



# Enhancing EFL Creative Reading Using Strategy Instruction among Official Preparatory School Pupils

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بحث مشتق من الرسالة الخاصة بالباحثة

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## **Abstract**

The present study aimed at developing EFL creative reading comprehension skills among second year experimental preparatory school pupils using Strategy Instruction. Thirty two participants from second year Official preparatory school pupils at Ahmed Zweil Official Language School were randomly assigned to participate in the present study. The study makes use of two EFL creative reading comprehension skills tests with a rubric to correct students' responses. The tests were administered pre and post the experiment. Paired sample t-test was conducted to compare the means of the pupils' scores on the pre – posttests. Results showed that the pupils have developed their creative reading comprehension skills as a result of using Strategy Instruction. It is concluded that Strategy Instruction is effective in developing second year Official preparatory school pupils' creative reading comprehension skills.

It is also recommended that Strategy Instruction be taught as a part of the reading educational programs.

### **Keywords:**

- Creative reading
- Strategy Instruction

## **Research Problem and Its Context**

English is one of the major languages in the world. Most information stored in computerized data-bases world-wide is in the English language. A very important tool of learning language is reading. Reading is a complex process that takes place on the word, the sentence, and the text level. Reading is a vital cultural tool in modern societies. The ability to read and understand continuous texts is crucial to success in educational, professional, and everyday settings.

Reading comprehension is a complex cognitive process, and it seems more complex in an FL context. Clearly, reading in an FL is an active process involving various sources of knowledge such as relevant language knowledge, appropriate background knowledge and knowledge of text structure. In addition to the relevant linguistic, content, and formal schemata, FL learners also need to be equipped with effective strategies when approaching a reading task to compensate for insufficient knowledge in either language or content knowledge (Wang, 2009, P. 46).

Moorman and Ram (1994) stated that creative reading is recognized as a central and crucial issue in reading. Active engagement of the text is a prerequisite for creative reading to occur; readers must attempt to incorporate the text into their own backgrounds. In order to creatively read, a person must be a capable reader at a number of levels, from simple decoding of words into internal concepts to the active engagement of the text and building of complex mental worlds to model the textual elements. Ghazi (2004) stated that creative comprehension involves going beyond the material presented by the author to produce new ideas and apply what has been read.

To foster and teach reading comprehension, Duke, Pearson, Strachan and Billman (2011, p.51) suggested ten essential elements of effective reading comprehension instruction that every teacher should engage in:

- 1- Build disciplinary and world knowledge.
- 2- Provide exposure to a volume and range of texts.
- 3- Provide motivating texts and contexts for reading.
- 4- Teach strategies for comprehending.
- 5- Teach text structures.

- 6- Engage students in discussion.
- 7- Build vocabulary and language knowledge.
- 8- Integrate reading and writing.
- 9- Observe and assess.
- 10- Differentiate instruction.

of the 10 essential elements of fostering and teaching reading comprehension, teaching strategies for comprehending...is a very important practice. Effective teachers of reading comprehension help their students develop into strategic, active readers, in part, by teaching them why, how, and when to apply certain strategies shown to be used by effective readers ( Duke, Pearson, Strachan, & Billman, 2011, p.62).

Comprehension strategies taught explicitly include the following: (a) activating background knowledge, (b) questioning, (c) searching for information, (d) summarizing (e) organizing graphically, and (f) structuring stories. The strategies are systematically integrated in the following six weeks. This enables students to gain command of the individual strategies, as well as to fuse them in complex literacy activities. Throughout instruction, strategies are modeled by the teacher and scaffolded according to students' needs, with substantial amounts of guided practice... The strategy instruction emphasizes enabling the students to do the strategy well (competence), teaching students when and how to use each strategy (awareness), and encouraging self-initiation of the strategy (motivation) to assure sustained self-regulation of independent reading (Guthrie, 2004, p.13).

Students perform such strategies as questioning within a meaningful context, which enables students to learn and use the strategies with greater effort, attention, and interest than a context devoid of deep, conceptual themes (Wigfield et al., 2008, p.438).

Despite all this recent research interest, and despite the many reports advocating the importance of reading comprehension and its instruction, many teachers are still not sure about how to teach comprehension. They are always looking for more ideas and more concrete ways to improve their students' comprehension skills, even if they are using a district-adopted basal reading program. Teachers ask questions such as "What is the best way to teach comprehension?" "Where can I find a research based comprehension program?" "What

about my students who can read fluently but don't understand what they are reading?" "What can I do to support my struggling readers?"(Liang & Dole, 2006, p.743).

A lot of studies in Egypt (Ali, 2007; Hussein, 2005; Matter, 2006; Megria, 2010; Mahmoud, 2010; Atteya, 2007) agreed that reading comprehension skills are very important and that in spite of their importance prep pupils lack these skills. Ministry of Education in Egypt also gives great priority to reading in general and reading comprehension in particular especially for experimental school pupils. But in spite of this importance, reading comprehension skills presented in the English courses are limited to extracting information, skimming the main idea and understanding reference. Meanwhile pupils are asked in the Reader and other courses( e.g. math and science) to compare and contrast, categorize, make inferences, predict outcomes, solve problems, infer the meaning of new words from context, identifying author's purpose and audience, and relating knowledge. Moreover, despite the importance of reading widely and frequently, the amount that students read is relatively low.

The problem can be stated in the following statement: "In spite of the importance of creative reading comprehension skills second year official prep school pupils lack creative reading comprehension skills. To solve the problem the study will try to answer the following questions:

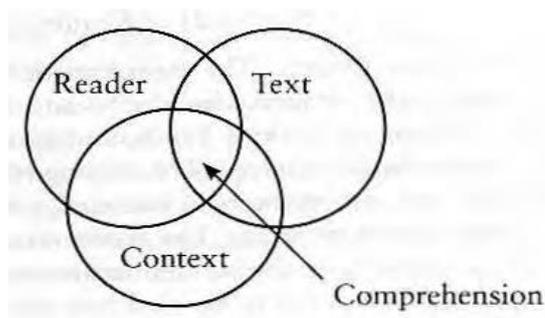
- 1- What are the creative reading comprehension skills required for second year official prep school pupils?
- 2- What are the features of a Strategy Instruction based program to develop second year official prep school pupils' creative reading comprehension skills?
- 3- What is the effectiveness of the Strategy Instruction based program on developing second year official prep school pupils' creative reading comprehension skills?

### **Review of Literature and Related Studies:**

Reading comprehension is a complex process. Beyond the basic ability to decode words, to access word meanings and the relationships expressed by syntax, reading comprehension involves complex higher level semantic processes. To achieve comprehension in reading, an

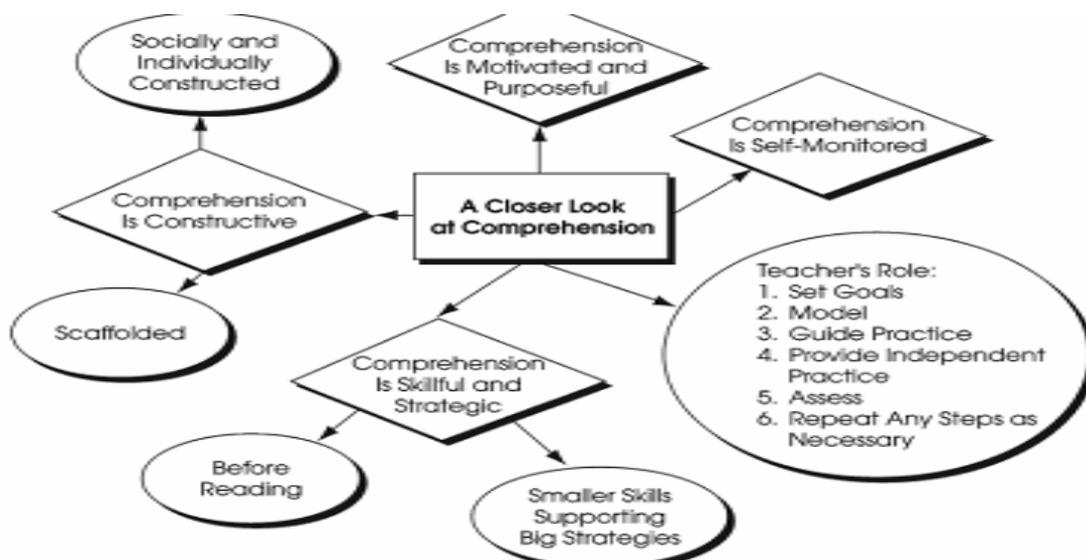
effective reader should be able to successfully implement such practices as: relating the text with his or her own background knowledge, summarizing information, drawing conclusions, and posing questions at the text (Snyder, 2010, p. 41; Kirmizi, 2010, p. 4753 and Gorsuch and Taguchi, 2010, p. 29).

Meisinger, Bradley, Schwanenfluge, Kuhn (2010, p.56) stated that *Reading comprehension* is often defined as "the process of simultaneously extracting and constructing meaning" from text ...comprehension has been conceptualized in other ways, such as the interaction between a reader and a text to infer the author's intended meaning or simply as a meaning-making process. Comprehension is also sometimes viewed as a discrete skill, such as identifying the main idea of a text. Comprehension might also be poor if a reader has limited background information about, motivation for, or purpose for reading about the topic. With respect to the text, issues such as genre (e.g., narrative vs. expository), and text coherence, organization, and complexity of the text that the student reads as part of a comprehension assessment, can influence the results.



**Fig. 1. Comprehension occurs at the intersection of reader, text, and context adapted from (Pearson, 2009, p. 14).**

Pearson (2009, p. 14) stated that comprehension occurs at the intersection of reader, text, and context. Teachers and students should focus on what really matters in reading—understanding, insight, and learning—the very things that are both the cause and consequence of comprehension.



**Fig. 2. A closer look of comprehension adapted from (Blachowicz and Ogle, 2008, p.26).**

Blachowicz and Ogle (2008, p.27-33) believed first that comprehension is constructive since it does not happen at one point: rather it is a process that takes place over time. Second, comprehension is motivated and purposeful when a reader has an interest in what he is reading and has questions he wanted to answer. Readers can exchange different ideas and help each other in clarifying meanings, only in socially constructed comprehension. Fourth, comprehension is scaffolded science it can happen by the supporting of a more knowledgeable other. Fifth, good comprehenders make use of different reading strategies.

Research on EFL Reading comprehension skills indicated that expert readers apply a range of skills and strategies to comprehend texts (Duke and Pearson, 2004). Related research divided EFL reading comprehension skills into three main levels: literal, inferential or interpretive and critical or evaluation. (Abbaid, 2006, p. 26; Abdel Hack, 2002, p. 19; Abdel- Maksoud, 2012, p.34; Basaraba, Yovanoff, Alonzo and Tindal, 2013, p. 353; Shehata, 2006, pp. 109-110).

Abdel Hack (2002, pp. 19-20) stated that *literal comprehension* questions included a) surface meaning questions, b) finding information, and c) ideas that are literally stated in the text. *Interpretive or referential*

*comprehension* questions required participants to: a) rearrange the ideas or topics discussed in the text, b) explain the author's purpose of writing the text, c) summarize the main idea when this is not explicitly stated in the text, and d) select a conclusion which can be deduced from the text they have read. *Critical reading comprehension* questions assessed participants' ability to: a) differentiate between facts and opinions, b) recognize persuasive statements, and c) judge the accuracy of the information given in the text.

Alcantara, Espina, Villamin, Cabanilla (2003, p.92) and Vethamani (2008, p. 23) and Mohamed, Eng & Ismail (2010, p.36) agreed with Barrett's taxonomy which divided reading comprehension skills into five levels: literal, reorganization, inferential, evaluation and appreciation.

Moreover, Olajide (2008, p. 5) and Helwa (2010, p. 197) added a seventh level of reading comprehension known as the *creative level*. 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. Helwa (2010, pp.197-198) defined creative reading as the ability to go beyond the material presented by the author which required students to think as they read, use their imagination, go beyond the material in the text, and make use of their background schemata.

Considering the significance of EFL reading comprehension skills, some researchers conducted a number of studies for developing creative reading comprehension skills.

Ghazi (2004) examined the effect of training in think alouds on literal and higher-order reading comprehension. Thirty-two (n = 32) eighth grade students of English as a foreign language (EFL) participated in the study. The participants were randomly assigned to control and experimental conditions. Descriptive statistics, correlation coefficients, and a multivariate analysis of variance (MANOVA) test were conducted. The results indicated that think alouds is positively related to over all reading comprehension, critical, and interpretive comprehension as well as effective in improving critical comprehension. The results showed that reading instruction and teaching practices should be planned and determined based on the reading program objectives and instructional

needs of the learners, which calls for an eclectic approach that utilizes a variety of instructional techniques that range from teacher explanation and question/answer to metacognitive strategies.

Helwa (2010) investigated the effectiveness of using Annotation Strategy in developing some reading comprehension skills among EFL college students. The sample of the study consisted of second year English section students at Benha Faculty of Education (N=60). The experimental group students were taught using the Annotation Strategy, while the control group students received usual instruction. The tools of included a list of EFL reading comprehension skills required for the sample of the study, an EFL reading comprehension test prepared by the researcher, and a rubric for assessing the students in the EFL reading comprehension skills. Results of the study revealed that the EFL reading comprehension skills of the experimental group students are more developed as a result of teaching through Annotation strategy than those of the control group. This confirmed that the annotation strategy is effective in developing the EFL reading comprehension skills among EFL college students.

Abdel- Maksoud (2012) investigated the effectiveness of the transactional teaching approach in developing strategic reading and reading comprehension skills in English language among first year secondary school students. The study followed a pretest-posttest experimental-control group design. The study sample consisted of 72 students from El-Ramla El-Moshtaraka Secondary School in Benha, Qalyoubia Governorate, Egypt. A reading comprehension skills checklist (RCSC) was developed. A pre-post strategic reading questionnaire, strategic reading interview, strategic reading checklist with think-aloud protocol and reading comprehension test (RCT) were developed. Students of the experimental group were taught through the transactional teaching approach-based program (TTAP). It was concluded that the program (TTAP) proved to be highly effective in developing first year secondary school students' EFL strategic reading and reading comprehension skills (the experimental group).

Basaraba, Yovanoff, Alonzo and Tindal (2013) developed a study which purposes were twofold: (a) to examine the relative difficulty of items written to assess literal, inferential, and evaluative comprehension, and (b) to compare single factor and bi-factor models of reading

comprehension to determine if items written to assess students' literal, inferential, and evaluative comprehension abilities comprise unique measurement factors. Data from approximately 2,400 fifth grade students collected in the fall, winter, and spring of fifth grader were used to examine these questions. Findings indicated that (a) the relative difficulty of item types may be curvilinear, with literal items being significantly less challenging than inferential and evaluative items, and (b) literal, inferential, and evaluative comprehension measurement factors explained unique portions of variance in addition to a general reading comprehension factor.

Reviewing literature and related studies dealing with EFL creative reading comprehension skills, the researcher found the following:

- 1- Related studies suggests the importance of teaching students how, when, what a reading strategy is used (Abdel- Maksoud, 2012).
- 2- Students who actively engage in particular cognitive strategies(activating prior knowledge, predicting, organizing, questioning, summarizing, and creating mental image) are likely to understand and recall more of what they read(Abdel- Maksoud, 2012).

Most models of strategy instruction incorporated teaching of declarative knowledge, procedural knowledge, and conditional knowledge (Stahl, 2004, p. 599). Declarative knowledge involves teaching the children what the strategy is. Instruction in how to use the strategy developed procedural knowledge, and instruction in when the strategy is most useful (or not applicable) constitutes conditional knowledge. Effective strategy instruction also uses a gradual release of responsibility... Over time the responsibility for cognitive decision making and putting strategies into practice is released to the students (Lanford, 2009, p. 21). The ultimate goal for the reader is to translate the strategy successfully from (a) learning the strategy, (b) mastering the implementation, and (c) applying the knowledge to an expanded number of situations and texts.

Moreover Block and Duffy (2008, p.25) added that direct teaching of comprehension is affected by (1) the classroom environment in which instruction occurs, (2) the complexity of explanations; and (3) the

scaffold nature of instruction. A major finding about direct teaching of comprehension is that it is a complex process where students develop a sense for how to attempt these processes on their own as they read. Block and Duffy (2008, p.28) mentioned that direct teaching of comprehension must include a reduction in the amount of teacher dominated talk in the classroom and an increase of authentic tasks with real world situations and full texts that require predicting, monitoring and re-predicting cycle.

However, Grab (2004, p. 55) and Mills (2009, p. 325) stated that proficient readers consistently use the following repertoire of strategies: (1) activate prior knowledge, (2) make inferences, (3) use knowledge of text structures, (4) visualize, (5) generate and answer questions, and (6) retell and summarize. Grab (2004, p. 54) added clarifying, predicting, monitoring and evaluation. Grab, moreover, mentioned that most researchers see the real value in teaching strategies as combined-strategies instruction rather than as independent processes or as processes taught independently of basic comprehension with instructional texts. Watson, Gable, Gear, and Hughes (2012, p.80) stated that students who usually struggle with reading comprehension benefit from explicit instruction in paraphrasing, inferencing, story mapping, and other evidence-based reading comprehension strategies.

Guthrie et al. (1998, P. 265) mentioned that teachers provided the support students needed to acquire strategies for learning and expressing conceptual knowledge through a variety of genres. After apprising students' knowledge of these strategies, teachers provided modeling, small- group discussion, peer modeling, whole class discussion and individual self- evaluation depending on the amount of explicitness that students required. In addition to strategies for reading, strategies for writing were taught, including brainstorming, planning, drafting, revising, and self-regulating. For all strategies, teachers provided modeling, small- group discussion, guided practice, and revision that led to publication in classroom.

Guthrie et al. (1998, P. 265), Guthrie (2003, p.116) and Wigfield et al. (2004, p.302) agreed that during reading instruction, CORI teachers focus on the following six strategies: activating background knowledge,

student questioning, searching for information, summarizing, organizing graphically, and learning story structure for literary materials.

### **A. Activating Background Knowledge:**

Guthrie (2003, p. 116) stated that activating prior knowledge referred to the reader's recalling what he or she knows prior to reading a text with new information. Grabe (2004, p.60) and Taboada, Tonks, Wigfield, and Guthrie (2009, p. 90) assured that background knowledge have a significant role in forming an organized, coherent mental representation of text. Neufeld (2005, p. 304) mentioned that activating one's prior knowledge of a topic before reading provides a mental "hook" linking knowledge the reader already possesses with ideas in the text. The practice has been shown to improve both understanding and recall of text content. At this point possible questions to ask and answer could include the following: What do I know about this topic already? How might what I know relate to this particular text?

Moreover, Coiro and Dobler (2007, p. 219) added that readers of information text activate two distinct areas of prior knowledge as they construct meaning: (a) prior knowledge of the topic and (b) prior knowledge of text structure. Readers who draw on both are most able to mentally organize and remember the ideas gained from information text. Hurd (2008, p.222) stated that all learners, whatever their mode of learning, bring their own 'baggage' to the learning process and this encompasses a wide spectrum of individual differences that influence and are influenced by the learning process.

### **B. Questioning:**

Guthrie (2003, p. 116) stated that questioning may occur before and during reading in order to focus the learner's attention. In reading, student questioning is represented as a strategy that helps foster active comprehension. It is possible that the generation of questions improves reading comprehension as a result of active text processing. Among the factors that can explain the relationship between questioning and reading comprehension, three have been discussed in previous literature: (a) active text processing, (b) knowledge use, and (c) attentional focus. When asking questions, students are involved in multiple processes requiring deeper interaction with text. During questioning, students

ponder relationships among different aspects of the text. They hypothesize, focus on details and main ideas, and use attention selectively on different text sections (Taboada and Guthrie, 2006, p. 4).

James and Carte (2007, p. 7) agreed with Ness (2009, p. 143) that there are two types of questioning, teacher generated and student generated questions. Although teacher questioning is significant to learning, student-generated questions are of even greater importance to comprehension of texts. Ness (2009, p.143) stated that question generation are those which the reader asks himself or herself why, when, where, what will happen, how, and who questions. James and Carte (2007, p. 7) asserted that providing opportunities for students to ask questions is tantamount to allowing them to assume responsibility for their own learning, thus becoming independent learners. James and Carte (2007, p. 7) added that there is converging evidence that students who generate their own questions improve their comprehension in comparison to those who merely answer the teachers' questions.

### **C. Searching for Information:**

Guthrie (2003, p. 116) stated that searching for information referred to an attempt to locate critical important information in a long text. Students are taught how to search for information in the text (i.e. table of contents, headings, index, etc.) (Seidel, Perencevich and Kett, 2005, p. 36):

- 1- When first teaching search, choose books with high quality text features such as, headings, sub-headings, captions; Title, heading, and sub-headings matched to content.
- 2- Give students the choice of which book to search for information.
- 3- When first teaching search, introduce students to text features, such as table of contents, index, glossary, bolded words, captions, illustrations, boxed text, etc., and have the students practice finding answers to questions using various text features.
- 4- Teach the students how to identify indexed terms, skim the text carefully, and monitor how well extracted information fulfills the search goal.

- 5- When first teaching the use of index, select a book with simple index and choose straightforward search terms where the student does not have to figure out synonyms. Later, students can build a "synonym journal" and have insert synonyms about re-occurring topics to help with finding terms in the index.

#### **D. Summarizing:**

Duke and Pearson (2002, PP.220-221) stated that teaching students to summarize what they read is another way to improve their overall comprehension of text. There are at least two major approaches to the teaching of summarization. In rule-governed approaches, students are taught to follow a set of step-by-step procedures to develop summaries.

Rule 1: Delete unnecessary material.

Rule 2: Delete redundant material.

Rule 3: Compose a word to replace a list of items.

Rule 4: Compose a word to replace individual parts of an action.

Rule 5: Select a topic sentence.

Rule 6: Invent a topic sentence if one is not available. Other approaches to summarizing text are more holistic.

Guthrie (2003, p. 116) stated that summarizing may be performed for information within one section, on one page or in an entire book. Neufeld (2005, pp. 306-307) mentioned that teaching students to summarize what they have read is another strategy that has been shown to improve their overall comprehension. Summaries can be described as oral, written, or visual statements; texts; or diagrams that capture the important ideas from a text in an abbreviated form. Key questions for readers to ask when attempting to construct summaries of texts include, among others: What was the gist of the text? What were the main points made by the author? What organizational structure(s) did the author use to present the information?

According to Ness (2009, p. 143) summarization is the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent

whole. Moreover, Spörer and Brunstein (2009, p.293) stated that summarizing strategies (a) include the most important content and/or no details, (b) is shorter than the text, and (c) the text is paraphrased. Spörer, Brunstein & Kieschke (2009, p.276) believed a pupil when summarizing should (a) delete minor and unimportant information, (b) combine similar ideas into categories, (c) state the main idea when the author provides it, and (d) invent the main idea when author does not provide it.

### **E. Organizing Graphically:**

Guthrie (2003, p. 116) stated that organizing graphically referred to making concept maps, diagrams, or charts of information from a text. Moreover, Ness (2009, p. 144) mentioned that in graphic and semantic organizers the reader represents graphically (writes or draws) the meanings and relationships of the ideas that underlie the words in the text.

Selçuk, Sahin and Açığöz (2011, p. 42) mentioned that graphic organizers are defined as visual displays used by teachers to organize information in such a way to make learning and understanding easy. Graphic organizers are helpful for both teachers and students in teaching and learning as they enable visualization of the concepts and relationships. Using graphic organizers enables students' participation in the processes of listening, speaking, marking, reading, writing, and thinking in an active way. They are shown to be useful in many content areas and at different ages. Depending on the instructional content and objectives, four types can be distinguished:

- 1- Hierarchical organizers-present main ideas and supporting details.
- 2- Comparative organizers- display similarities and differences among major concepts.
- 3- Sequential organizers- show a series of steps or events.
- 4- Diagrams-present actual objects and systems in the real worlds of science and social studies.

### **F. Structuring Stories:**

Guthrie (2003, p. 116) stated that structuring stories referred to providing a diagram or chart of the plot, character development, and development of theme within a story. Moreover, Ness (2009, p. 143)

mentioned that in story structure from which the reader learns to ask and answer who, what, where, when, and why questions about the plot and, in some cases, maps out the time line, characters, and events in stories.

Guthrie (2003, p. 117) mentioned that these cognitive strategies has two important attributes. First they distinguish good readers from poor readers in the elementary grades. In addition, these strategies have been shown to be teachable. Guthrie (2003, p. 117) added that in CORI the first instructional practice is to provide explicit systematic instruction for all reading comprehension strategies, or as Guthrie et al. (1998, p. 265) added to help students integrate across information sources including texts, illustrations, references, and human experts. Moreover, Guthrie (2003, p. 117) mentioned that explicit strategy instruction refers to a sequence of activities well established in the research literature. This sequence begins with modeling each strategy. The teacher shows students how to perform the strategy. Second, the teacher scaffolds that strategy. Scaffolding refers to doing the strategy with the students. The third process is guided practice, which refers to ensuring that students practice a strategy with a sufficient number of texts to gain command of it.

#### **H. The Teacher's Role:**

Guthrie and Cox (2001, p. 293) referred to explicitness of instruction as teacher modeling, scaffolding, and coaching with direct explanation for why strategies are valuable, and how and when to use them. Guthrie (2003, p. 117) agreed with Guthrie and Cox (2001, p. 293) that explicit strategy instruction refers to a sequence of activities. This sequence begins with modeling each strategy. The teacher shows students how to perform the strategy. Second, the teacher scaffolds that strategy. Scaffolding refers to doing the strategy with the students. The process is guided practice which refers to ensuring that students practice a strategy with a sufficient number of texts to gain command of it.

## 1. Methodology:

### A. Preparing the EFL Creative Reading Comprehension Skills Checklist (App. B):

The EFL creative reading comprehension skills required for second year experimental preparatory school pupils were identified through reviewing the literature and previous studies related to EFL creative reading comprehension skills.

EFL creative Reading comprehension skills checklist include six sub-skills presented in the following table:

EFL Reading Comprehension Skills		Definition	Sub skills
4-	<i>Creative Skills</i>	The pupil goes beyond the material presented by the author and to give original solutions to any problem.	1- solve problems encountered by the characters of the story. 2- give different solutions to these problems. 3- indicate the reason for choosing certain solution. 4- suggest an alternative title. 5- summarize the text. 6- re-state part or all of the text.

### B. Instruments of the Study:

The tools included Two EFL creative reading comprehension skills tests with a rubric to correct pupils' responses. The researcher prepared two reading comprehension tests to avoid transmission of the effect of training. The pre test was used to identify how far second year experimental preparatory school pupils master the EFL creative reading comprehension skills. The post test was used to determine how far the EFL creative reading comprehension skills developed as a result of teaching reading comprehension using strategy Instruction.

Each test consists of two passages; each passage includes some questions that measure creative reading comprehension skills of the second year experimental preparatory school pupils.

passage No.	Question No.	Main Skill	Measured sub-skills
	6	<u>Creative Skills</u>	<ul style="list-style-type: none"> <li>▪ Re-state part of the text.</li> </ul>
	11		<ul style="list-style-type: none"> <li>▪ Solve problems encountered by the characters of the story.</li> </ul>
	13		<ul style="list-style-type: none"> <li>▪ Indicate the reason for choosing certain solution.</li> </ul>
	16		<ul style="list-style-type: none"> <li>▪ Summarize the text.</li> </ul>
	17		<ul style="list-style-type: none"> <li>▪ Suggest an alternative title</li> </ul>
	20		<ul style="list-style-type: none"> <li>▪ Give different solutions to any problem.</li> </ul>

The researcher prepared a rubric to assess student's reading comprehension skills at the reading comprehension tests. The subjects received a rating between "0" through "4" for their answers on the reading comprehension questions. When the answers of the subjects were analyzed and each sub skill was like that prescribed under score four, a score of "four" was given. When the answers were analyzed and each sub skill was like that prescribed under zero, a score of "zero" was given. Score "zero" stood for low performance and score "four" stood for high performance.

### C.Experimental Procedures:

#### 1. Procedure for Selecting the Study Participants:

The Participants were randomly assigned from second year experimental preparatory school pupils at Ahmed Zweil Experimental Language School in Benha. At the beginning of the second term of the academic year 2014- 2015, thirty two pupils were randomly selected as the study sample.

## **2. The Experimental Design:**

The study investigated the effectiveness of strategy instruction in developing EFL creative reading comprehension skills for experimental preparatory school pupils. To determine the pupils' level before the experiment and to what extent the development took place after the experiment, the researcher used one group pre-post test design.

## **3. Procedures of the Study:**

The pre test was administered to the participants to identify how far second year experimental preparatory school pupils master the EFL creative reading comprehension skills. The Participants were taught using strategy instruction. Systematic, explicit instruction in reading comprehension was provided for the following reading comprehension strategies: (a) activating background knowledge, (b) questioning, (c) searching for information, (d) summarizing, (e) organizing graphically, and (f) identifying story structure. First, each of the six strategies was taught separately then the six strategies were systematically integrated with each other. This sequence enabled students to gain command of the individual strategies, as well as to fuse them in complex comprehension activities in the classroom. Throughout, the strategies were modeled by the teacher and scaffolded according to students' needs, with guided practice provided. Then the researcher ensured that pupils practice a strategy with a sufficient number of texts to gain command of it. During the experiment, participants were trained to re-state part of the text, indicate the reason for choosing certain solution, summarize the text, indicate the reason for choosing certain solution, and suggest an alternative title. The post test was administered to determine how far the EFL creative reading comprehension skills developed as a result of using Strategy Instruction.

## **2. Results of the Study:**

The researcher conducted paired sample t-test on the pupils' scores to compare the means of the pupils' scores on the pre – posttests by means of the Statistical Program for Social Sciences (SPSS v.14.). The following table presents the pupils' means, standard deviation, t-value and level of significance. The results support the following hypothesis:

**There is a statically significant difference between the means of the pupils' scores on the pre and post assessment of the creative skills in favor of the post one.**

#### **Findings of the Paired Samples t-test Regarding the creative skills**

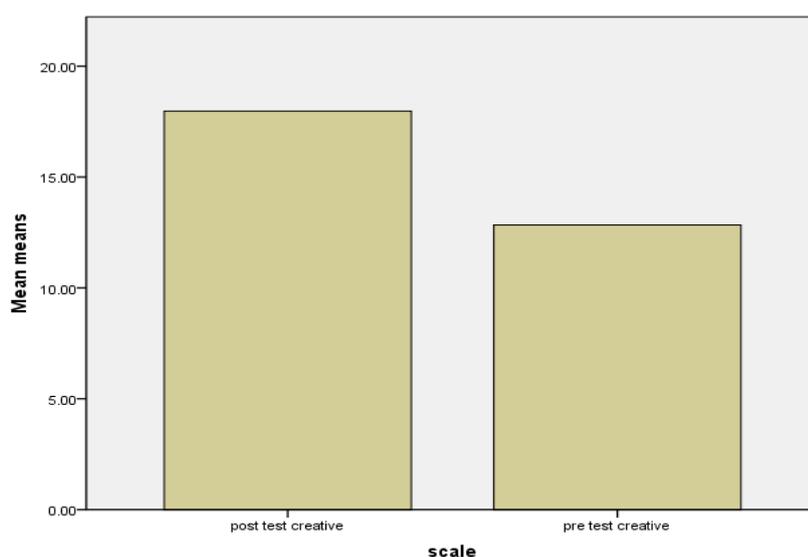
Groups	N	Mean	Std. Deviation	T-value	Df.	Sig. Level
Pre-	32	12.8438	1.10716	13.570	31	0.01
Post-	32	9.1563	2.39771			

As shown in Table (12), there is a statically significant difference between the mean scores of the study sample in the pre and post assessment of the creative skills in favor of the post-test where the t-value was 13.570 which is significant at the level 0.01. Thus the fourth sub-hypothesis was supported.

### **3. Discussion of the Results:**

The primary purpose of the present study is to develop EFL creative reading comprehension skills for second year experimental preparatory school pupils using strategy instruction. The incorporation of instructional practices teaching reading strategies promoted comprehension growth. So, strategy instruction helps in increasing creativity. Highly engaged readers are very strategic, using such comprehension strategies as questioning and summarizing to gain meaning from text. Classroom practices which provide instruction in the cognitive strategies facilitated engagement in reading. Engagement in reading is a necessary condition for increasing reading achievement. Students do not learn to comprehend, critique, or compose text without engagement. The results of the present study are consistent with those of the studies of Coddington, 2009; Guthrie et al., 1998; Colon and Rivera, 2008; Lucas, 2010; Wallen, 2008; and Wigfield et al, 2008).

The results of the hypothesis indicated that "there is a statically significant difference between the mean scores of the study sample in the pre and post assessment of the creative skills in favor of the post one. As indicated, the study sample showed more improvements in their creative skills where the "t- value" is significant at the level (0,01). This can be related to the use of the Strategy Instruction. Thus the hypothesis is statistically proved and supported. Figure (1) presents the mean scores of the study sample in the creative skills.



**Fig. (1): The mean scores of the study sample in the creative skills**

This result may be due to the activities and tasks used in the Strategy Instruction such as those used in questioning strategy, organizing graphically strategy and structuring stories strategy. This result may also be due to pupils practice a strategy with a sufficient number of texts. These activities helped the study sample solve problems encountered by the characters of the story, give different solutions to these problems, indicate the reason for choosing certain solution, suggest an alternative title, summarize the text and re-state part of the text.

## **6. Conclusion:**

Based on the results of the statistically analysis of the data, it can be concluded that

- 1- EFL creative reading comprehension skills of the sample were developed as a result of using Strategy Instruction. This reveals that the Strategy Instruction is effective in achieving the aim of the present study.
- 2- Teaching comprehension strategies as combined- strategies instruction rather than as processes taught independently of basic comprehension with instructional texts developed both the sample's creative reading comprehension skills and motivation toward reading. This finding is consistent with those of the studies of Coddington, 2009 and Guthrie et al., 1998).
- 3- Engagement in reading is a necessary condition for increasing reading achievement. Students do not learn to comprehend, critique, or compose text without engagement. This engagement consists of the intrinsic motivation to use cognitive reading strategies in socially supported, conceptual learning activities.

## **7. Recommendation of the study:**

Based on the results of the present study, the following recommendations should be taken into consideration when teaching creative reading comprehension:

- 1- Reading comprehension strategies should be taught directly with the teacher modeling to his students what, how and when to use the strategy.
- 2- Teaching the Strategy Instruction as a part of the teacher preparation programs in teaching reading.
- 3- Curriculum designers should make use of the Strategy Instruction when designing English, math, or science courses.

- 4- Teachers should help pupils get more responsibility of their learning and help them increase their higher order reading comprehension skills.

### **8. Suggestions for further research:**

Based on the findings of the present study, the following implications for further research were:

- 1- Investigating the effectiveness of Strategy Instruction in developing EFL evaluative skills among preparatory or secondary school students.
- 2- Investigating the effectiveness of Strategy Instruction in developing reading motivation among preparatory or secondary school students.
- 3- Investigating the effectiveness of Strategy Instruction in developing writing skills among preparatory or secondary school students.

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