

The Effect of Text Type on The EFL learner's Comprehension

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ABSTRACT

It is usually known that comprehension is a skill that comes from experience and it is required to be continually improved by means of different kinds of reading material.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is finally targeted at helping a reader comprehend text. Reading is a receptive language process. 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.

The problem of the present study is that English foreign language learners (henceforth. EFL) face difficulties in constructing meaning when they read literary text. It is believed that constructing meaning is the goal of comprehension. True comprehension goes beyond literal understanding and involves the reader's interaction with the text.

Chastain (1988:235) visualizes that literature is no less reading, because it includes writing at a higher artistic level than does a note from friend or any ordinary text. The main differences between reading literature and nonliterary text lies in constructing meaning, interpreting and analyzing the text.

The main purposes of this study are to investigate the students performance in the College of Education (henceforth, CE) at the university of Tikrit in the area of comprehension, find out the differences in the number of errors, identify and classify the students errors.

To achieve the purpose of this study, a written diagnostic test has been built. A sample of 50 students has been selected from third year students in CE. Students responses have been analyzed, classified and discussed. The results of this study reveal that EFL learners make errors of different sources of the test. It is also clear that EFL learners encounter more complex and problematic errors at the second part of the test (literary text) and that their performance is inefficient in this area.

This study is limited to the third year College students at the Departments of English – at the CE of the University of Tikrit during the academic year 2010/2011.

1. Definition

It is true for the other three language skills, reading is a process involving the activation of relevant knowledge and related language skills to accomplish an exchange of information from one person to another (K. Chastain. 1988:216).

Reading is a basic and complementary skill in language learning. Second language students need to learn to read for communication and to read more and more quantities of authentic material. Students can probably learn to read more easily than they acquire any other skill, and they can use reading material as a primary source of comprehensible input as they learn the language (Ibid) .

Reading is a complication cognitive process of finding out symbols for the intention of drawing up or deriving meaning. In other words, reading is an intensive process in which the eye quickly moves to understand text. Very little is actually seen accurately. It is necessary to realize **visual perception** and **eye movement** in order to comprehend the reading process (Rayner. 1995 : 132).

On the other hands, Adams (1994 : 59) states that reading comprehension means the level of understanding of a writing.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is hard, learners utilize too much of their processing ability to read individual [words](#), which interferes with their capacity to understand what is read.

Reading comprehension contains at least two persons, the reader and the writer, the process of comprehending contains decoding the writers words and then utilizing background knowledge to build an approximate understanding of the writer message (Carver. 1990 : 87).

As examined by Partnership for Reading (2005), reading comprehension is understanding a text that is read, or the way of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the parts of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Rayner (1995 : 135) points out that reading comprehension is the mastery of major cognitive processes to the point where they are automatic, so that attention is paid for the analysis of meaning. In other words, reading comprehension is the process of constructing meaning from text. The aim of all reading instruction is ultimately targeted at assisting readers understand text.

2. Strategies for Teaching Comprehension

First, a teacher must recognize that there is a difference between strategies, skills, and activities.

A skill is something that learner can does. An activity is an action of the strategy or idea where someone uses physical or mental materials to act out of the strategy. A strategy is something that assist learner to do that skill. Basically Strategy - Activity – Skill.

Duffy et al (1992 : 71) indicate that a strategy is a method developed by a reader to help in comprehending and thinking about texts, when reading the words alone does not give the reader a sense of the meaning of a text. Recently, reading comprehension strategy instruction has come to the fore in reading instruction at all ages and grades levels. By assisting learners to understand how these flexible tools work, teachers enable readers to undertake challenging texts with greater independence.

There are many strategies for teaching comprehension. I am going to focus on some of these strategies.

McLaughlin and Allen (2002: 69) identify that good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating. Researchers believe that using such strategies assists students to be metacognitive readers.

2.1 Making Connections

Readers make connections between books they read to their own lives. Children can make these connections with what they read to their lives. Teachers can help their students connect on a larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding.

Teachers can develop their instruction around certain components that help readers to find the connections and help them comprehend. The genre can range from fiction, nonfiction, poetry, etc. When the reader experiences these and become more familiar with each type of genre, they learn the special characteristics and conventions of the genre. The reader also can learn about how authors write about certain themes, topics, or issues. Readers can usually find a topic they can enjoy from an author. Also the style the author writes in can influence an appreciation from the reader.

At first, making connections can be difficult. The student learns from modeling by the teacher and peers. The student learns that making connections help with understanding. They learn that prior knowledge helps them make the important connections.

2.2 Questioning

Learners are always asking questions while they read. Sticky notes have become ubiquitous in classrooms in part because they are such a useful tool for teaching learners to stop, mark text, and note questions as they read. Questions are the key for understanding. They take them to understanding. Learners need to feel that their questions are important. Teachers need to model by asking and answering questions. When learners ask questions, they have a desire to learn for the sake of understanding. This leads to comprehension (Mayer 2003 : 217).

There are several different ways that teachers can use questioning in their lessons. The teachers can share their own questions they may have when they are reading. By doing this, it shows that even adults have questions about what they read. Another strategy that may work for questioning is the use of a book of questions. When the students are reading and they have a question about something, the students can make a list of questions. When the class is discussing the reading, the class can help answer the students' questions. Teachers seem to focus on questions that quiz the students to see what they know about a topic. Teachers are starting to focus on a different type of question. This question is the question that they may not know the answer to. This question may require research by the teacher and the class. Another question is one that they wonder about. These are the types of questions that are likely to bring about understanding and meaning for the students (Ibid).

2.3 Visualizing and Inferring

When learners read, they create an image in their mind. They read and create this image with what they know or have experienced. Things come alive when they use sensory images. Teachers can help give these images through lessons that evoke the thought processes.

Mayer (2003 : 221) points out that visualizing is creating pictures in our minds. When students visualize, they create their 'own movie' in their minds. Teachers can use picture books that do not have words to help the students make their mental movies.

Grellet (1981 :14) states that inferring means utilize of syntactic, logical and culture signs to find out the meaning of unfamiliar elements.

Ellin and Zimmerman (1997 : 49) point out that inferring is being able to read body languages and expressions while reading the text. To help the students find inferences in picture books is to focus on the illustrations. The pictures give clues to help gain meaning.

They add that inferring is the process of taking that which is stated in text and extrapolating it to one's life to create a wholly original interpretation that, in turn, becomes part of one's beliefs or knowledge. It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the reading and make reasonable predictions.

2.4 Linking Sentence and Idea

Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-words. Reference covers all the devices that permit lexical relationship within a text ex. anaphora and cataphora (cataphora means the use of synonyms, hyponymy, comparison, nominalization.) (Grellet 1981 :15)

2.5 Summarize and Evaluation

Ducke and Pearson (2002 : 133) point out that instruction and practice in summarizing not only improves students ability to summarize text, but also their overall comprehension of text content.

Summarizing is a difficult task. Students must sift through text, identify unimportant and important ideas and synthesize the important ideas to create a new text that stand for the original. This skill requires to be reviewed and practiced as students encounter increasingly challenging texts (Ibid).

Barton and Billmeyer (1998 : 195) state that effective readers are strategic. They make prediction, organize information and interact with text. As good readers interact with text, they evaluate before, during, and after reading. They intuitively consider if the title is something that interests them, if the author is accurately representing the world as they know it, if the author is exaggerating or distorting ideas, if they would recommend the text to another reader, and whom that reader would be. In this way, they are monitoring their understanding and making connections with the text (Ibid).

2.6 Multimedia

Multimedia is a great instructional component for reading comprehension. The positive effect that multimedia has on reading comprehension comes, from the advantage that online readers have over traditional printed readers the possibility to enhance computerized texts with glosses in multimedia format. This is probably the reason why most studies dedicated to a computer-based approach to reading have focused on the usefulness of glosses in different formats to increase reading comprehension. Many studies have argued for the positive effects that hypermedia has for English foreign learners readers, because a text can be made more comprehensible for them by annotating it with multiple types of

media glosses. (Sakar and Ercetin, 2005: 28) (Busch 2003: 278) Lyman-Hager and Davis (1996: 775) clarify that the effects of multimedia glossing received increased attention as studies considered the possibility that computer-aided reading could create more proficient readers by offering a choice of various types of glosses to develop better vocabularies, greater background knowledge surrounding the text, and more effective reading strategies.

Lomicka (1998 : 181) explores that how multimedia annotations influenced the level of FL reading comprehension for students enrolled in a second semester French course. Three conditions were used when students were reading a text on the computer screen: full glossing, limited glossing, or no glossing. The results indicated that the students who had access to full glossing improved better than those who had access to either limited glossing or no glossing.

3. Strategic Reading

Harvey and Anne (2000 : 118) point out that the term strategic reading refers to thinking about reading in ways that enhance learning and understanding. Students do not only need to understand a strategy, they need to know when, how, and why to use it. In order to do this the reader needs to use metacognitive knowledge. Teachers need to teach several different strategies to help students use and apply them.

Swartz and Perkins (1989 : 89) define four levels of metacognitive knowledge that are helpful for obtaining understanding. These levels show the progress of the reader's thinking.

1. Tacit readers - readers who lack awareness of how they think when they read

2. Aware readers - readers who notice when meaning has broken down or confusion has set in but who may not have sufficient strategies for fixing the problem
3. Strategic learners - readers who use the thinking and comprehension strategies to improve understanding and obtain knowledge
4. Reflective readers - readers who are strategic about their thinking and are able to apply strategies flexibly depending on their goals or purposes for reading. Teachers need to monitor the students' progress in reading. When they do this, the students should succeed with the proper guidance from the teacher.

4. Reading Skills Acquisition

Literacy is the ability to use the symbols of writing system. To be able to interpret the information symbols represent, and to be able to re-create those same symbols so that others can derive the same meaning. **Illiteracy** is not having the ability to derive meaning from the symbols used in a writing system.

Dyslexia refers to a cognitive difficulty with reading and writing. The term dyslexia can refer to two disorders: **developmental dyslexia** which is a **learning disability**; **alexia** or acquired dyslexia refers to reading complexities that happen following **brain damage** (Carver. 1990 : 211).

5- Skill Development

Carver (1990 : 215) indicates that both Lexical and Sub-lexical cognitive processes can contribute to how we learn to read.

5.1 Sub-lexical reading

Sub-lexical reading, involves teaching reading by associating characters or groups of characters with sounds or by

using **Phonics** learning and teaching methodology. Sometimes argued to be in competition with whole language methods.

(Chung et al. 2001 : 91)

5.2 Lexical reading

Lexical reading involves acquiring words or phrases without attention to the characters or groups of characters that compose them or by using **Whole language** learning and teaching methodology. Sometimes argued to be in competition with phonics methods, and that the whole language approach tends to impair learning how to spell.

Other methods of teaching and learning to read have developed, and become somewhat controversial.

Learning to read in a second language, especially in adulthood, may be a different process than learning to read a native language in childhood. (Chung et al. 2001 : 93)

6. Readability

Many researchers find out that linguistic complexity may not be the detriment to comprehension that language teachers had initially thought it to be

Blau (1982 : 122) for example, points out that students don't necessarily understand better material with lower readability score. Blau contrasted the comprehensibility of reading materials in which the vocabulary and content were held constant while sentence complexity varied from simple sentences to complex sentences with the usual amount of clues and redundancy. Students scored highest in comprehension after reading material written in complex sentence including normal meaning clues.

Bernhardt (1984:324) indicates that " syntactic simplicity may decrease text cohesion and thereby hinder comprehension ".

In contrast, the concept of reading as an interactive process between the reader and the printed page during which the reader activates relevant schemata to recreate the authors meaning has resulted in a different reading modal that utilizes different criteria to compute readability.

7- Intensive vs. Extensive Reading

Reading is a complex, multi –faceted activity, involving a combination of both lexical and text –progressing skills that are widely recognized as being interactive (Paran.2003: 201).

Two major approaches have been used for developing reading skills, known as intensive and extensive reading. Both approaches have been important roles to play in helping learners gain fluency, first in the critical area of vocabulary and word recognition, and then in developing better reading comprehension skills (ibid).

7-1 Intensive Reading

Intensive reading is where the teachers efforts are primarily concentrated Intensive reading deals with the study of those features of language, syntactic and lexical, which the reader draws on in order to decode the message. Intensive reading is also concerned with related skills, such as developing strategies of expectation and guessing meaning from context, as well as with using dictionaries (Paulston and Bruder.1976:163).

The major objective of intensive reading is developing the ability to decode message by drawing a syntactic and lexical clues, and the emphasis as in all reading is on skills for recognition rather than for production of language features (Ibid).

Paran (2003 : 206) clearly characterizes the type of intensive reading program text and processes teachers need to focus on maximize the familiar three phases of pr-, during and post –reading

with better language preparation, retention and activation strategies to improve learning.

7-2 Extensive reading

Aebersold and Field (1997 : 89) point out that extensive reading develops at the student's own pace according to individual ability. It will be selected at a lower level of difficulty than that for intensive reading. Where frequency word counts are available for the language being learned, extensive reading will conform to a lower frequency word count than intensive reading. Material will be selected whose choice of structure is habitually less complex and whose vocabulary range is less extensive.

The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment without the aid of the teacher. Where graded texts are available, structures in texts for extensive reading will be already familiar, and new items of vocabulary will be introduced slowly in such a way that their meaning can be deduced from context or quickly ascertained (Ibid).

Day and Bamford (1998 :147) indicate that the student in extensive reading should encourage to make intelligent guesses at the meaning of unfamiliar items. Material consists of authentic short stories and plays, or informative or controversial articles from newspapers and magazines. A few adaptations of vocabulary and structure will be made. The style of writing should entail a certain amount of repetition without monotony. Novelties of vocabulary should not coincide with difficulties of structure. It means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking for reading and enable students to achieve independence in basic skill development (Ibid).

8- The Test

This part points out a detail description of the procedures utilized to show the empirical aspect of the present study. It includes information about the population and the sample of the study ; the construction of the diagnostic test ; the reliability of the test ; the test administration and the scoring scheme, in addition the statistical means that are included to analyze the collected data.

8-1 Population and Sampling

EFL, third year college students at the CE in Tikrit University are presented as the population of the present study. A sample of the students has been selected randomly. The number of the students is 50, twenty seven of them are males and twenty three of them are females.

8-2 The Building of the Diagnostic Test

In this study, a written diagnostic test is designed to assess students performance in reading comprehension. Two texts have been taken from a distinct book * which are composed of two question on each text. The following table of specification indicates the contents of the test ; behavior and the scores.

- Alexander, L.G. (1967). **Developing Skills**. London : Longman Group limited.
- Christie, Agatha (1971). **Dead Man's Mirror**. Canada : New Dell Addition.

Table (1)**Table of Specification**

Contents	Behaviors	Scores
Part One: non-literary text		
State the topic sentence	To show the main subject of the text	25
Summarize the text	To rewrite the text	25
Part two : literary text		
State the topic sentence	To show the main subject of the text	25
Summarize the text	To rewrite the text	25

As table (1) clarifies, the test consists of two parts. The first part contains two questions. Twenty five marks are given to each questions. The number of scores is fifty. The examiners in this part are asked first to pick out the topic sentence of the text, than to summarize the text in no more than 100 words. The second part also includes two questions. The examiners are also asked to state the topic sentence, and to rewrite the text in no more than 100 words (*see appendices one*).

8.3 Reliability of the Test

Richard & Blatt (1992 : 314) indicate that a test is considered to be reliable when it is presented on different occasions or when it is utilized by several test-takers ; similarly it gives consistent results. Wier (1993 : 20) explains that if a test is reliable, the researcher must be able to depend on the results it yields. When the test done again, it would produce the same results.

Reliability can be assessed by using a correlation between the scores of the same group of students on two administration of the test. This kind of assessing reliability is called the test-retest method (Iado, 1961: 31).

The important factor in test-retest method is the factor of time between test and retest. If the time between them is short such as a day or two, the results will be unacceptable, because the students will be able to remember their answers in the first test. But when the time between test and retest is suitable for its aims, the results will be influential (Ibid. : 90).

The test-retest method is utilized in this study. Twenty five students in the third year in Department of English in the College of Education at the university of Tikrit have been chosen. The students have examined after two weeks and responses sheets are scored. The results of calculation correlation coefficient of reliability is (0.82).

8.4 Test Administration

The test has been given to fifty third year students in the Department of English, University of Tikrit on the 11th of November 2011. A detail instructions on the aims of the present study is explained to the examiners. Test sheets are distributed by the researcher himself among examiners. And to obtain serious results, the examiners are asked to write their names on the sheets. In addition, they are told that the time for conducting the test is limited to two hours.

8.5 Scoring Scheme of the Test

To give numerical values or scores to the test, a scoring scheme has been constructed. The whole test includes two texts, each text contains two questions. They are scored out of 100 marks.

The scores of the present test are divided equally between the first and the second text.

Twenty five marks are specified to the correct question where as zero for incorrect question as well as neglected question assuming that the later is incorrect. The first text includes two question, and its total mark is 50. The second question also contains two questions, and its total mark is 50.

9. Analysis of Data and Discussion

This section demonstrates and discuss the results that have been obtained in reference to the aim of the present study. The main purpose of this study is to investigate the student's performance in the CE at the University of Tikrit in the area of reading comprehension, find out the differences in the number of errors, identify and classify the students errors in the written diagnostic test.

9.1 Student's Performance on the Non-literary Text

The first part of the text which includes (non-literary text) is constructed to assess the student's reading comprehension in supporting the topic sentence, as well as, to summarize the text in no more than 100 words. The results of the students responses in this aspect are illustrated in the following table :

Table (2)

The Number of Errors and Percentage of the Students Performance on non-Literary Text.

The syntactic area	No. of incorrect responses	No. of correct responses
To visualize the topic sentence	27	23
	54%	46%
To summarize the text	17	33
	34%	66%

The results stated by table (2) illustrate that the total number of the errors in the first question of the first part of the test is (27) with percentage (54%). This shows that Students in this question have extremely poor performance. This due to the failure of recognizing of supporting the topic sentence of the text. Concerning the second question of test, the table indicates that the total number of the errors is (17) with constitutes (34%). This states that Students register good performance in this area.

9.2 Student's Performance on the Literary Text

The second part of the test which contains (literary text) is built to measure the student's comprehension in supporting the topic sentence, besides, to summarize the text in no more than 100 words. The results of the students responses in this part is showed in the following table :

Table (3)

The Number of Errors and Percentage of the Students Performance on Literary Text.

The syntactic area	No. of incorrect responses	No. of correct responses
To visualize the topic sentence	38	12
Total	76%	24%
To summarize the text	36	14
Total	74%	26%

As table (3) shows, the total number of errors in the first question of the second part of the test is (38) with percentage (76%). This means that students in this question do not perform well. Question two of the second part of the test, the table states that the total number of errors is (36) with percentage (74%). This shows that students commit real problems in this area. It clears that this area of the text (literary text) forms the largest number of the errors made by the students of the CE.

9.3 Student's Performance in the Whole Diagnostic Test.

In order to give a comprehensible clarification of the students responses in CE, table (4) displays that students demonstrate slightly moderate results at the first part of the test (including the two questions) where the total number of the incorrect answers is (44) which forms (37%). On the second part of the test, the attainable consequences ensure that students do not perform. Strictly speaking, students cannot ascertain and determine the correct topic sentence of the text (literary text) because most of them misunderstand the topic sentence of the text. The results stated by

table (4) illustrate that the total number of incorrect answers (on the two questions) is (74) which forms (63%) *see table (4)*.

Table (4)

The Number of Errors and Percentage of the Students Performance on the Whole Diagnostic Test

Content	No. of incorrect responses	Percentage
Non-literary text	44	37%
Literary text	74	63%
Total	118	59%

The student's performance on the two areas (non-literary and literary text) of the test shows that students incorrect answers on the first part of the test is less than the second part. This means that students face problems and difficulties in supporting the topic sentence, and summarizing the literary text. This could be attributed to several reasons. The major reason is that literary text is written at a higher artistic level than does non-literary text which is written in ordinary language, faulty of comprehending figurative language, complication and the resolution of the text. In general, the total number of errors in the whole diagnostic test is (118) with percentage (59%).

10. Conclusion

The conclusions below are stated in the light of the obtained results.

- 1- The high number of students error's including reading comprehension indicates that the second part of the test (literary text) forms serious problems to third year students of the Department of English at the CE. This shows that students are deficient in comprehending literary text.

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- 2- Students of CE commit serious difficulties and insufficient knowledge in the two areas : supporting the topic sentence and summarize the text.
 - 3- Unsatisfactory performance also results from the lack of the mastery and the knowledge to recognize and to utilize different kinds of texts.
 - 4- Besides, performance results from ineffective techniques, improper mechanical exercises in their textbook and misleading presentation of reading comprehension. Reading comprehension as a highly teachable teachers of English language may not effectively train students on actual usage of reading comprehension.
 - 5- EFL learners performance at comprehending non-literary text is better than literary text.

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Appendix (1)**Written Diagnostic Test****Part One : Read the text carefully then answer questions :**

The word justice is usually associated with courts of law. We might say that justice has been done when a man innocence or guilt has been proved beyond doubt. Justice is part of the complex machinery of the law. Those who seek it , undertake an arduous journey and can never be sure that they will find it. Judges, however wise or eminent, are human and can make mistakes.

There are rare instances when justice almost ceases to be an abstract conception Reward or punishment are meted out quite independent of human interference At such times, justice act like a living force. When we use a phrase like " it serves him right ", we are, in part, admitting that certain set of circumstances has enabled justice to act of its own accord.

When a thief was caught on the premises of a large fur store one morning, the shop assistance must have found it impossible to resist temptation to say " it serves him right ". The shop was an old-fashioned one with many large, disused fireplace and tall, narrow chimneys. Towards midday, a girl heard a muffled crying coming from behind one of the walls. As the cry was repeated several times, she ran to tell the manager who promptly rang up the fire –bridge

The cry had certainly come from one of the chimneys, but as there were so many of them, the firemen could not be certain which one it was. They located the right chimney by tapping at the walls and listening for the man's cries. After chipping through a wall which was eighteen inches thick, they found that a man had been trapped in the chimney. As it was extremely narrow, the man was unable to move, but the firemen were eventually able to free him by cutting a huge hole in the wall. The sorry-looking, blackened figure that emerged, at once admitted that he had tried to break into the shop during the night but had got stuck in the chimney. He had been there

for nearly ten hours. Justice had been done even before the man was handed over to the police

1- State the topic sentence of the text

2- In not more than 100 words summaries the above text

Part Two : Read the text carefully then answer questions :

Hercule Poirot sat on the white sand and looked out across the sparkling blue water. He was carefully dressed in a dandified fashion in white flannels and a large panama that protected his head. He belonged to the old-fashioned generation which believed in covering itself carefully from the sun. Miss Pamela Lyall, who sat beside him and talked ceaselessly, represented the modern school of thought in that she was wearing the barest minimum of clothing on her sun-browned person. Occasionally her flow of conversation stopped whilst she reanointed her self from a bottle of oily fluid which stood beside her. On the further side of Miss Pamela Lyall her great friends, Miss Susan Blake, lay face downwards on a gaudily striped towel. Miss Blake's tanning was as perfect as possible and her friend cast dissatisfied glance at her more than once. " I am so pitchy still, " she murmured regretfully. " M.Poirot-would you mind ? Just below the right shoulder –blade I cannot reach to rub it in properly."

M. Poirot obliged and then wiped his oily hand carefully on his handkerchief. Miss Lyall, whose principle interest in life were the observation of people round her and the sound of her own voice, continued to talk : " I was right about that woman –the one in the Chanel model –it is Valentine Dacres-Chantry, I mean I thought it was. I recognized her at once. She is really rather marvelous. is not she ? I mean I can understand how people go quite crazy about her. she just obviously expect them to ! That's half the battle. Those other people who came last night are called Gold. he's terribly good-looking "

1- State the topic sentence of the text

2- In not more than 100 words summaries the above text

Appendix (2)

Student's Score in Test-retest for measuring Reliability

No.	X Test	Y Retest	XY
1	56	58	3284
2	38	45	1710
3	27	36	972
4	40	49	1840
5	28	26	728
6	52	50	2600
7	61	59	3599
8	45	61	2745
9	47	59	2773
10	68	72	4896
11	63	69	4347
12	59	67	3953
13	29	35	1015
14	39	49	1911
15	70	73	5110
16	19	26	494
17	60	69	4140
18	12	22	264
19	74	80	5920
20	82	86	7052
21	17	28	306
22	10	22	220
23	22	29	638
24	37	44	1628
25	71	81	5751

R = (0.82)