



Using Electronic Guided Reading instruction (EGRI) Approach to Develop EFL Reading Comprehension Skills among Preparatory Stage Pupils

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The purpose of this study was to investigate the effectiveness of using electronic guided reading instruction (EGRI) program to develop EFL evaluative and creative reading comprehension skills among the preparatory stage pupils. The participants were forty pupils in second year from Al-Shaheed Ahmed Hamid Abdel Dayem preparatory school at Al-Menofia Governorate. The participants of the study were divided into three groups, two experimental groups (group one was consisted of ten pupils and the second group was also consisted of ten pupils and the control group was consisted of twenty pupils.

A pre-reading comprehension test and a post-reading comprehension test were conducted to collect data. Results of the study revealed that EGRI program was effective in developing EFL evaluative and creative reading comprehension skills among the preparatory stage pupils.

Key words: EGRI, EFL evaluative reading comprehension skills and EFL creative reading comprehension skills.

Introduction:

Among all language skills reading is one of the four main skills that students of foreign languages need to master in order to successfully learn the language. Also, it is one of the main activities of everyday life as everyone is engaged in reading in a way or another. Therefore, reading is one of the most significant ways of acquiring knowledge. Successful reading, not only improves the quality and quantity of knowledge, but also the use of time whether it is applied in different study contexts or learning of various academic subjects (Rraku, 2013).

Reading is the interpretation or comprehension of symbols that are printed or written within the core of reading and the message that the author is trying to relate to the reader. It is selective, an anticipating, purposeful and comprehending process. So, reading is information interpreting than information gathering. The purpose of reading is to make meaning from the words that are presented. (Serran, 2002), and (Ibrahim, 2007).

Reading comprehension is theorized to stem from the reader's ability to integrate efficiently previously acquired knowledge with the information provided in the text .Comprehension is the act or power of understanding and the goal of all communication. Beyond simply remembering, it includes the pursuit of meaning and the ability to find or create meaning from a text. In the expressive language modes of speaking and writing, comprehension means understanding the message well enough to compose it clearly. In the receptive language modes of listening and reading, comprehension means interpreting the message accurately enough to understand its meaning. Collins and Onwuegbuzie (2001), and Richards (2006).

Reading comprehension involves four processes. These are : seeing the printed words , associating meanings with the words , being psychologically part of the text and finally, integrating the

text with one's experience. These processes are following though unconsciously by readers (Idiagbon and Sani, 2008).

Al-Jarf (2007) and Billy (2008) asserted that comprehension has four hierarchical levels- literal, inferential, critical, and creative respectively.

- 1- The literal level requires the reader to recall facts that are overtly stated in the text. Such facts could be names, things or ideas. This is the most elementary of the skills, and the learner would have acquired it appreciably by the end of primary schooling. The skill is not strong enough to enable the learner add any novel personal information.
- 2- The inferential skill empowers the reader to suggest relevant additional information based on the text confronted and personal experience. Such as; inferring supporting details, comparison, cause-effect relationships, figurative language and predicting outcomes.
- 3- The critical reading skill leads to the making of balanced judgments about the author's style and/or some other aspects of the text. It also refers to the judging the language and effect of the text in the light of appropriate criteria.
- 4- At the creative (which is the highest) level of reading, the reader is able to bring out something new, personal and relevant to the text. It could be by suggesting an alternative title, summarizing the text, or re-writing part or all of it.

There are different interventions that are used to develop EFL evaluative and creative reading comprehension skills. EGRI is one of these interventions.

Guided reading is a teaching approach that involves thinking, talking and working through text with a small homogeneous (similar reading ability) group of students. The teacher guides the learning experience and provides support for students, thus enabling them to

read and comprehend text that offers readers some challenges (Mooney,1995).

Guided reading typically involves the teacher setting up the reading of the text with an introduction and subsequently, each student reads the book independently. During the reading of the text the teacher observes and notes which strategies are being employed by individual students, listens to individual children while they read, or offers support if a reader encounters difficulty identifying a word. After the text has been read, the teacher assesses students' comprehension and understanding of the text through dialogue and discussion. Guided reading acknowledges the importance of accessing the background knowledge of students during the introduction of the text (Piercey, 2009), (Mudre. 1996).

Rose (2004) confirmed that technology is not a replacement for the teacher. Technology allows a teacher to do his/her job more effectively, extending their reach to more students more of the time. Technology provides optimal opportunities for students to practice and solidify the skills that are taught in small group instruction, at the same time supporting the task of managing the classroom.

Electronic guided-reading instruction (EGRI) activities offer students opportunities to read electronic storybooks (also known as eBooks) with audio and interactive supports that guide them through their reading experience. Generally, these texts are closed interactive systems that are separate from activities involving web-based electronic texts. These texts might be housed on a CD-ROM or within a multimedia digital reading environment developed by educational publishers as one component of a reading series. Consequently, teachers do not need to be concerned about internet safety issues or students navigating outside the system to get lost or otherwise distracted on the internet. To set up an electronic guided-reading activity, teachers should first become familiar with the features and supports embedded in a particular eBook, and understand how these

supports address an individual's reading needs. Teachers then set instructional goals based on their knowledge of the learner. For example children needing fluency support may benefit from being asked to first listen to a text passage read out loud, and then to reread the text without the audio support while recording their voice. Later, they can play it back, reflect on their accuracy rate, and expression with a teacher (or a partner), and then re-record their reading to monitor their own progress (Coiro, 2004).

Background of the problem:

In spite of the importance of EFL reading comprehension skills, there is a lack in EFL reading comprehension skills among preparatory stage students. Thus there is a need for finding an effective instructional strategy for developing EFL reading comprehension skills among preparatory stage pupils.

In order to be fully sure of the problem of this study, the researcher conducted a pilot study including some texts. It requires students to read the text and answer questions that follow it. This test has been applied to thirty second year preparatory school pupils. The results of this pilot study confirmed the low level of the pupils in EFL reading comprehension skills. So, it is clear that there is a great need and importance for developing EFL reading comprehension skills among preparatory school pupils. The researcher proposed the EGRI program for developing EFL reading comprehension skills among second year preparatory stage pupils.

Statement of the problem:

The problem of the present study can be defined in the second year preparatory stage pupils' inefficient reading comprehension skills. Therefore, the present study is an attempt to investigate the effectiveness of EGRI program in developing the EFL reading comprehension skills among second year preparatory stage pupils.

Questions of the Study:

To face this problem, the present study is an attempt to answer the following questions:

- 1- What are the EFL reading comprehension skills required for second year preparatory pupils?
- 2- What are the electronic guided reading instruction (EGRI) that will be used in teaching?
- 3- What is the effectiveness of the (EGRI) in developing EFL reading comprehension skills among preparatory stage pupils?

Delimitations of the Study:

The present study is limited to the following:

- 1- Forty second year preparatory stage pupils at Al-Shaheed Ahmed Hamid Abdel Dayem preparatory school at Menoufia Governorate.
- 2- Some EFL evaluative and creative reading comprehension skills required for the second primary stage pupils.

Hypotheses of the study:

- 1- There are statistical significant differences at (0.05) level of comprehension among the mean scores of the three groups (experimental 1, experimental 2 and the control group) in the evaluative reading comprehension level in the post-test .
- 2- There are statistical significant differences at (0.05) level of significance among the mean scores of the three groups (experimental 1, experimental 2 and the control group) in the creative reading comprehension level in the post-test .

The instruments and materials of the study:

- 1- The EFL Reading Comprehension Check list.
- 2- The placement test.
- 3- The pre and post reading comprehension tests.
- 4- Rating Proficiency scale.

The validity of the reading comprehension tests:□

In order to validate the reading comprehension tests, they were submitted to jury members in Curricula and Methods of Teaching English. They were asked to indicate the suitability of tests' content for the academic level of the pupils and the clarity of instructions. They also indicated whether the passages were difficult and long or not; the suitability of the test and how far each question measure the skills intended to measure and whether the questions cover all the skills in the study. In the light of the jury's suggestions and notes which took into consideration, the modifications were performed and the content of the tests were modified in the final form.

Reliability of the reading comprehension tests:

The test-retest methods was used to determine the reliability of the reading comprehension tests. As the researcher applied the tests to the sample and re- applied them after two weeks. The reliability correlation of the pre test (0.83) and (0.96) for the post test. So, it can be noticed that there are high significant positive correlation between the sample scores on both the pre and the post tests. So the reading comprehension tests are reliable.

The participants of the study:

The participants of the present study was forty pupils in second year from Al-Shaheed Ahmed Hamid Abdel Dayem – a preparatory school at Al-Menofia Governorate- during the first semester of the academic year 2018-2019. The participants of the study were divided into three groups, two experimental groups (group one was consisted of ten pupils and the second group was also consisted of ten pupils and the control group was consisted of twenty pupils.

The researcher administrated a placement test to a sample of fifty pupils. It was corrected using the proficiency rating for selecting the highest ten and other mediated ten for experimental groups.

The Experimental Treatment and procedures of the study:

After the participants in the study have been selected, the researcher applied the EFL pre reading comprehension test, then she applied the sessions of EGRI program in the computer laboratory at Al-Shaheed Ahmed Hamid Abdel Dayem – a preparatory school at Al-Menofia Governorate- during the first semester of the academic year 2018-2019. Every session began with introducing the text as teacher selects and introduce the text to the readers (Before reading), then, The teacher supports the readers while reading the text (Reading the text). The final phase is that the teacher engage the readers in a discussion and makes teaching points after reading (After reading, discussing the text).

The researcher introduced two electronic texts to the two experimental groups. At the end of every session, the researcher introduced a text as an application one to the skills in the session. By the end of all sessions, the researcher applied the EFL post reading comprehension test to determine the effectiveness of EGRI program. The participants' EFL reading comprehension skills were developed as a result of using EGRI program.

Findings of the study:

The first hypothesis stated that" there are statistical significant differences at (0.05) level of comprehension among the mean scores of the three groups (experimental 1, experimental 2 and the control group) in the evaluative reading comprehension level in the post-test" .

The one way ANOVA test was used to make sure of this hypothesis. The following table presents the mean scores significance and the regression among the three groups (experimental 1, experimental 2 and the control group) in the evaluative level in the post test.

Table (1)

Findings of ANOVA test among the mean scores of the three groups in the post-test of evaluative reading comprehension skills

Skills	Statement	Sum of Squares	D.F.	Mean Square	F, Value	Sig.	Level Sig.
evaluative	Between Groups	740.55	2	370.27	127.97	0.000	0.05
	Within Groups	107.05	37	2.89			
	Total	847.60	39				

To make sure of the direction of differences among the mean scores of the three groups (experimental 1, experimental 2 and the control group) as the researcher used Tukey's HSD Test, the following table explains that:

Evaluative level:

Table (2)

The findings of Tukey's HSD Test among the mean scores of the three groups in the post-test of the EFL evaluative reading comprehension skills.

Groups	Mean	G.1	G.2	Control G.
G.1	17.20		1.90*	7.55*
G.2	19.10			9.45*
Control G.	9.65			

*There are statistical significant differences at (0.05) level of significance.

Table (2) shows that the third sub- hypothesis is supported as follows:

- A) There are statistical significant differences among the mean scores of the first experimental group and the second experimental group in the EFL evaluative reading comprehension level in favor of the second experimental group.

- B) There are statistical significant differences at (0.05) level of significance among the mean scores of the first experimental group and the control group in the EFL evaluative reading comprehension level in favor of the first experimental group.
- C) There are statistical significant differences at (0.05) level of significance among the mean scores of the second experimental group and the control group in the EFL evaluative reading comprehension level in favor of the second experimental group.

The groups' sequence was as follows:

The second experimental group , the first experimental group, later on the control group.

The second hypothesis stated that " There are statistical significant differences at (0.05) level of significance among the mean scores of the three groups (experimental 1, experimental 2 and the control group) in the creative reading comprehension level in the post-test .

The one way ANOVA test was used to make sure of this hypothesis. The following table presents the mean scores significance and the regression among the three groups (experimental 1, experimental 2 and the control group) in the creative level in the post test.

Table (3)

Findings of ANOVA test among the mean scores of the three groups in the post-test of creative reading comprehension skills

Skills	Statement	Sum of Squares	D.F.	Mean Square	F, Value	Sig.	Level Sig.
creative	Between Groups	0	2	205.42	108.19	0.000	0.05
	Within Groups	70.250	37	1.89			
	Total	481.10	39				

To make sure of the direction of differences among the mean scores of the three groups (experimental 1, experimental 2 and the control group) as the researcher used Tukey's HSD Test, the following table explains that:

Table (4)

The findings of Tukey's HSD Test among the mean scores of the three groups in the post-test of the EFL creative reading comprehension skills.

Groups	Mean	G.1	G.2	Control G.
G.1	10.60		0.50	6.65*
G.2	10.10			6.15*
Control G.	3.95			

*There are statistical significant differences at (0.05) level of significance.

Table (4) shows that the fourth sub- hypothesis is supported as follows:

- A) There are no statistical significant differences among the mean scores of the first experimental group and the second experimental group in the EFL creative reading comprehension level.
- B) There are statistical significant differences at (0.05) level of significance among the mean scores of the first experimental group and the control group in the EFL creative reading comprehension level in favor of the first experimental group.
- C) There are statistical significant differences at (0.05) level of significance among the mean scores of the second experimental group and the control group in the EFL creative reading comprehension level in favor of the second experimental group.

The groups' sequence was as follows:

The first experimental group , the second experimental group , later on the control group.

In sum, it can be concluded that the EGRI program is effective in developing EFL reading comprehension skills among second year preparatory school pupils.

Conclusion:

The present study attempted to develop the EFL reading comprehension skills among second year preparatory school pupils through the use of electronic guided reading instruction program. The results of the current study proved the effectiveness of the EGRI program in developing EFL reading comprehension skills among second year preparatory school pupils.

Therefore, EGRI program is recommended for second year preparatory pupils to develop their EFL reading comprehension skills.

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