



**أثر وحدة مقترحة قائمة على الانترنت
لتحسين مهارات الفهم القرائي لطلاب المعاهد
الإعدادية الأزهرية**

إعداد

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أثر وحدة مقترحة قائمة على الانترنت لتحسين مهارات الفهم القرائي لطلاب المعاهد الإعدادية الأزهرية

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ملخص الرسالة

هدفت هذه الدراسة إلى تحديد أثر وحدة مقترحة قائمة على الانترنت على عينة مكونة من ثمانين طالبا (ذكورا) من طلاب المعاهد الأزهرية الإعدادية لتحسين مهارات الفهم القرائي وتقييم اتجاهاتهم نحو القراءة القائمة على الانترنت. وبعد اختيار العينة عشوائيا تم تقسيمها إلى مجموعتين ضابطة وتجريبية، وبعد مراجعة الأدبيات والدراسات السابقة، صمم الباحث استبياناً لتحديد مهارات الفهم القرائي واستبياناً آخر في صيغة مقياس لتحديد اتجاهات الطلاب نحو القراءة القائمة على الانترنت كأدوات للدراسة وبعد تحكيم الأدوات لدى مجموعة من المحكمين تم اختيار المهارات والاتجاهات الأكثر تناسبا لعينة الدراسة لبناء اختبارات الفهم القرائي والمشملة على أنواع متعددة من أسئلة لسليما للمحكمين لتقييم صدقها وتناسبها للتطبيق واحتوى برنامج الدراسة على ست وحدات الكترونية بدأت من الوحدة الثالثة عشرة وحتى الثامنة عشرة من مقرر الصف الثالث الإعدادي الأزهرية لتطبيقه في قرية بهبيت الحجاره، مركز سمند، محافظة الغربية، جمهورية مصر العربية. واشتملت كل وحدة على درسين الكترونيين وواجب منزلي الكتروني وصندوق للصوت. وصمم الباحث برنامجا الكترونيا ورفعته على MOODLE ورفعته على موقع جامعة المنصورة. وأثناء الفصل الدراسي الثاني من عام ٢٠١٥م تم تطبيق الأدوات قبلها وبعديا قبل البرنامج على المجموعة التجريبية بينما تعلمت المجموعة الضابطة بالطريقة المعتادة. أظهرت النتائج وجود

تحسن ملحوظ في مهارات الفهم القرائي واتجاهات الطلاب نحو القراءة القائمة على الانترنت للعينة التجريبية بسبب البرنامج. وأوصت الدراسة بإجراء مزيد من البحوث على مراحل تعليمية مختلفة كالإعدادية والثانوية الجامعية للاستفادة من الاتجاهات الحديثة في التدريس.

الكلمات المفتاحية: الفهم القرائي، مهارات الفهم القرائي، القراءة القائمة على الانترنت، الاتجاهات نحو القراءة القائمة على الانترنت.

*Abstract***A proposed Web-Based Unit to enhance the Reading comprehension Skills for Al-Azhar preparatory Institute Students**

This study explored the impact of a proposed web-based unit (PWBU) for eighty boys of Al-Azhar preparatory institute students to enhance reading comprehension skills and assess their attitudes towards reading on the web. Randomly the sample was chosen and divided into two groups, the control and the experimental groups. After reviewing the literature and related studies, reading comprehension skills questionnaire and attitudes towards reading on the web questionnaire were jurified to select the most convenient skills and attitudes for the sample. A collection of reading comprehension skills tests, including various types of reading questions, was delivered to a jury to assess their validity and suitability for administration. The (PWBU) consisted of six units (13th, 14th, 15th, 16th, 17th, and 18th). Hello! 3 for the third year preparatory institutes of Al-Azhar, Behbeit El-Hegara village, Samanoud, Gharbia, Egypt. Each unit comprehended two e-lessons, from six to seven slides as an assignment and sound box. An attitude scale used before and after the experiment to measure pupils' attitudes towards reading on the web. The validity and reliability of the scale were established before their use in the study. The (PWBU)

and the scale was designed on a MOODLE, and then uploaded on Mansoura University website. During the second term in 2015, the (PWBU) was administered to the experimental group, while the control group was taught through the regular method. Results showed that there was remarkable enhancement in reading comprehension skills and attitudes towards reading on the web for the experimental group in favor the program. The study recommended more researches ought to be conducted for different stages such as primary, secondary and university students in order to utilize modern trends in teaching.

Key Words: Reading comprehension, Reading comprehension skills, web-based reading, attitudes towards reading on the web.

Introduction

Reading is arguably the best single indicator and predictor of achievement in schools. Primarily, through reading students gain information and ideas that enable them to address and write; they should just be dependent on picking up alone because speech is far more boring than reading. Even solving maths and science problems depend on reading skills; contextualized acquisition of a subject's vocabulary-a key reading skills are usually a good indicator of academic mastery of the subject. (Claris, 1996). It may also mean linguistic practice which begins with linguistic performance stated by

the author and ends with the reader's comprehensibility of the meaning. Considering the importance of reading, the reader could realize the culture of the target language and provide students with a significant amount of comprehensible input. The greater amount of comprehensible input students is exposed to, the greater their language will be developed (Vaughn, 2004).

Overwhelming reading comprehension problems and promoting the development of skilled readers can be achieved through good reading instruction. A good teacher utilizes methods that use his/her information about that complicated links among learners, topics, aimful activities and readers contexts to enhance pupils' adequate and stimulus reading .Instructional research should admit complications of these relationships, if it is to raise information which is so utilizing in real life situations. (Rand Reading Study Group, 2002) Attitudes

The notion about attitudes in language learning relies on a long scientific research, which is matched by an equally broad range of contexts. Different studies have focused on the role of attitudes in the first language, second language, foreign language and bi- lingual teaching and learning contexts. Though the debate concerning the potentially controversial nature of these different terms is an important one. Interest in attitude research can also be explained by

wide acknowledgement of the relationship between attitudes and successful learning. (Akpinar & Bayramouglu, 2008).

There are widespread assumptions about the importance of positive attitudes for the acquisition of reading skills and the importance of the teacher in promoting such attitudes in pupils. Research about the relationship between students' attitudes towards learning, thoughts and opinions have a clear impact on their conduct and therefore on their behavior. It is also asserted that learners who gain positive thoughts towards learning have a disposition for raising more positive attitudes for learning languages. Oppositely, negative thoughts may cause anxiety, weak achievement, and negative attitudes towards learning in classes. (Kara, 2009).

It is clearly important to understand in greater depth the views of current scholars about attitudes towards reading, as attitudes are stated by three elements: affective (motivational and emotional), conative (action readiness and behavioral intentions) and cognitive (personal, evaluative beliefs). (Asan and Koca (2006) .

Web-based Reading

Oliver, (2000); Voogt & McKennev, (2007) asserted that students can fear of making mistakes. In addition, web-based reading helps create a helpful learning environment for pupils to be activated with the use web-based resources to read comprehension questions without of e-topics and form their comprehensibility after reading.

Pupils are aroused to endure engagement and responsibility to read and learn in the virtual situations. Furthermore, learning on the web is generally learner-centered using a collection of e-passages. Besides, it provides different topics to be manipulated, interpreted and differed from the regular prescribed books study.

Hill & Hannafin, (2001) mentioned that web-based learning is generally learner-centered utilizing various collection of authentic resources. It supplies learners with e-topics, to be practiced and interpreted, that are different from teaching and learning through prescribed textbooks, the authors also agreed that web based reading courses encourage learners' engagement in learning.

The web was defined by Ko & Rossen, (2012) as *“a vast network of internet locations that share common protocols, allowing displays of text and multimedia as well as hyperlinks between one site and another”*.

Furthermore, the researchers assert the significance of web-based reading, specifically to manipulate language materials through the activity (Ganderton, 1999); (Kasper, 2000). So many authors have blended e-reading practices using the e-learning potentials into their EFL instruction these days. They have asserted that learners became more activated for reading English e-texts through such practices.

Concerning web 2.0, (Jones, 2002) mentioned many web 2.0 tools such as, Yahoo! Groups, blogs, PowerPoint, Slide share, Google Docs,

document archiving service and online video servers linked to (Blip TV or YouTube) .On the other hand, web 2.0 has expanded recently to an extent that allows for some degree creating contents and supplying communications, so these tools are often appropriate for EFL instruction. Nowadays, many tutors recently urge pupils to blog, upload topics and assignments through web-based MOODLES in methods that precede not only through distributing their activities with colleagues and classmates beyond tutors, but also help prepare learners “*for the digitally-driven post-industrial world into which they’ll graduate -a world where our understanding of knowledge, culture, truth and authority are in the process of being rewritten*”.

In spite of the importance of reading comprehension skills, a great number of studies tried to enhance reading comprehension via web-based such as (Chun, 2001; Lu &Gordon, 2009; Schugar et al, 2011; Alshumaimeri & Almasri, 2012).

The present study tries to investigate the impact of a proposed web-based unit in enhancing Hello! 3 reading comprehension skills for Al-Azhar preparatory institute pupils and their attitudes towards reading on the web.

Review of literature

Studies on reading comprehension skills:

The study conducted by Berkeley et al, (2011) investigated the impact of using a strategy instruction for reading comprehension with and without attribution retaining (AR) on reading outcomes with a pre-post experimental program with a 6weeks delay for post test. Seventh, ninth and graders were chosen with learning disabilities were chosen as a sample. Students, randomly, attended one of three treatments; the strategy instruction for reading comprehension, attribution retaining and a Read Naturally Comparison Condition. Results assured that both strategy instruction groups did better on reading comprehension measure after treatment resulting in high effect size. Both groups also enhanced after a delay for 6 weeks; however the strategy instruction for reading comprehension and attribution retaining groups achieved high effect size and showed more attribution for reading in post testing.

Jones and Brown (2011) carried out a study, twenty two third-grade students in a single self-contained classroom at an urban school in the southeast region of the United States. The sample was afforded a chance to complete satisfaction survey and reading comprehension test via three discrete reading sessions; a traditional print-based session and the other two were e-book ones. For

independent reading and comprehension, motivation was inserted as reading engagement and measured by standardized tests on the e-book and a printed one. Results revealed that format was not as significant as pupils' identification with characters, settings and themes of the book. Pupils showed a preference for e-books as they received the chance to choose widely from titles and select their e-book. Pupils showed a preference for facilities attached to e-book reading such as pronunciation of words, pop-up windows for definitions, and the option of aloud reading and automatic turning for pages. The writers mentioned that pupils became more comfortable with e-books and welcomed online reading. On the contrary, they were not wholly ready to disregard print-based books.

Jeon (2012) investigated the role of oral reading fluency (ORF) in learning L2 reading comprehension. In South Korea, a sample of 255 secondary school students was assessed on three variables ORF and other six predictors. An explanatory factor analysis (EFA) was used to examine the relationship between ORF and other reading comprehension predictor (RCP). Next, multiple regression analyses (MRA) were used to investigate the contribution of ORF to silent reading comprehension (SRC) with variables PRC. The EFA stated two factors (comprehension and fluency) and revealed passage reading fluency cross loaded with the two factors. Results of MRA revealed that the three ORF variables wholly showed that 21.2% of variance in silent reading comprehension. ORF, solely showed that

20.9% of variance in SRC. After directing for pseudo reading of the words and fluency of the word reading, ORF was still considered as an extra 12.4% of the rest reading variance (RV).

Studies to attitudes towards reading on the web:

Many scholars asserted the effect of attitudes towards reading on the web, such as;

In their study, Basal et al (2012) the aimed at determining the learners' attitudes towards learning objects (LO s) web- based language learning. This research was conducted at the department of computer programming, English courses, in Kirikkale University in Turkey (2010-2011) semester. 70 Los suitable for the 6 - week program were enrolled into the Learning Magnet System (LMS). The sample entailed thirty eight learners. After the 6 week implementation course, an attitude scale was adopted on the participants. The findings proved that all the participants had positive attitudes towards LO s.

Kirmizi (2011) researched the relation between attitudes towards reading, levels of reading comprehension strategy usage and the quantity of reading a year. The research was administered with 1316 learners (667 boys and 649 girls). For obtaining data, a stratified sampling way was used to get data using a scale for attitudes towards reading and strategies scale for reading comprehension. Analyses for data mentioned that attitudes towards reading are significant

indicators for reading comprehension strategies utilized by the learners. Also, the findings that there is a low- level and negative relation between time spent daily on reading and the strategy usage level. On the contrary, a low level and a positive relation between strategy usage level and the number of books which learners read per year.

Chen et al (2013) investigated the impacts of extensive reading of e-books on tertiary level EFL learners' reading attitudes, vocabulary, reading comprehension. Participants were 89, chosen and divided into two groups with forty six learners as an experimental group and the other forty three learners as the central one. Furthermore, a traditional curriculum for both groups and an extensive reading program for a period of ten weeks administered to the experimental group by motivating learners to read topics freely from 3 e-book library collections classified on the basis of levels of difficulty. A vocabulary test, TOEFL reading comprehension and Stockman's attitudes questionnaires were used to gather data. The findings of the research mentioned that e-book extensive reading program enhanced EFL learners' attitudes, reading comprehension and vocabulary for the experimental group.

Studies on web-based reading:

Many scholars asserted the effect of web-based tools on enhancing reading comprehension skills such as;

Ciampa (2012) researched the effect of e-storybooks on reading motivation and listening comprehension. From Ontario, Canada, a sample of six grades, seven years old, pupils. The researcher used take home e-book reading logs, a standardized listening comprehension, motivation questionnaire and behavioral observation checklists to measure participants' pleasure of e-book reading. A scoring rubric was used for assessing oral responses to a group of embedded literal and evaluative comprehension questions via each e-book during session of the program. Findings revealed that all participants achieved increases in their comprehension scores from pre-test from post-test due to manipulating e-book reading program. In addition, they enjoyed reading e-book experiences and subsequently read e-books at home in their spare time.

In their study, Dundar & Akcayir (2012) compared primary stage (fifth grade) pupils' etexts reading practices, reading comprehension reading speed via personal tablets and hard copy book. Randomly, the participants were twenty pupils, aged 11-12 years at Toki School in the city of Kirikkale, Turkey in 2011-2012. 10 pupils were enrolled in the intervention as the experimental group and 10 as the control one. Ordinary printed books were read by the control group but the experimental one read the same e-texts via personal tablet settings. Both quantitative and qualitative instruments comprehending reading texts and interviews for determining reading comprehension levels and pupils' oral reading

speed. Three reading tests were conducted to state pupils' oral reading speed and their reading comprehension. Reading comprehension skills and reading speed data were gathered, as qualitative data, for both groups. Results found that no significant differences between the control and experimental groups for reading comprehension levels and reading speed. Pupils' opinions about personal tablets and recommendations for future researches are also considered.

Abidin s' et al (2012) investigated the usage of web-based resources to motivate pupils reading comprehension and their perceptions and responses to web- based resources usage. Participants of the study were 30 in a rural primary school located in Batu Perak, Malaysia. Eight classrooms observation forms were used, while fifteen learners were chosen from the class for the interviews. The observation forms were analyzed based on items and categories mentioned in the forms. The interview data was transcribed and analyzed into themes emerged from the transcription. Three themes, namely positive attitudes, active learning, and student- centered emerged from the study. The results of both methods of data collection showed that students were motivated when exposed to web-based learning experience. Based on the findings, the study recommends that ESL educators adopt web-based resources to teach reading comprehension as well as other language skills.

Problem

Based on the results of the previously mentioned studies, the pupils lack reading comprehension skills thus it is a must to improve them to be able to understand the text given to them. Thus, the present study tries to enhance reading comprehension skills through using a proposed web-based unit (PWBU). Also, assessing the pupils' attitudes towards reading on the web.

Questions

In order to tackle this problem, the present study will attempt to answer the following questions:

- 1) What are the reading comprehension skills required for the third year preparatory institutes of Al- Azhar?
- 2) How far do the third year preparatory institute pupils of Al- Azhar master these reading comprehension skills?
- 3) What is the impact of a proposed web-based unit on enhancing reading comprehension skills for the third year preparatory institutes of Al- Azhar?
- 4) What are the pupils' attitudes towards the use of a proposed web –based unit on reading comprehension skills for the third year preparatory institutes of Al- Azhar?

Purposes

The main purpose of this study is to investigate how far can a proposed web-based unit enhance the third year preparatory institute pupils' reading comprehension skills?

In addition to this main purpose, the study tried to:

- Determine reading comprehension skills required for third year preparatory institutes of Al- Azhar pupils.
- Design the proposed web-based unit for enhancing reading comprehension skills, then uploading it on a MOODLE program.
- Assess the effectiveness of the program in developing reading comprehension skills for third year preparatory institutes of Al- Azhar.
- Assess the attitudes towards reading on the web for Al- Azhar third year preparatory institute pupils.

Hypotheses of the study

The present study attempted to test the following hypotheses:

1. There is a statistically significant difference between the mean score of the post-test of the experimental group and the control group in their reading comprehension skills in favor of the experimental group.
2. There is a statistically significant difference at between the mean score of the pre and post-administration of the

experimental group in reading comprehension sub skills in favor of the post-test.

3. There is a statistically significant difference at between the mean score in the post-administration of the experimental group and the control groups in their attitudes scale towards reading on the web in favor of the experimental group.
4. There is a statistically significant difference at between the mean score of the pre and post administration of the attitudes scale towards reading on the web of the experimental group in favor of the post administration.
5. There is a statistically significant difference between the mean score of the pre - post administration in the reading comprehension sub skills test and the attitudes scale towards reading on the web of the experimental group in favor of the post administration.

Methods and procedures

Participants

A random sample of 80 males of Al-Azhar third year prep stage from Behbeit El-Hegara village Prep Institutes were chosen. The sample was divided into two groups: an experimental and a control groups. The experimental group consisted of 40 pupils and the control consisted of an equal number.

Design

The study adopted quasi-experimental designs. It was used to apply the proposed web-based unit and assess attitudes towards reading on the web to the experimental group.

Instruments

The researcher prepared the following instruments:

- 1- A reading comprehension skills questionnaire (RCSQ).
- 2- A pre- post e-reading comprehension test that includes various types of reading comprehension questions.
- 3- An attitude questionnaire towards reading on the web (AQTRW).
- 4- A pre –post e-attitudes scale towards reading on the web.

Results and discussion

The results of the study are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Results of the study were reported as follows:

Table (1): T-Test of the post administration of the pre-post reading comprehension test comparing the experimental and the control

Reading Test Dimensions	Groups	N	Mean	S. Deviation	T-test for Equality of Means		
					t	df	Sig.
Proposing appropriate title	Experimental	40	2.15	.533	5.807	78	.05
	Control	40	1.48	.506			
Identifying specific information	Experimental	40	2.18	.636	4.133	78	.05
	Control	40	1.55	.714			
Recognition of main idea	Experimental	40	2.28	.679	4.601	78	.05
	Control	40	1.60	.632			
Predicting outcome	Experimental	40	1.85	.949	3.549	78	.05
	Control	40	1.25	.494			
Guessing the meaning of unfamiliar word	Experimental	40	1.73	.987	1.787	78	.08
	Control	40	1.40	.591			
Total	Experimental	40	10.45	2.375	7.280	78	.05
	Control	40	7.25	1.446			

Results in table (1) above shows that the experimental group outperformed the control group in all the reading comprehension sub skills. A closer look at table (1) revealed that (Proposing an appropriate title, identifying specific information, recognition of main ideas, predicting outcome) were the most improved sub skills (i.e. mean= 2.15, 2.18, 2.28 & 1.85). On the other hand, guessing the meaning of unfamiliar word was the least improved sub skill (mean =1.73). However, all differences between the experimental and the control group were significant at 0.05 level. This means that the proposed web-based unit (PWBU)-among other variables not measured by this study-was effective in enhancing the pupils' reading comprehension skills.

Table (2): T-Test of the post administration of the pre-post reading comprehension test of the experimental group

Test Dimensions	Groups	N	Mean	Std. Deviation	t	df	Sig.(2-tailed)	η^2	Effect size
Proposing an appropriate title	Pre	40	1.18	.712	-6.919	39	.05	.551	Middle
	Post	40	2.15	.533					
Identifying specific information	Pre	40	1.20	.911	-6.333	39	.05	.507	Middle
	Post	40	2.18	.636					
Recognition of main ideas	Pre	40	1.25	.954	-5.562	39	.05	.442	Low
	Post	40	2.28	.679					
Predicting outcome	Pre	40	1.15	.362	-4.462	39	.05	.337	Middle
	Post	40	1.85	.949					
Guessing the meaning of unfamiliar word	Pre	40	1.13	.463	-3.365	39	.05	.225	Middle
	Post	40	1.73	.987					
Total	Pre	40	5.90	1.837	-9.776	39	.05	.710	Middle
	Post	40	10.45	2.375					

Table (2) reveals that the post-administration was substantially more significant than the pre-administration of the experimental group in all the reading comprehension sub skills on the reading comprehension test and in the total score of the pre-post reading comprehension test. Table (2) also reveal that proposing an appropriate title, identifying specific information, predicting

outcome and guessing the meaning of unfamiliar word were the most improved sub skills (i.e. mean= 2.15, 2.18, 1.85 and 1.73). On the other hand recognition of main ideas was the least improved sub skill (mean =2.28). However, all differences between the experimental and the control group were significant at 0.05 level. This means that the proposed web-based unit (PWBU) was effective in enhancing the pupils' reading comprehension skill.

Commentary on tables (1) & (2)

Results revealed that hypotheses 1 and 2 and question #3 were in cope with the results presented in the previous qualitative study by Lu &Gordon (2009) as they measured the effect of a Moodle-supported strategy instruction on both reading comprehension and strategy use among EFL students. Specific reading strategy training included (reading exercises on problem identification, monitoring comprehension, inferencing, summarizing, transfer, resourcing, and questioning for clarification) was first integrated into a Moodle system. The comparison between pre-post tests of the experimental group indicated that students' reading comprehension performance had improved after application.

As for Schugar et al's (2011), a comparison was held about using reading comprehension, critical reading and the use of study skills between learners reading e texts through e-reader and a reading group via paper based texts. This study, also, investigated the

practical applications concerning different skills that pupils may need to read e-texts efficiently in EFL. Results of the study revealed that no apparent significant differences in levels of reading comprehension between groups of e-reader and non e-readers.

Ciampa (2012) used take home e-book reading logs, a standardized listening comprehension, motivation questionnaire and behavioral observation checklists to measure the effect of e-storybooks on reading motivation and listening comprehension. Findings revealed that all the participants achieved increases in their comprehension scores from pre-test from post-test due to manipulating e-book reading program.

Abidin s' et al (2012) investigated the usage of web-based resources to motivate pupils reading comprehension and their perceptions and responses to web- based resources usage. The results of both methods of data collection showed that students were motivated when exposed to web-based learning experience. Based on the findings, the study recommends that ESL educators adopt web-based resources to teach reading comprehension as well as other language skills.

All the aforementioned studies, the differences in t-test values that were in favor of the post- application of the (PWBU), the greatest values were in the total use of the (PWBU) and the least was in the value of the control group, assured the importance of using

technology (proposed web-based unit) in enhancing reading comprehension skills.

Table (3): T-test of the post administration of attitude scale towards reading on the web comparing the experimental and the control groups (appendix, 1.P, 29)

Table (3) shows that there is statistically significant difference at 0.005 level between the attained mean score of the control group and that of the experimental group in favor of the experimental group on the post administration of the attitude scale towards reading on the web. The estimated t-value is (-7.970). The mean of the experimental group on the post administration is higher than that of the control one. All the items of the scale are significant except items number (23, 24 and 25) not significant, this means that there were no significant differences between the experimental and control groups so they were equal in the mentioned items

The deviation of the experimental group is higher than that of the control group. The deviation of the experimental group is (4.8888) and that of the control group is (6.6999), this means that results of the experimental group were greater than those of the control in favor of the application of the (PWBU).

The results prove that there is a clear enhancement in the reading comprehension skills and the attitudes reading on the web towards of the experimental group pupils, as compared to their performance

before conducting the experimental treatment. According to this, the hypotheses of the study were proved and accepted.

Table (4): displays means and standard deviations in the pre and post administration of the attitudes scale towards reading on the web on the experimental group.

As reported by table(4) there is statistically significant difference at 0.005 level between the attained mean score of pre and post administration of the attitudes scale towards reading on the web on the experimental group in favor of the post administration. The estimated t-value is (-12.227); it's significant at 0.05 level in favor of the post administration of experimental group in the pre-post attitudes scale towards reading on the web. The deviation of the post administration is higher than that of pre administration of the experimental group. The deviation of the post administration is (4.8882) and that of the pre administration is (6.8070) which mean that values of the experimental group were greater than those of the control group in favor of the (PWBU).

Commentary on tables 3 & 4

It is obvious that, via discussing the improvement of the experimental groups' attitudes towards reading on the web was due to the administration of the (PWBU). However, (among other variables are not included in the current study such as school

environment, private tutoring, the real usage for technology and reading on the web etc).

Results of the current study cope up with previous studies of Erdogan et al (2008) whose study used a survey method and the data were collected by a Demographic Information Questionnaire (DIQ) and Web Based Education Attitudes Scale (WBEAS) to investigate the factors that affect academic achievement and attitudes in web based education; Cunningham (2008) examined young children's attitudes toward reading and writing and concluded that children's literacy development and attitudes toward reading and writing were strongly related. Basal et al (2012) whose study concluded that students in web based language education have positive attitudes towards learning objects (LOs) and also Chen et al (2013) whose study showed that integrating e-books extensive reading program into EFL teaching program helps improve tertiary level EFL students' reading attitude, reading comprehension and vocabulary learning for the experimental group.

These studies were used to enhance pupils' attitudes towards reading on the web not only learning English language in general abut also reading comprehension in particular. Results reported above indicate that the proposed web-based unit had sizable positive impact in pupils' attitudes scale towards reading on the web and

teaching pupils using (PWBU) may help them improve their reading comprehension and enhance their attitudes towards reading.

Discussion of the Results

Firstly, the researcher has benefitted much from the literature review in carrying out his study in general and especially in building up the study questions, hypotheses, instruments, procedures of the study. As for the first result of this study which is " there is a statistically significant difference between the mean score of the experimental group (pupils who were taught by the proposed web-based unit) and the mean score of the control group (pupils who were taught by the regular method) on the overall reading comprehension skills and attitudes towards reading on the web post test in favor of the experimental group", it assures the importance of using web-based reading in classes. It also shows the impact of the (PWBU) in improving the pupils reading comprehension skills and attitudes towards reading on the web.

Through a close look at results of the study, it is noticeable that the highest mean score were for the four skills in table (4). This may be due to the simplicity of practices stated to these skills and their availability for pupils' levels. From the researcher's observation, the pupils were involved with marvelous answers during the exercises devoted to these skills. Also, the e-exercises, audio sounds, pictures animation accompanied with these skills usually did not represent a

big obstacle in answering them. Therefore, there was a low anxiety accompanied with these skills. On the other hand, the lowest mean score was for the subskill of " Recognition of main ideas ". It was the lowest because of the novelty and the difficulty of the skill for the pupils, and the pupils lack the ability to form ideas in sentences.

The pupils of the experimental group were active motivated by implementing the (PWBU). The researcher realized that the continuous e-feedback and interaction helped the pupils in enhancing their comprehension and made them enthusiastic.

Secondly, result which is "there is a statistically significant difference between the mean score of the pupils in the experimental group on the pre and post administrations of the reading comprehension test and attitudes towards reading on the web in the overall reading comprehension skills in favor of the post administration of the test", assures the effectiveness of the proposed web-based unit. It also revealed that the (PWBU) used are effective in improving the reading comprehension skills and pupils' attitudes towards reading on the web.

Conclusion

The current study concluded that enhancing reading comprehension skills and attitudes towards reading on the web among Al Azhar prep institutes pupils is possible through the proposed web-based unit.

Recommendations

Based on the findings, the present study recommended the following:

1. Reading skill should receive more attention so as to be enhanced at pre college levels especially at preparatory stages.
2. Teachers should be trained to use modern technology in teaching and testing.
3. Appropriate e-teaching tools should be selected carefully while teaching reading comprehension and to raise pupils' attitudes towards learning.
4. Integrating web-based reading comprehension instruction in the EFL curriculum whether implicit or explicit is recommended because it will help students' lifelong learning.
5. Al-Azhar ought to adopt modern technology in teaching and learning in order to improve pupils' levels in all academic fields.

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Appendices: Appendix 1

Table (4): displays means and standard deviations in the pre and post administration of the attitudes scale towards reading on the web on the experimental group.

Scale items	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Item 1	Pre	40	2.150	.6622	-4.870	39	.05
	Post	40	2.700	.4641			
Item 2	Pre	40	2.275	.7841	-2.966	39	.05
	Post	40	2.725	.4522			
Item 3	Pre	40	2.400	.5905	-2.562	39	.05
	Post	40	2.700	.4641			
Item 4	Pre	40	2.150	.4267	-4.457	39	.05
	Post	40	2.600	.4961			
Item 5	Pre	40	1.800	.6485	-7.081	39	.05
	Post	40	2.550	.5038			
Item 6	Pre	40	1.825	.6751	-5.589	39	.05
	Post	40	2.475	.5986			
Item 7	Pre	40	2.200	.8829	-4.759	39	.05
	Post	40	2.850	.3616			
Item 8	Pre	40	1.975	.6597	-6.754	39	.05
	Post	40	2.700	.4641			
Item 9	Pre	40	1.900	.5905	-5.356	39	.05
	Post	40	2.575	.5006			
Item 10	Pre	40	2.250	.6304	-1.599	39	.11 Not sig.
	Post	40	2.450	.5524			
Item 11	Pre	40	2.250	.5883	-1.854	39	.07 Not sig.
	Post	40	2.475	.5541			
Item 12	Pre	40	2.325	.5723	-1.361	39	.18 Not sig.
	Post	40	2.500	.5064			
Item 13	Pre	40	2.550	.6385	-4.000	39	.05

Scale items	Groups	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
	Post	40	2.950	.2207			
Item 14	Pre	40	1.750	.6699	-5.331	39	.05
	Post	40	2.525	.5541			
Item 15	Pre	40	1.875	.5633	-3.981	39	.05
	Post	40	2.300	.4641			
Item 16	Pre	40	1.925	.5256	-4.878	39	.05
	Post	40	2.525	.5057			
Item 17	Pre	40	2.075	.4168	-4.891	39	.05
	Post	40	2.600	.4961			
Item 18	Pre	40	2.125	.4634	-4.694	39	.05
	Post	40	2.600	.4961			
Item 19	Pre	40	2.050	.3889	-6.426	39	.05
	Post	40	2.650	.4830			
Item 20	Pre	40	2.175	.3848	-3.139	39	.05
	Post	40	2.450	.5038			
Item 21	Pre	40	1.850	.5335	-5.608	39	.05
	Post	40	2.475	.5057			
Item 22	Pre	40	1.375	.5401	-5.124	39	.05
	Post	40	2.025	.6597			
Item 23	Pre	40	2.275	.5541	.227	39	.8 Not sig.
	Post	40	2.250	.5883			
Item 24	Pre	40	2.000	.3889	-1.554	39	.13 Not sig.
	Post	40	2.175	.5495			
Item 25	Pre	40	1.600	.5454	-4.000	39	.05
	Post	40	2.000	.4529			
Total	Pre	40	51.850	6.8070	-12.227	39	.05
	post	40	62.950	4.8882			