (1): *"t" value and its significance for the Differences between the Pre-test and the Post-test of the Experimental Group*

Reading skills	Pre- administration		Post- administration		t-value	Sig.
	Mean	SD	Mean	SD		
Skimming	6.0667	1.910	7.8000	1.494	7.390	0.01
Scanning	5.8000	1.919	7.3000	1.764	7.040	0.01
Guessing the meaning of unknown words	5.7333	2.448	7.8000	1.584	6.100	0.01
Making inferences.	3.4667	2.012	4.7000	1.342	5.524	0.01
Summarizing	2.8000	1.165	4.0000	.8709	6.000	0.01

Table (1) shows that there was a statistically significant difference in the mean score of the pre- post test of the Experimental group students in the readingskills(i.e.Skimming, Scanning, Guessing the meaning of unknown words, Making inferences and Summarizing) ."t" values is significant at 0.01 level in the favor of the post application of the Reading Skills Test. This means that the proposed program was effective in improving students' reading skills,and thus,the hypothesis of the study is verified.

Table (2): *"t" value and its significance for the Differences between the Experimental group and the Control group in the Post-test.*

Skill	Group	N	Mean	Std. Deviation	T	Sig
Skimming	Experimental	30	7.8000	1.494	4.435	0.01
	Control	30	5.7000	2.119		
Scanning	Experimental	30	7.3000	1.764	3.573	0.01
	Control	30	5.6333	1.847		
Guessing the meaning of unknown words	Experimental	30	7.8000	1.584	3.834	0.01
	Control	30	5.8333	2.320		
Making Inferences	Experimental	30	4.7000	1.342	2.716	0.01
	Control	30	3.5000	2.012		
Summarizing	Experimental	30	4.0000	08709	4.539	0.01
	Control	30	2.8000	1.156		

Table(2) shows that there is a statistically significant difference in the mean score of the post test between the Experimental group students and the control group students in the reading skills(i.e. Skimming,Scanning, Guessing the meaning of unknown words, Making inferences and Summarizing) . The "t" values are (4.435,3.573,3.834,2.716 and respectively4.539). These values are significant at 0.01 levelin the favor of the experimental group. This means that the proposed program was effective in improving students' reading skills, and thus, the hypothesis of the study is verified.

Discussion of Results:

The above mentioned results reveal that there is an obvious improvement in the experimental group students' reading skills on the post administration of the RST. This significant improvement is due to administering the constructivism- based reading modules program to the experimental group.

The results of the present study are also in accordance with the results of the studies that handled learner-centered techniques and autonomy. Moreover, the findings of the present study affirm the assumption underlying other studies, that reading skills improve with systematic practice through certain types of treatment such as constructivism-based reading modules. This study is similar to the study conducted byVorhees (1993) in the sample of the study.Both of the studies focus on the middle school students and how to develop their reading skills.Also this study is similar to the study conducted byBastick(2001) which attempted to explore the effect of the constructivist pedagogy on oral skills in the foreign language classroom. The study also is similar to the study conducted by Abdullah, (2003) which stated that the reading instruction practices

prevailing in the Egyptian EFL context don't enhance Egyptian students' reading comprehension. Moreover the studyagree with the study conducted byBaier, (2005) which aimed at improving the reading skills in a private school in the USA. Edington (2007) agree with this study on using the constructivism-based reading modules as a means for developing the students' level of reading comprehension.Zhang (2007) is similar to this study in using constructivist pedagogy in strategic reading instruction. El-Koumy (2009)also focused on developing the reading skills of the EFL learners.

Recommendations of the Study:

Based on the results of this study, the following recommendations are suggested:

- The proposed constructivist program is recommended to be used as a means for developing reading skills and it can be adapted to develop other language skills.

- EFL teachers and trainers should make use of constructivist teaching specially for EFL learners as it yields immediate positive reinforcement.

- Emphasizing the principles of constructivism in the classroom.

References

- Abdullah, M,(2003). The effects of self-regulated strategy development on the prospective EFL Teachers' Critical Reading Skills and Reading Motivation. An MA thesis ,Sohag university. Retrieved from http://respository.Ksu.edu.sa.

- Alaa , A. (2001).*The Effect of a Computerized Program on Developing 9th. Graders' Reading Comprehension Skills and their Attitudes towards Reading in Palestine.*Published M.A. Thesis, Gaza, Faculty of Education, The Islamic University.

- Badr El Deen (2009). *The Effectiveness of Assisted Extensive Reading on Developing Reading Comprehension Strategies for Ninth Graders in Gaza Governorate.*MA thesis. Islamic University of Gaza. Available at: elibrary.iugaza.edu.ps.

- Baier ,J,R(2005) *Reading Comprehension and Reading Strategies*

- Published thesis in University of Wisconsin-Stout.

- Bouofy –Bastick, B.(2001).Constructivist Pedagogy for Authentically Activating Oral Skills in the Foreign Language classroom. *ERIC Document Reproduction Service*, ED.No.450596.

- Birmingham (2006) The Effect of Sustained Silent Reading on High School Students' Lexile Scores and Attitudes Toward Reading.Wichita State University.Available at: soar.wichita.edu/ dspace/ bitstream.

- Delia, M. (2003).*speed and reading comprehension*. Available at:

- http://www.ilvem.com.ar/img/cap%c3%8dtulo%20i.doc

- Discroll, M.(2000).*Psychology for Learning* :Boston: Allyn&Baxon.

- Edington, S. (2007). Developmentalreading: A constructivist approach using reading modules. *The Kentucky Journal of Excellence in College Teaching and Learning, 5, 17-34.*

- Fosnot, C & Perry, R,(2005).Constructivism: A psychological theory of learning. „.In Catherin Fosnot(Ed.): *Constructivism :Theory perspectives and practice*,pp.8-38,2[nd] New York : Teachers College Press.

- Fosnot,C.(1996).Constructivism: A psychological theory of Learning .In C. Fosnot.(ED.) Constructivism :*Theory , perspectives and practice* pp.65-78.NewYork:Teachers College Press(Check pagea).

- GRABE, W. (1991): Current development in Second language reading research. *TESOL* Quarterly. 25/3, pp. 375-406.

- Haboush (2010) *The Effectiveness of Using a Program Based on Multiple Intelligences Theory on Eighth Graders' English Reading Comprehension Skills*. MA thesis.Islamic University of Gaza. Available: elibrary.iugaza.edu.ps.

- Harmer, J (2001), *The practice of English language teaching.* 3rd ed., Pearson Education Limited. Essex. England.

- Honebein , P.C. (1996). "Seven Goals for the Design of Constructivist Learning Environments", In B.G. Wilson (Ed.), (p.17-24).*Constructivist Learning Environments*. Englewood Cliffs, N.J.: Educational Technology Publications.

- Jonassen , D.H. (1991). Objectivism vs. Constructivism. *Educational Technology Research and Development*, 39(3), 5-14.

- Kailani and Muqattash (2008) *English Language Teaching (ELT2).* Al Quds Open University. Amman, Jordan.

- McFeeters,F.E.(2003).The Effects of Individualism Vs. Collectivism on Learner's Recall, Transfer and Attitudes Towards Collaboration and Individualized Learning, PhD, Virginia polytechnic Institute and state University, Curriculum& Instruction Dept.

- McKown, B. & Barnett, C. (2007) Improving Reading Comprehension through Higher-Order Thinking Skills.MA thesis . Saint Xavier University. Chicago, Illinois.

- Mikulecky, B. (1986*). Reading Power*. California: Addison-Wesley Publishing Company. Available at: Millrood, R. (2001). *Modular Course in ELT Methodology.*

- New Hampshire PreK-16 Literacy Action Plan for the 21st Century (2007) *Challenge Levels in the NH-ALPs Reading Progressions: Development of a Reader.* Chapter IV: The Foundation, Section, pp. 15-17, June 2007) .

- Paran, A. (1996). Reading in EFL: facts and fictions. [Online] *ELT Journal*, 50 (1):p.25-34.

- Riverside Unified School District (2004) Reading comprehension.Elementary Education Department *.Language Arts Guide,* June 2004. Available at:

- www.broadprize.org/asset/1216-riverside_ca.pdf

- Voorhees, P. J(1993)*Motivating Middle School Students To Increase Their Recreational Reading through Computers, Journal Writing and Reading Incentives.*Published thesis, Nova University.

- Warrington, S. (2006) Building Automaticity of Word Recognition for Less Proficient Readers. Vol. 6, No. 1, April 2006 . [Online] *The Reading Matrix.* Available at :

- <u>http://www.readingmatrix.com/articles/warrington/article.pdf.</u>

- Wood, N. (2000) *College Reading. Purposes and strategies.*Prentice-Hall, Inc. Upper Saddle River, New Jersey.

- Zhang,L.J (2007) *Constructivist pedagogy in strategic reading instruction: exploring pathways to learner development in the English as a second language (ESL)* . Published thesis in Singapore,

- Ziaddin, K.(2004). *Teaching Reading Skills: Problems &Suggestions,* Shah Abdul Latif University Khairpur.