

The Effect of Elkonin Boxes Strategy on EFL College Students' Achievement in Reading Skill

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تأثير استراتيجية Elkonin Boxes على تحصيل طلاب الكلية في مهارة القراءة للغة

الإنجليزية لغة أجنبية

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Abstract

Learning to read is a very important skill for students to become good at English. In the Reading activity, students need to be able to recognize words, understand what they read, and read smoothly. By reading, the students can understand and understand English text. One way teachers help students improve their reading skills is by using Elkonin Boxes Strategy.

This research wants to see if using Elkonin Boxes Strategy helps college students who are learning English as a foreign language to get better at reading. It also wants to see if there is a difference in how well students can recognize words and how well they can say or write them. It also wants to see if there is a big difference between how well boys and girls do in reading in English.

This study will include all the new students in the English Department at Tikrit University for the school year (2021-2022). We picked 60 students and put them into two groups, with the same number of students in each group. To meet the goals of this study, we created an experiment. Both groups learned the same things. The first group of students is taught using the Elkonin Boxes Strategy, and the second group is taught using the teacher's usual method. A test has been made, checked, and given to the two groups. The necessary information has been gathered and examined using statistics. The results of the study prove that the group using the Elkonin Boxes Strategy did better in reading than the group that did not use the strategy. This shows that the strategy is a good way to teach reading.

المستخلص

القراءة هي إحدى المهارات المهمة التي يجب أن يتعلمها الطلاب من أجل إتقان اللغة الإنجليزية بشكل جيد. في نشاط القراءة، هناك ثلاث عمليات يجب على الطلاب تحقيقها، وهي: التعرف على الكلمات والفهم والطلاقة. من خلال القراءة، يكون الطلاب قادرين على قراءة النص الإنجليزي وفهمه. إحدى الإستراتيجيات التي يتم تطبيقها في تعليم مهارات القراءة هي إستراتيجية Elkonin Boxes Strategy. تهدف هذه الدراسة إلى: معرفة تأثير إستراتيجية Elkonin Boxes على تحصيل طلاب كلية اللغة الإنجليزية كلغة أجنبية في مهارة القراءة باللغة الإنجليزية، ومعرفة ما إذا كان هناك أي فرق كبير بين تحصيل الطلاب على مستوى الاعتراف من ناحية، وإنجازهم في المستوى التعليمي. من ناحية أخرى. اكتشف ما إذا كان هناك فرق كبير بين تحصيل الطلاب الذكور والإناث في مهارة القراءة باللغة الإنجليزية. يشمل مجتمع هذه الدراسة جميع طلاب السنة الأولى في قسم اللغة الإنجليزية في كلية الآداب بجامعة تكريت للعام الدراسي (٢٠٢١-٢٠٢٢). تم اختيار عينة قوامها (٦٠) طالباً وتوزيعها على مجموعتين متساويتين (مجموعة تجريبية وضابطة). لتحقيق أهداف هذه الدراسة تم تصميم تجربة. تم تعليم المجموعتين نفس المادة التعليمية. تدرس المجموعة التجريبية باستخدام إستراتيجية Elkonin Boxes، بينما تدرس المجموعة الضابطة بالطريقة التقليدية المعتمدة من قبل المدرب. تم إنشاء اختبار تحصيل والتحقق من صحته وتطبيقه على المجموعتين المعنيتين. تم جمع

البيانات المطلوبة وتحليلها إحصائياً. أظهرت النتائج تفوق المجموعة التجريبية على المجموعة الضابطة في تحصيلها في الفهم القرائي ، مما يعني أن إستراتيجية Elkonin Boxes إستراتيجية فعالة لتعليم مهارة القراءة.

Section One

1.1 Statement of the Problem

Listening and reading are both part of receiving information. Anderson (2001) says that when we read, we make sense of what the words are saying. In order to get information from a text, students need to understand it well. This will help them get the information they need. Furthermore, Burhan (2012) stated that reading involves using our bodies and minds to understand what is written. It is a process of recognizing letters to figure out the meaning of the text. This means that the main reason for reading is to understand what is written. Zipzig (2001) says that reading is a complicated process that involves recognizing words, reading smoothly, and understanding how all these things come together to understand the text. This means that when students read, they need to do two things: recognize words and understand what they are reading easily.

When students cannot read English text, the researcher concludes that they cannot read a word with a good sound. The reason is due to a number of problems such as: students have poor reading ability, especially in narrative texts, students mispronounce words in sentences, do not understand words, students do not recognize all the words in the text. When reading automatically, even short passages, students' ability to master vocabulary is low, so they cannot understand and answer questions clearly, affecting the teaching and learning process in class.

The researcher wanted to use a teaching strategy called Elkonin Boxes to help teachers and students with their learning. Having a plan is really important when teaching and learning. The Elkonin Boxes strategy helped students to think and listen better. Jean (2009) says that the Elkonin boxes strategy is a fast and simple way to understand each sound in words. Skilled readers can break words into their separate sounds. Elkonin's boxes is a method to help students learn to hear the different sounds in words. This means students use what they already know to understand things better. In this case, students will activate their basic knowledge in class. So the text that will be given to them will be easily understood.

1.2 Aims of the study

This study aims to:

- 1- Discover how using Elkonin Boxes helps EFL college students improve their English reading skills.
- 2- Find out if there is a big difference between how well students do when they recognize something and how well they do when they have to produce something.
- 3- See if boys and girls have different skills in reading English.

1.3 Hypotheses of the study

The hypotheses will be tested to see if they help achieve the goals of the study:

- 1- The average scores of the experimental and control groups in the posttest are about the same.
- 2- The average scores of students' achievement at recognizing and producing things are pretty much the same.
- 3- There is no big difference in the average test scores of boys and girls.

1.4 Value of the study

This research is expected to be valuable as an attempt to help EFL university instructors and students understand the perspective of the Elkonin Boxes Strategy in education in order to improve students English reading comprehension. The Elkonin Boxes Strategy provides students with the ability to infer the main ideas and information in a text in a way that creates a meaningful and unique reading experience for learners. It also allows learners to navigate the text and develop meaning of what they have learned. The value of this study is given as follows:

- 1- The Elkonin Boxes Strategy helps EFL college students improve their English reading skills by giving them steps to follow.
- 2- It provides away for students to acquire knowledge that they will need for higher-order thinking.
- 3- It informs syllabus specialists and designers the necessary information about the role of Elkonin Boxes Strategy in learning and teaching EFL.

- 4- Other researchers may be encouraged to investigate the possibility of using Elkonin Boxes Strategy in other fields of teaching and learning EFL.

1.5 Procedures

There are some procedures which the researcher used in order to achieve the aims of the study:

- 1- Selecting population of this research is the EFL first year college students in Department of English, College of Arts at the university of Tikrit.
- 2- Teaching the same English reading comprehension by the researcher, by using the Elkonin Boxes Strategy with the experimental group and teaching the traditional method with the control group.
- 3- Creating a test to measure how well someone has accomplished something.
- 4- Testing the two groups of students to see how well they do on a test.
- 5- Testing the two groups of students to see how well they do on a test analyzes and statistics.
- 6- Getting results and sharing some findings, what we think should be done next, and any suggestions for future work.

1.6 Definitions of the Basic Terms

1.7.1 Effect It means "change that is caused in a person or thing by another person or thing" (Collins,1987).

1.7.2 The Elkonin Boxes Strategy: Strategy helps students learn how to say words clearly by breaking them down into individual sounds. This makes it easier for people to understand what they are saying. (Richmond,2001).

1.7.3 Reading Skill is the process of constructing meaning through the dynamic interaction among the readers' prim knowledge, the information suggested by the written language and the context of the reading situation (Sejnost and Sharon,2016).

1.7.4 Achievement It means " the mastery of what has been learnt or the degree of acquisition achieved by an individual in any instructional material in a specific educational field" (Allam,2000).

Section Two

Theoretical Background

2.1 The Definition of Reading

Reading is when people understand and think about what the writer is trying to say. It's an important way to understand written words. Anthony, Pearson, and Raphael (1993) state, "Reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by written language and the context of reading situation".

Woolley, (2011) states that, "Reading is a multifaceted process involving word recognition, comprehension, and fluency, learn how readers integrate these facts to make meaning from the printed text". This means that readers can understand and read words easily and smoothly. This helps them become better at reading.

Furthermore, Moyle (1972) adds, "A broaden view of the nature of reading is that it involves the word recognition of the important elements of meaning in their essential relation, including accuracy and thoroughness in comprehension". In addition, Harris (1980) says that, "Efficient reading can be recognized immediately at sight and that the reader can work out the identification of unfamiliar words."

The statement means that when you read, you recognize the words, understand what the text is about, and read it out loud smoothly. This helps students understand what they are reading.

2.2 The Purposes of Reading

Nunan (1999) says that there are seven main reasons for reading:

- 1- We want to find out some information because we are interested in a topic.
- 2- To learn how to do tasks for our job or everyday activities.
- 3- Participating in a play, playing a game, or doing a puzzle can help improve a person's reading skills over time.
- 4- To stay connected with friends by writing letters or to understand letters about business.
- 5- To find out when something will happen or what's on offer. As a reader, you need to pay attention to the words in order to understand what the text is about.
- 6- To understand what is going on or what has happened according to news sources like newspapers, magazines, and reports.

- 7- To have fun. In order to enjoy the text, readers need to understand the information to fully comprehend it.
- 8- To get enjoyment. In getting the enjoyment, the readers have to know how to understand the information in order to have the good situation in comprehending the text.

2.3 The Process of Reading

When teaching reading, the teacher must be able to give students a specific reading goal and offer them a specific reading model adapted to their basic knowledge. Goodman (1988) states that the following seven processes occur when reading:

1- Recognition-Initiation

The brain needs to understand when it sees words and start reading them. This happens every time we read. We can understand it by reading, looking at pictures, and then starting it.

2- Selection and Sampling

The brain is not controlled by the things it feels. the eyes are told where to look and what to look for, a sample is chosen from the environment, and the eyes give just the most productive and useful information from the input.

3- Inference

Making an inference means making a guess. This means that the brain uses what it already knows to guess what might be in the text. It can make good decisions even with only some information.

4- Prediction

The brain is always trying to make sense of what it sees and feels by looking for patterns and meaning.

5- Confirmation

If the brain guesses something, it also looks to make sure it's wrong.

6- Correction

The brain changes its thinking when it sees things that don't match up or when things happen differently than it expected.

7- Termination

The brain stops reading when the task is done, but it might also stop for other reasons, like if the task is not important or useful.

2.5 The Importance of Teaching Reading

Alyousef (2006) says that teaching reading is really important for achieving learning goals:

- 1- Being able to read many different kinds of English texts. This is the main goal that teachers want to achieve by helping students become better readers on their own outside of English classes.
- 2- Learning language to help with reading. It shows how well the reader can read.
- 3- Developing a basic understanding of how buildings are designed. It's meant to help understand the important parts of a text by focusing on specific information.
- 4- Changing the way reading depending on why text is reading (for example, in order to understand something or to find specific information). Reading and looking for information quickly.
- 5- Learning how English written texts are organized. Reading helps people gain new experiences and also improves their writing skills.
- 6- Looking carefully at what the texts say and thinking about it. This means that students can understand the text. Finally, it can be said that is the most important thing to learn from reading.

2.6 Definition of Elkonin Boxes

Elkonin Boxes Strategy helps students learn by encouraging them to talk about what students are learning. This study tries to help students learn better and think more critically by using a special teaching method called the Elkonin box strategy. Active learning with the alternating triad exchange strategy can help students learn better and analytical thinking ability on the color sub-topic.

As Jane (2002) says: "Elkonin's Boxes strategy reinforces the notion that words are a series of sounds. Using boxes helps students hear words from beginning to end.

Next, Richmond (2001) states that "Elkonin's boxes strategy is a strategy that guides students to divide words into sounds and helps them visualize the correspondence between sounds and letters. The Elkonin box strategy is a simple way to teach phonology and word segments, and can help students segment words into individual sounds.

Furthermore, Shedon (2009) states that Elkonin's box strategy is a teaching strategy used to develop phonological awareness by dividing words into individual sounds. Second, Jean (2009) states that "Elkonin's box strategy is a quick and easy way to teach phonemic awareness. This means that the Elkonin Box strategy is a strategy that can help students break down words into individual sounds so that their speech can be understood by listeners.

Based on the above comments, we conclude that the Elkonin box strategy is a reading skills strategy that helps students understand printed text, segment words, and hear individual phonemes within words.

2.7 The procedures of Elkonin Boxes Strategy

In teaching reading, the teacher must be able to mediate the strategy to student to make them understand the text easily. The teacher must tell the student how to use the Elkonin Boxes Strategy in learning reading. In this case, the teacher must explain the procedure in using Elkonin Boxes Strategy in reading skill.

According to Shedon (2009), "There are some steps which will be followed in teaching Elkonin Boxes Strategy:

- 1- Pronounce a target word slowly.
- 2- Stretching it out by sound.
- 3- Ask the students to repeat the word.
- 4- Draw "boxes" or squares on a piece of paper.
- 5- Chalkboard or dry erase board with one box for each syllable or phoneme.
- 6- Have the students count the number of phonemes in the word, not necessarily the number of letters.
- 7- Using picture cards of simple words, slowly say the name of the picture. Have the student learn to say the word slowly?

2.8 The advantages of Elkonin Boxes Strategy

According to Buttler (1995) there are some advantages of Elkonin Boxes Strategy in teaching reading skill, they are:

- 1- It helps students build phonological awareness by segmenting words into sounds or syllables.
- 2- This method teaches the students how to count the number of phonemes in the word.
- 3- It helps the students better understand the alphabetic principle in decoding and spelling.
- 4- This method helps students to improve the new vocabularies.
- 5- It is easy for them to apply for comprehending a text quickly. And it also increases the students' pronunciation. It is caused by the activity of repeating in recognizing words through spoken English.
- 6- It can categorize the student's ability in following teaching reading skill.

2.9 The Relationship between Reading Skill and Elkonin Boxes Strategy

Lepzig (2001) states that "reading is a multifaceted process that includes word recognition, comprehension, fluency and motivation as well as the motivation to learn how the reader integrates these facts to understand the text print". Furthermore, Lepzig (2001) believes that reading skill has three processes, which are:

- 1- Identify the words in print – a process called word recognition.
- 2- Construct an understanding from them – a process called comprehension.
- 3- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

This means that when reading, the reader must understand the text and read fluently, and there are many ways to practice reading skills. Teachers must apply strategies and one of them is the Elkonin box strategy. As Jean (2009) defines it, "the Elkonin box strategy is a quick and easy way to access each phonemic awareness. Good readers can segment words and hear the individual phonemes of words." This strategy improves and develops students' ability to read and understand reading text accurately and fluently.

Section Three Procedures

3.1 The Experimental design

Best and Khan (2006) define experimental design as "the blueprint of procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables". As a result, selecting an appropriate design is required to determine the

validity and accuracy of the obtained results (Namara,2006). As a result, the experimental design used in this study is known as the post-test Equivalent - Group Design, as shown in table (3-1). It consists of the following steps:

- 1- Selecting the experimental and the control group randomly.
- 2- Make equalization between the students of the experimental group and control group in some variables.
- 3- Applying (Elkonin Boxes Strategy) to the independent variable only to experimental group.
- 4- Teaching the control group according to the same English material as presented in the Teacher's Book in the conventional way.
- 5- Subjecting both groups of students to the posttest.
- 6- Using the suitable statistical methods in order to analyze the collected data and produce the final results.

Table (3-1)

No.	Groups	Independent variable	Posttest
1	Experimental Group	Elkonin Boxes Strategy	Posttest
2	Control Group	Conventional method	Posttest

3.2 Population and Sampling

The whole population of the present study includes 60 the EFL first year students in the Department of English, College of Arts at the university of Tikrit, during the academic year 2021-2022. The sample of the current study is divided into two groups, A and B. Section A and B have been selected randomly to be the experimental and control groups whose total number is 60. Section A consist of thirty students. Section B consists of thirty students while, three students are excluded from section(A) and three students are excluded from section(B). Some of those students are repeaters and others are excluded because of their age. Section(A) is called the experimental group and taught by using the Elkonin Boxes Strategy and the section(B) is called the control group, and taught by the traditional writing strategy. Thus, the total number of the involved sample is fifty-four students of its original population as shown in table (3-2).

Table (3-2) The Population and Sampling

Groups	Sample before excluding	Repeaters	Largest age group students	Sample
Experimental	30	1	2	27
Control	30	1	2	27

3.3 Equivalence of The Groups

The achievement a balance between the two groups, it is necessary to manage certain variables that could potentially impact the students' achievement. These variables include their age, their proficiency in English reading comprehension (measured through a posttest), and their performance in recognition and production levels.

3.4 Instructional Material

The instructional material of this study includes three passages which has been taught to the experimental and control groups. "The Famous Monastery", "Journey to Mars", " Loss of Titanic". The purpose of the first passage is to describe a famous monastery; the Great St. Bernard Pass connects Switzerland with Italy. At 8,114 feet, it is the highest mountain pass in Europe. The famous Saint Bernard Abbey, founded in the 11th century, is about a mile away. For hundreds of years, St. Bernard dogs have saved the lives of travelers crossing the dangerous pass. These friendly dogs, which were first brought from Asia, were used as guard dogs even in Roman times. During the summer months, the monastery is very crowded, visited by thousands of people who cross the driveway in cars. Since there are a lot of people, dogs should be kept in a special enclosure. But in winter, life in the monastery is completely different. The temperature drops to -30 degrees and very few people try to cross the pass. The monks prefer winter to summer because of their greater privacy.

The purpose of the second passage is to describe a rocket will have blasted off on its 350 million-mile journey to Mars, and scientists should eagerly await the results. The missile will travel for six months before it reaches the planet. It contains a number of scientific instruments, including a television camera. Any photos taken must travel for three weeks before they reach Earth. If successful, the images could solve a number of

problems with Mars and provide information about the signs on its surface that, for nearly 100 years, astronomer Schiaparelli believed were channels.

The purpose of the third passage is to describe the great ship Titanic set sail for New York from Southampton on the 10th of April in the year 1912. It carried 1,316 passengers and 891 crew. Even by modern standards, the 66,000-ton Titanic was a massive ship. However, at the time, not only was it the largest ship ever built, it was considered unsinkable, as it had sixteen weatherproof cabins. Even if two of them were submerged, they would still be able to float. We will always remember the tragic sinking of this great ship, because it set off on its first voyage, and heavy loss of life.

3.5 Construction of the Posttest

When teaching any language structure, there needs to be a test that closely follows the teaching process (Elaine, 2008). Achievement tests are limited to a specific subject covered in a program within a certain time frame and are given after the course has covered the objectives covered. It can serve as an indicator of what features students will need to develop in the future. The primary role of achievement testing is to determine the acquisition of course objectives at the end of the instructional period. Achievement tests must support the teaching related to them (Mcnamara, 2000).

An achievement test has been constructed by considering the contents and behavioral objectives of the instructional material. It consists of eleven questions, and scored out of 100, as shown it in table (3-4). The first seven questions measure students' achievement at the recognition level while the other last four questions measure students' achievement at the production level. Question one contains five items, students are asked to read a passage and answer questions about the passage and scored out of ten. Question two contains five multiple-choice items one mark is specified for each item that encircle the correct option and scored out of five. Question three contains five items with blanks to be filled with suitable words and scored out of five. Question four contains five true/ false items and scored out of five. Question five contains five contains five items for giving the suitable synonym for the following words and scored out of five. Question six contains five items for giving the suitable definition for the following words. Question seven contains items in list (A) with five completions in list (B) and scored out of five. Question eight contains one item, students are required to choose one topic to write a summary is scored out of twenty. Question nine contains five items for comprehend main idea and supporting details in specific occasions and scored out of twenty. Question ten contains five items for analyzing quotations in specific occasions and scored out of ten. Question eleven which requires to evaluate the theme and climax of the passage story is scored out of fifteen.

Table (3-4)

The Specifications of the Contents and Behaviours of the Achievement Test

Level No.	Questions No.	Contents	Behaviors	Items No.	Marks
Recognition	1	A passage that the students should read and answer questions about it	Read the passage and answer the questions	5	10
	2	A text that the students should choose the correct answer	Encircle the correct answer	5	5
	3	A cloze test students are required to fill in with correct word.	Fill in the blanks with suitable words	5	5
	4	Contains sentences from the text, the students should understand it and write whether it is true or false	Write true or false in front of each item	5	5

	5	Words that the students should give synonyms of them	Give the synonym of the following words or phrases	5	5
	6	Words that the students should give them suitable definitions	items with their definitions	5	5
	7	Match the words in list A with the suitable words in list B	Match the words that have the same meaning to assess understanding of meaning and comprehension	5	5
Production	8	Students should read the question carefully and write down a topic and a summary	Write summary	1	20
	9	Read and comprehend the main idea and supporting details of the following text.	Comprehend the main idea and supporting details of the text to measure students' ability in reading the text	5	20
	10	Students are required to give an analysis to cretin questions	Analyze specific quotations	5	10
	11	Students are required to evaluate the theme and climax of the passage.	Evaluate the theme and climax	1	15
Total				47	100

3.6 The Behavioral Objectives

According to Al-Mutawa and Kalian (1989), "the behavioral objectives of each stage of learning are defined by the English syllabus." They are classified based on cognitive, affective, and psychomotor domains." The English Developing Skills book for the first year is designed to help students improve their communication skills. The stories are written in natural language and encourage students to read, comprehend, and then retell what they have learned.

3.7 Validity and Reliability of the test

Validity refers to "the correctness of a test as it measures the items the tester intends to measure." (Bynom, 2001). There are two important types of values: face values and content values. Reliability is one of the important characteristics of a good test. A test is reliable if its level of accuracy remains stable and consistent each time it is administered under the same conditions to the same sample of students (Veram and Beard, 1981). A pilot sample of 60 students was given the same test twice over a three-week period. Location, time and the calmness of the authorities were taken into account throughout the two events. The study's test is considered reliable because the calculated coefficient is 0.80, which is considered acceptable according to the Cronbah Alpha test formula (Brown, 2004).

3.8 Pilot Administration of the Test

Good (1976) states that the purpose of a pilot study is to allow the researcher to obtain information about the performance of the device and to specify the compliance time necessary to answer all questions, or item on a test. It also aims to know the discrimination ability and level of difficulty of the test as well as determine the clarity of the test instructions. The test was administered to (60) randomly selected students from the relevant experimental sections and the control group. The results indicate that the time required to answer all the

questions on the test is between 60 and 70 minutes and that there is no mystery in the instructions of a given test.

3.9 Item Analysis

It refers to analytic responses developed by all students for each item on the test" (Oliva, 1988). Deciding how easy or hard something is and changing the ones that don't work. After grading the test papers from the practice study, the scores were put in order from highest to lowest. Then, the top 27% of scores were put into one group, and the bottom 27% of scores were put into another group. It is important to figure out how hard the test is and how well it can tell the difference between students.

3.10 Final Administration of the Test

After making sure the test is valid, reliable, administrative. it is given to 60 students from the College of Art at Tikrit University. It was used on students in the same situation. The teacher told the students to write their answers on the test papers. After giving out the test papers, the researchers told the students how to answer some questions and why the test is important, so they would take it seriously and do well. The subjects were given enough time to fully answer the questions. The test had a maximum time limit of one hour.

3.11 Scoring Schema of the Posttest

The examinees' responses are scored on a scale of 0 to 100 points. Each accurate item or response receives a score in the first seven questions, i.e. at the recognition level, and each erroneous answer receives a zero. At the production level, each correct answer receives four points, while each erroneous response receives zero points. Questions eight and nine are each given a score of twenty, ten questions are given a score of ten, and all eleven questions are given a score of fifteen, as shown in Table (3-4).

The Results

After giving the test to the students, the data has been collected and statistically analyzed as follows:

The average scores of the experimental and control groups in the posttest are not difference.

The average scores of students' achievement at recognizing and producing things are not difference.

There is no big difference in the average test scores of males and females.

4.1 Comparison Between the Achievement of the Experimental Group and the Control Group in the Posttest

To see if the scores of the experimental group are different from the control group in the posttest, compared the average scores. The average scores for the experimental group is 79. 47, and for the control group is 63. 90. Using the t-test formula to compare two separate groups, and found that the computed t-value is 4. 31, while the tabulated t- value is 2. 00. This is based on a table with 54 degrees of freedom and a 0. 05 significances, as it is shown in table (4-1).

This shows that the average scores of the experimental group are significantly different from the control group, and the experimental group has more benefit. This means that the students who were taught using the Elkonin Boxes Strategy did better than the students who were taught using the traditional method. So, the first hypothesis is not accepted.

Table (4-1)

The Mean Scores, Standard Deviations and T-Values of the Two Groups in the Posttest

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
EG.	30	79.47	12.45	0.138	2.00	54	0.05
CG.	30	63.90	6.190				

4.2 Comparison Between Students' Achievement at the Recognition Level and that at the Production Level

The researcher compared the average scores of the students at the recognition level and that at the production level of the experimental group in the posttest to see if there is a difference between their achievement levels. The results show that the average score for students recognizing level is 15. 27 and the average score for students' production level is 57.77. The t-test formula is used to compare two related samples. The result shows that the computed t-value is 65. 04 and the tabulated t-value is 2. 04, with a degree of freedom of 29 and a significance level of 0. 05. as it is shown in table (4-2).

This suggests that there is a large difference between students' success at the recognition level and that at the production level, and that the production level benefits from this difference. As a result, the second hypothesis is ruled out.

Table (4-2)

Students' Mean cores and T-Values of the Experimental Group Recognition Level and Production Level

EG	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
Recognition	30	15.27	12.45	0.138	2.04	29	0.05
Production		57.77	6.190				

4.3 Comparison Between Males' Achievement and that of Females' Achievement in the Posttest

The average score for the males in the posttest is 68. 142, and the average score for females is 12. 579. The t-test formula is used to see if there is a big difference between the average scores of two groups. The computed value is 0. 324, which is less than the number in the tabulated (2. 021) at a significance level of 0. 05 and with 54 degrees of freedom, as shown in table 4-3. Therefore, the third hypothesis that there is no important difference in the test scores of male and female students is accepted.

Table (4-3)

Means, Standard Deviation, and t-Values of Males and Females' Achievement in the Posttest

Group	No. of Students	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
Male	11	68.142	12.38	0.324	2.021	54	0.05
Female	19	12.579	6.180				

4.4 Discussion of the Results

The current study's findings demonstrate that students in the experimental group who were taught using the Elkonin Boxes Strategy performed much better in reading competence than those in the control group who were taught using the standard method. This implies that the Elkonin Boxes Strategy is more successful in teaching English reading skills. The current study's findings also show that the Elkonin Boxes Strategy had the same effect on students' success at both the recognition and production levels, for both male and female students. The Elkonin Boxes Strategy may help pupils improve their English reading skills for a variety of reasons, including:

The Elkonin Boxes Strategy is easy to apply by the English teacher and easy to use by the students.

The EFL university students enjoy the opportunity to practice reading skill in English with other students and interesting in use.

It assists students in comprehending a written text by segmenting words and hearing individual phonemes of words, and spoken passages may be understood by the listener.

It improves students' confidence in their work in pair, they encourage their partner.

It 5- It improves students' understanding, memorization, and restoration.

4.5 Conclusions

The following conclusions have been reached based on the findings of the current study:

The experimental students outperform the control students in terms of academic attainment. Students in the experimental group were more interested, as seen by their facial expressions and anticipation.

Students are more calm and their communication channels are open during the Elkonin Boxes Strategy method. They can participate socially and cooperatively with their instructor, pair, or partners, and the degree of interaction is significantly greater in reading competence.

Using the Elkonin Boxes Strategy allows students to better grasp, organize, and analyze all aspects of their reading skills.

Elkonin Boxes Strategy instruction helps students with intellectual and developmental disabilities learn unfamiliar content more easily.

Taking into consideration the findings and conclusions, the following recommendations are made: University teachers are encouraged to use the Elkonin box strategy to improve student performance when teaching reading comprehension skills, and curriculum designers at the Ministry of Higher Education and Scientific Research recommend that Elkonin box strategies be used when teaching reading comprehension skills to improve student performance. It is advised to use a box approach.

Future research could look into how helpful it is to use the Elkonin Boxes Strategy to teach English writing like essays, short stories, and novels. It could also explore how this strategy can be used to teach English as a foreign language to preparatory school students.

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