The Impact of Employing some Active Learning Based Strategies on Improving Reading Comprehension Skills and Self-Efficacy among Fifth Graders in Gaza

أثر توظيف بعض الاستراتيجيات المعتمدة على التعلم النشط في تحسين مهارات الفهم القرائي والكفاءة الذاتية لدى طلاب الصف الخامس بغزة

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نتائج الحكم على أطروحة ماجستير

بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة سمير سعيد الرؤوف قعدان لينيل درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس وموادها:

أثر توظيف بعض الاستراتيجيات المعتمدة على التعلم النشط في تحسين مهارات الفهم القرائي وفعالية الذات لدى طلاب الصف الخامس بغزة

The Impact of Using Some Active Learning Based Strategies in Improving Reading Comprehension Skills and Self-Efficacy among Fifth Graders’ in Gaza

وبعد المناقشة التي تمت اليوم الثلاثاء 22 شعبان 1439 هـ الموافق 08/05/2018م الساعة الواحدة مساء، في قاعة مبنى البحوث اجتمعت لجنة الحكم على الأطروحة والمكونة من:

- د. عوض سليمان قلحة
- د. عيسى محمود الأغا
- د. حسن علي أبو جراد
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- د. حسن علي أبو جراد

وبعد المداخلة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس

واللجنة إذ تنصح بها هذه الدرجة فإنها توصيها بتقوى الله تعالى ولنوزع طاعته وأن تسير علمها في خدمة

وكله ووطنها.

وأهلاً ولي التوفيق،

عميد البحث العلمي والدراسات العليا

أ.د. مازن إسماعيل هنية
الموضوع: استلام النسخة الإلكترونية لرسالة علمية

قامت إدارة المكتبات بالجامعة الإسلامية بإستلام النسخة الإلكترونية من رسالة

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كلية: كلية... 

وتم الإطلاع عليها، ومتابعتها بالنسخة الورقية للرسالة نفسها، ضمن المحددات المبينة أدناه:

- تم إجراء جميع التعديلات التي طلبتها لجنة المناقشة.
- تم توقيع المشرف/المشرفين على النسخة الورقية لاعتمادها كنسخة معدلة ونهائية.
- تم وضع ختم "عمادة الدراسات العليا" على النسخة الورقية لاعتماد توقيع المشرف/المشرفين.
- (PDF) وآخر (WORD).
- (PDF + WORD)
- تطبيق النص في كل صفحة ورقية مع النص في كل صفحة تقابلها في الصفحات الإلكترونية.
- تطبيق التنسيق في جميع الصفحات (نوع وحجم الخط) بين النسخة الورقية والالكترونية.

ملاحظة: ستقوم إدارة المكتبات بنشر هذه الرسالة كاملة بصيغة (PDF) على موقع المكتبة الإلكترونية.

والفات، والتوقيع:

توقيع الطالب.
Abstract

The study aims at investigating the impact of employing some active learning based strategies on improving reading comprehension skills and self-efficacy among fifth graders in Gaza.

To achieve the purpose of the study, the researcher adopted the experimental approach, with a randomly selected sample consisting (72) 5th grade male students from Al Bahrain Elementary School (A) during the first term of the scholastic year (2017/2018). The sample was divided into two equivalent groups, the experimental group with a sample comprising (36) male students taught via some active learning based strategies namely **five fingers, jigsaw and Think, Pair, Share** strategies and the control study with a sample comprising (36) male students taught via traditional way. The tools were designed by the researcher namely Pre-post Reading achievement test, and self-efficacy questionnaire scale.

The study results showed that there were statistically significant differences at (a≤ 0.05) between the mean scores of the experimental group and the mean scores of the control group in reading comprehension skills domain in favour of the former. Also the findings indicated that there were statistically significant differences at (a≤ 0.05) between the mean scores of the experimental group and the mean score of the control group in the self-efficacy domain in favour of the experimental group. Moreover, the results showed that there was a correlation between active learning based strategies, reading comprehension and self-efficacy in the mean scores of the experimental group. Finally, the study results can conclude that this study proved that using some active learning based strategies is effective in improving reading comprehension skills and self-efficacy among fifth graders in Gaza, which means that using some active learning based strategies create effective learning environment.

The following recommendations are provided :1- enhancing the Palestinian English Language curriculum with different activities depending on using some active learning based strategies inside and outside the classroom, 2- activating the role of active learning based strategies in changing teachers’ role from an instructor dominating the class into an educator facilitating, guiding, supporting, and directing students towards a self-learning and student-centered class.
ملخص الدراسة

هدف هذه الدراسة إلى التعرف على آثار توظيف بعض الاستراتيجيات المعتمدة على التعلم النشط في تحسين مهارات الفهم القرائي والكفاءة الذاتية لدى طلاب الصف الخامس بغزة.

وتحقيق أهداف الدراسة فقد تبينت الباحثة المنهج التجريبي، وذلك من خلال اختيار عينة الدراسة العشوائية التي تكونت من (72) طالب من طلاب الصف الخامس الابتدائي في مدرسة البحرين الابتدائية (أ) وتم تقسيم عينة الدراسة إلى مجموعتين متكافئتين، حيث تكونت المجموعة التجريبية من (36) طالباً والتي تتعلم عن طريق استخدام بعض استراتيجيات التعلم النشط والمجموعة الضابطة التي تكونت من (36) طالباً التي تتعلم بالطريقة التقليدية خلال الفصل الأول من العام الدراسي (2017-2018).

صممت الباحثة أدوات الدراسة التالية: اختبار لقياس ميارات الأداء في الفهم القرائي واستبانة لمعرفة معدل فعالية الذات عند الطلاب، أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند (a ≤ 0.05) بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في مجال مهارات الفهم القرائي والتي تعزى إلى المجموعة التجريبية، كما بنيت النتائج وجود فروق ذات دلالة إحصائية عند مستوى (0.05) بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في مجال الكفاءة الذاتية والتي نسبت للمجموعة التجريبية، كما أظهرت النتائج وجود ارتباط بين توظيف استراتيجيات التعلم النشط وتحسين مهارات الفهم القرائي والكفاءة الذاتية بين متوسط درجات المجموعة التعليمية ومتوسط درجات المجموعة الضابطة في التفاعل والذي نسبت إلى المجموعة التجريبية، وأخيراً يمكن استنتاج أن نتائج الدراسة الحالية أثبتت أن استخدام استراتيجيات التعلم النشط في تحسين مهارة قراءة اللغة الإنجليزية كان فعالاً ومفيداً للغاية لدى طلاب الصف الخامس في القراءة باللغة الإنجليزية والشعور بالأفضل تجاه أنفسهم، وأهمية استخدام التعلم النشط في خلق بيئة تعليمية فعالة.

وفي ضوء نتائج الدراسة أوصت الباحثة بصورة إثراء منهج اللغة الإنجليزية الفلسطيني بمختلف الأنشطة التي تعتمد على استخدام بعض استراتيجيات التعلم النشط وممارستها داخل وخارج الفصول الدراسية، وتفعيل بعض استراتيجيات التعلم النشط خلال تغيير دور المعلمين إلى دور التسهيل والتوجيه ودعم وتوجيه الطلبة نحو التعلم الذاتي.
In the name of Allah, Most Gracious, Most Merciful.

Say: "If the ocean were ink (wherewith to write out) the words of my Lord. Sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it, for its aid."

Surah Al-Kahf ( Verse 109 )
Dedication

First and for most all my praise is due to Allah, the most Merciful and Gracious Who stood with me in spite of all challenges and helped me to complete this work.

I would like to dedicate my work:

- To our prophet (Mohammed) peace to upon him,
- To my beloved husband (Ziad), who has always been in my side,
- To my beloved country, Palestine, from south to north ,
- To the great martyrs and prisoners,
- To my dear father, who set the standards that I always thank him for.
- To my mother, God heals her and gives her health, wellness and long life Oh God, lord of the worlds.
- To my loving son's (Sobhi, Emad, Mohammad, Tariq, Abd El Fattah)
- To my loving daughters (Neama, Shahed)
- To my lovely sister (Ghada)
- To my dear brothers (Samir, Sami, Usama)
- To my dear brother (Abd El Raouf) God frees him and gives him freedom from the prisons of the occupation,
- To all my family
- I really appreciate my friend (Naheel Abd El All) for all help in getting my study ready,
- To my colleagues and friends whom I wish all the success in their study and happiness in their life,

To everyone who wished me success

I dedicate this research.
Acknowledgement

Indeed, this study would not have been realized without the aid and encouragement of so many people.

First would like to sincerely thank my supervisor Prof. Awad Keshat for his support and expert guidance throughout preparing and organizing of my dissertation.

My deepest thanks to the internal examiner Prof. Abd el Moate Al Agha and the external examiner Prof. Hassan Abu Jarad for reading my thesis and providing me with both crucial and critical viewpoints that enhance its value.

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Samar Samih Qadan
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<td>Active Learning Based Strategies</td>
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<td>B.B.L</td>
<td>Brain Based Learning</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>SPSS</td>
<td>Statistical Package for social Science</td>
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<td>KR</td>
<td>Kuder – Richardson</td>
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<td>TPS</td>
<td>Think – Pair – Share</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>ALA</td>
<td>Active Learning Approach</td>
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<td>TLA</td>
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Chapter 1

Background of the study
Chapter (1)

Background of the study

Introduction

Language has an important role in communication. It's the method through which we share our ideas and thoughts with others. People get language from social interaction and learning process. Language in all its images needs to be recognized and understood.

There are thousands of languages in this world and some of them are spoken by millions of people, other are not, but English language proved to be the most important one. English is spoken in more than 100 countries. Moreover, English is used as a lingua franca in many societies. Many TV, radio, broadcasts programs, and international conferences are using English as their language. English is needed not only as spoken one, but also as a tool in their reading activities such as English books, advertisements, announcements, and movies. Therefore learning English may be the best way for improving our life fields.

According to Shabaan (2015), Learning English is one of the most important demands of students in the twenty first century. English as the language of globalization, international communications, modern sciences, is the worldwide trade and the most widespread language. Becoming aware of English language has become an urgent need for the third millennium generation who should master its four basic skills, listening, writing, speaking and especially the reading skill. Reading shapes lives; reading even saves lives. If we think of our greatest leaders and our history across times, culture and place, we will find that almost all credit reading is an essential force for knowledge. In other words, English as language is not important for students’ life only, but also for all the fields of the human life.

Many studies confirmed that reading is one of the most important activities in obtaining information as well as the most important way of testing the human brain. Shabaan (2015) states that learners cannot properly read if their general knowledge and productivity is weak. Consequently, their future academic and occupational chances for success will be passively affected, this means that reading
a text is not only to know how to read, but also to understand what we read and this can happen through the most common and effective techniques used in obtaining knowledge which is reading comprehension. Reading comprehension means interpreting a literal text. Therefore, the main purpose of reading comprehension is to find out the meaning of words, phrases, and sentences. There are many sub-skills related to reading comprehension such as making connections, asking questions, determining importance, inferring, predicting, visualizing, synthesizing and fixing up skills. The learning method is an important part of presenting all these skills for students in order to benefit in their educational life and their future. Moreover, learners are not the same, some of them like a kind of learning and the other one does not. This means that students differ in their learning attitudes and abilities.

Since students differ in their learning attitudes and abilities, teachers should encourage students to learn through building their self-efficacy and that can happen by improving their English reading comprehension skills by using some active learning based strategies in learning methods. Testing the self-efficacy for many students is a new way to measure their knowledge of the source of self-efficacy.

Bandura (1997) defined self-efficacy as the belief in one's ability to succeed in achieving an outcome or reaching a goal. Another definition provided by Bandura (1977) is that self-efficacy is the belief in the ability to make a task or an area of knowledge or performance shape the behaviors and strategies that help one to improve their goals.

Moreover, Albanese & Mitchell (1993), state that self-efficacy is informed by five influences (also known as sources) namely performance experiences, vicarious experience, social persuasion, imagine experience and physical and emotional states. Therefore, using self-efficacy in learning should be encouraged. A wide range of strategies can be used to support students' self-efficacy. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy, and lack thereof in many different settings; interactions between self-efficacy and self-concept; and habits of attribution that contribute to, or detract from, self-efficacy. For that the researcher used some ALBSs for improving reading comprehension skills and self-efficacy.
scale among students. Active Learning approach has risen as an important demand for the new way of learning that respects the students' differences, and does not neglect the human part through using different learning strategies. ALBSs shift the rule from teachers to students and their active engagement with the material.

Nowadays, implementing some ALBSs can be a good start for solving reading comprehension problems among young students, as these strategies give the students the key for helping them being good readers and it also gives them the strong to be truly believer in their capacity. (Momani, et al., 2016)

It is important for students to understand the strategy they require in order to use which influences, positively shapes their own self-efficacy, and improve their reading comprehension. Therefore, it is important to support student's abilities to effectively use suitable strategies to enable them to find their own successes.

1.1 The Need and Rational for the Study

Based on the examination of some local and international studies side by side with the researcher observations, it has been observed that the students’ general level of English language reading comprehension skills is low, and the teachers usually find a lot of difficulties in teaching the students to understand a reading text. Furthermore, teachers always think of the right methods or strategies for creating an exciting learning environment for students. (Al Safadi, 2017).

Students find many difficulties in understanding the word meaning, which makes them frustrated and unprepared for English lessons especially in a reading classes. This makes the text take a long time to read by students. The activities in a reading class are usually only to read the text, and then do the task. The students also tend to ignore difficult vocabularies and long text. They are more interested in chatting with their friends than joining the activities in a reading class. Therefore, the researcher thinks of the best way for helping students in improving their reading comprehension by using suitable strategies and encouraging them to be self-motivated through building their self-efficacy. The researcher believes that using some Active learning based Strategies can be a good way for making this happen.
This means that using some ALBSs can be a suitable way to solve this problem and it can be a good way to find out the effect size in improving reading comprehension skills and self-efficacy among students.

1.2 Statement of the Problem

Considering the importance and difficulty of improving reading skills and the difficulties faced by the students in Palestinian school especially in reading comprehension have led many calls for solving those problems through finding the causes and answers.

There is a call for using a new strategy that focus on students and their feelings towards learning, while the researcher tries to find the reason for those problems, she observed that a noticeable weakness in reading comprehension and self-efficacy may be the major reasons for those problems. For that the researcher reviewed some studies regarding those problems and she found out many studies were related to those problems, but she did not find out studies that really can solve those problem. Therefore, the researcher hopes that using some ALBSs namely, five fingers, jigsaw and TPS strategy can be effective ways to increasing student success in reading comprehension side by side with improving their self-efficacy.

1.3 Purpose of the Study

The study aims to examine the impact of employing some active learning based strategies on improving reading comprehension skills and self-efficacy among fifth graders in Gaza.

The researcher tries to determine the significance of using some active learning based strategies to the student's performance in the reading comprehension skills and self-efficacy; she tries that through designing an effective lesson study with all the revision and effect of the action research.

1.4 Research Questions:

To achieve the purpose of the study, the researcher will try to solve the study problem, which is stated in the major following question:
What is the impact of employing some Active learning Based Strategy on improving reading comprehension skills and self-efficacy among fifth graders in Gaza?

From the above major question, the following sub-questions were derived:

- What are the reading comprehension skills intended to be improved among fifth graders in English for Palestine 5 textbook?
- What are the active learning strategies intended to be employed among fifth graders in English for Palestine 5 textbook?
- Are there statistically significant differences at (\( \alpha \leq 0.05 \)) between the total mean score of the post reading comprehension test answered by the students who learn through using ALBSs (experimental group) and that of those who learn through the traditional method (control group)?
- Are there statistically significant differences at (\( \alpha \leq 0.05 \)) between the total mean score of the self-efficacy questionnaire scales filled out by the students who learn through using ALBSs (experimental group) and that of those who learn through the traditional method (control group) at the end of the experiment?

1.5 Research Hypotheses:

- There are no statistically significant differences at (\( \alpha \leq 0.05 \)) between the total mean score of the post reading comprehension test answered by the students who learn through using ALBSs (experimental group) and that of those who learn through the traditional method (control group).
- There are no statistically significant differences at (\( \alpha \leq 0.05 \)) between the total mean score of the self-efficacy questionnaire scales filled out by the students who learn through using ALBSs (experimental group) and that of those who learn through the traditional method (control group) at the end of the experiment.

1.6 Significance of the Study.

The significance of this study emerges from the fact that ALBSs have proved to be effective in different EFL contexts as it was clearly shown in the reviewed previous studies. For this reason, this study may be significant for the following:
• **Students**
  a. Will be more likely to access their own prior knowledge, which is a key to good learning
  b. Will be more likely to find personally meaningful problem solution.

• **The Teachers**
  a. Will be aware of the strategies adopted.
  b. This allows them to design and implement learning strategy instruction
  c. This helps them raise their own awareness of using effective strategies.

• **Other Researchers**
  a. Will be aware of the importance of this study
  b. Will be encouraged to conduct it on other strategies and skills of English language.

1.7 **Limitations of the Study:**

• The study will be applied to male fifth graders enrolled in the scholastic year 2017-2018 at Al Bahrin kingdom Boys "A" (UNRWA School) at western Gaza.

• The study will be conducted in the first semester of the scholastic year (2017/2018).

• The use of some active learning based strategies will be implemented from 5-8 units in English language text book "English for Palestine 5"

• It will be limited to the reading topics of the four lessons of the four units in English language textbook English for Palestine 5.

1.8 **Terminology & Procedural Definitions**

• **Fifth graders:**
  They are students aged between ten and eleven years old. They have been studying English at Palestinian governmental schools, as well as studying "English for Palestine 5" textbook for five years.
• **Impact**:  
Impact refers to the positive effect that researcher hopes to achieve on the level of reading comprehension achievement and self-efficacy among young students by using ALBS Measure of the tangible and intangible effects (consequences) of one thing's or entity's action or influence upon another.

• **Strategy**:  
A process with specific objectives involving many steps to solve a problem. It includes planning, executing, monitoring and modifying the target techniques to achieve the objectives.

• **Reading**:  
Is the process of receiving and interpreting information encoded in language from the medium of print and it’s a comprehension that occurs when the reader extracts and integrates different information from the text and combines it with what is already known.

• **Reading Comprehension**:  
Comprehension is the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and metacognitive strategies.

• **Understanding Facts and Details Skill**:  
Facts represent true information, which is available in a text. Facts can be easily found such as numbers, dates, times and names of places, cities, people and events (Mifflin, 2003). A detail is “a bit of information such as an example, a reason, a statistic, a description, or an illustration” (Gallagher, 2006, p.16).

• **Identifying Negative Facts Skill**:  
This skill means, “Presenting a false bit of information, or it may be omitted from the passage” (Gallagher, 2006, P.30).

• **Locating Referents Skill**:  
This skill means the ability of recognizing pronouns referents and other lexical equivalents as clues for cohesion (Mikulecky, 1986).
• **Making Connections**

Connections are links that readers can make between what they are reading and things they already know about.

• **Making Prediction**

A prediction is thinking about what the story, passage, or book will be about. It is also thinking about what will happen next.

• **Making Inferences**

An inference is an educated guess, which includes thinking about the clues given in each sentence, thinking about your students own experience or their prior knowledge, and making an inference. Inference is “reading behind the literal meaning and the superficial information of the text. It is based on primary reading processes” (Jouini, 2006, p. 82). Then this skill means to read between the lines to get or guess an indirect meaning of the author (Bahlol, 2013)

• **Summarizing**

Summarizing means the ability to outline a text by focusing on the main points and major details the student can get a summarized text (Bailey, 2013) A summary tells the most important details of the book or paragraph in your own words.

• **Fact and Opinion**

A fact is something you can check to find out if it is true. Moreover, opinion tells what a person thinks or feels about something and it cannot be proven.

• **Drawing Conclusions**

A conclusion is an opinion or judgment, thinking about what the author wrote, thinking about your own experience or your prior knowledge, and making a conclusion using what the author wrote, your own experience, and your prior knowledge.

• **Self-efficacy:**

Self-efficacy is referred to as personal efficacy, confidence in one's own ability to achieve intended results.
Active Learning:

is anything that students do in a classroom other than merely passively listening to an instructor's teaching. This includes everything from listening practices, which help the students to understand what they hear, to short writing activity.

Active Learning Strategy:

Active learning strategies refer to the level of student educational engagement in and out of the classroom. Active learning strategies are intended to make the students active rather than passive participants. Many persons learn best and become perfect in skills by participating rather than merely being a spectator to the skill.

Five Fingers Strategy:

The "Five-Finger Rule" is an important reading strategy for students to learn and use as soon as they become independent readers. After choosing a book, students should open it to any page and begin reading. When they come to a word they cannot pronounce or do not understand, they put up a finger. If they put up one or fewer fingers, the book is much too easy. If they put up two or three fingers, the book is just right. Four fingers means the book should be read with a teacher or parent, and five fingers means the book is too difficult.

Jigsaw

The cooperative learning strategy known as the "jigsaw" technique helps students create their own learning. Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand. That is the simple overview.

Think –Pair-Share (TPS):

It is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer a question; and (2)
share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

- **Guessing Meaning from the Content**

  Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational.

- **Test**

  It is a test designed by the researcher, aiming to cover the chosen reading comprehension skills. The same test may be applied three times:

  1. Before treatment: to check both groups’ equivalence. It is called (the pretest).
  2. Immediately after treatment: to compare the experimental group students’ achievement with the control group students’ achievement, and it is called (the immediate post-test).
  3. Two weeks after treatment: to highlight students’ ability to remember information fifteen days after treatment, and it is called (the delayed posttest).

- **Attitude**

  Attitude is defined as “a characteristic that is an indicator of individual’s understanding and emotions towards a subject which motivates him/her to show either positive or negative behavior” (Saracaloglu, Serinb, Serinb, & Serinc, 2010, p.3495) Attitudes in this research means the total scores got by the experimental and control group students after answering the questionnaire items.

- **Achievement**

  It is defined as “an achievement means success. When you succeed in doing something good, usually by working hard” (Cambridge University Press, 2009). Moreover, achievement refers to the amount of knowledge acquired by a student after learning a course, depending on the scores that he gets in the achievement tests (Al-Masree, 2009) Achievement in this research is defined as the mean of scores that the experimental and controlgroup students achieve in the post-achievement test and delayed test.
Summary

In this chapter the researcher tried to present the study problem which aims to examine the impact of using some active learning based strategies on improving reading comprehension skills and self-efficacy for the 5th graders in Gaza governorate. Furthermore, this chapter included the need and rationale of the study, statement of the problem, the purpose of the study, research questions, the hypotheses, the significance of the study, the limitations of the terms as well as the of the terminology and procedural definitions study. Chapter two will tackle the literature review (the theoretical framework as well as the previous studies).
Chapter 2
Literature Review
Chapter 2  
Literature Review

This chapter consists of two sections; theoretical framework and previous studies.

Section (A): Theoretical Framework

This section consists of three domains, which are as follows:

The first domain discusses the approach, concept, importance, history, types, advantages of active learning strategies. (There are no disadvantages for active learning)

The second domain discusses the concept, features of reading that affect reading comprehension, importance, factors affecting learners’ reading comprehension skill, types of reading comprehension, types of reading comprehension skills, levels of reading comprehension, and the relation between active learning strategies and reading comprehension:

The third domain discusses the concept, importance, history, effect, theory, beliefs, sources of self-efficacy and the relationship between active learning, self-efficacy and reading comprehension

2.1 Active Learning Strategies

2.1.1 Active Learning

Active learning is proved to be an effective approach for increasing learners' communication, thinking and social skills. What is special about active learning is that it is a learner-centered approach to learning and it assigns the responsibility of learning to the learner. In order to activate active learning in classrooms, learners should be self-regulated and have an active role in decision-making methods, while getting in cognitively challenging learning missions.

The researcher used some active learning based strategies namely five fingers, jigsaw and TPS strategies to promote learning and enhance collaboration among students. It keeps learning active and students feel safe, in a non-threatening environment. Active learning is an activity, which can be used to promote critical thinking and reasoning. One advantage of using this activity, as a teaching strategy,
is that students have the opportunity for immediate feedback, through the discussion of correct answers and their rationales. Another advantage of this activity is the opportunity for instructors to facilitate discussion and clarify misconceptions (Glendon and Ulrich, 2005) Moreover, students should be actively engaged in active learning activities such as class discussions because it will build a positive relationship with student persistence (Braxton, Milem, & Sullivan, 2000)

Active learning is discussed in terms of its goals and objectives, teacher and students’ roles, its attention to the different skills of speaking, writing, reading and listening and the learning arrangements it requires (pair work, group work, individual work, cooperative learning as well as, the cognitive skill required on the part of the students, such as memorizing and applying.

An abundance of literature regarding the operationalization of the term "active learning" defines the term as a process in which the learners assume a dynamic, energetic, and involved role in his or her own learning process (Brown, 2008; Candela et al., 2006; Popkess and Mc Daniel, 2011; Salamonsom et al., 2009)

Dewey (1916/2011) believed that students must be active to learn effectively as "there is no such thing as genuine knowledge and fruitful understanding except as the off spring of doing" (Dewey, 2011, p. 264)

Active learning is anything that students do in the school other than passively listening to the teacher. This includes everything from listening activities, which help the students to understand what they hear; to the short writing exercise. Yet, the traditional teaching method has positioned students as passive receptors into which teachers introduced concepts and information. This way has tended the students with good short-term memories and English skills. Among the students, there have always been those who have the overwhelming to make connections between unit's activities, and ask themselves meaningful questions and then search for answers, and interact with readings through annotations. However, most of the students need to be provided with active learning chances to get these ideas and even those who are self-directed will learn more and be able to get their learning more strongly when the unit's activities are based on active learning.
Bonwell and Eison (1991) suggested a few activities for the active learning approach, which include role-playing, debate, case study, taking part in cooperative learning and short written exercises.

This means that, an active learning occurs when the learners do not just listen to the teacher but they are also actively engaged in the learning methods through reading, writing, discussion and hands-on activities. This will not happen in a passive learning environment where students sit and take information which introduced by their teachers.

### 2.1.2 Active Learning Definition

Active learning is viewed as a way of improving student learning in the classroom by involving the students directly in the learning process.

- Prince (2004) defined active learning as any instructional method that engages students in the learning process. It requires students to do meaningful learning activities and think about what they are doing. The most important element of active learning is to involve and engage the students with the teaching and learning activities in the classroom. This contradicts the traditional approach where students are subjected to passive transmission of information from teachers.

- Bonwell and Eison (1999) state that active learning involves students doing things and thinking about the things they are doing.

### 2.1.3 Approaches of Active Learning

There are several approaches of active learning, which include, cooperative learning, collaborative learning, problem-based learning, active, experiential learning, community or client-based experiences, trust to take risks guide on the side.

Prince (2004) defined collaborative learning as any instructional approach that involves students working in small groups towards achieving a common goal. In other words, collaborative learning means any group-based teaching methods including cooperative-learning (Millis & Cottel, 1998). The difference between cooperative and collaborative learning as discussed by many researchers are only in terms of their historical development and philosophical roots (Bruffee, 1995).
most important section of these two approaches is the interaction among students rather than learning as a solitary activity. For example, (Feden & Vogel (2003); and (Millis & Cottel 1998) have defined cooperative learning as group work, when learners working together to achieve a common goal but are individually assessed by the teacher. However, according to Prince (2004), problem-based learning (PBL) is an instructional approach where problems are introduced in the beginning of the learning task as a way of providing context and motivation for the learning tasks that follow. This approach, which is rooted in Dewey’s “learning by doing and experiencing” principle, is an active learning approach, which encourages students to be aware of their learning needs and problem-solving ability (Akinoglu & Tandogan, 2006). In this type of learning approach, students are more progressive and take responsibility for their learning. To conclude, students in active learning approach are independent and this approach encourages learners to be self-directed.

Table (2.1): Comparison between Active Learning Approach and Traditional Learning Approach

<table>
<thead>
<tr>
<th>Active Learning Approach</th>
<th>Traditional Learning Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner centered</td>
<td>Teacher centered</td>
</tr>
<tr>
<td>Provide/ deliver learning</td>
<td>Provide / deliver instruction</td>
</tr>
<tr>
<td>Improve quality of learning</td>
<td>Improve quality of instruction</td>
</tr>
<tr>
<td>Achieve success for diverse students</td>
<td>Achieve access for diverse students</td>
</tr>
<tr>
<td>Elicit learner inquiry and active construction of knowledge</td>
<td>Transfer knowledge from teacher to student</td>
</tr>
</tbody>
</table>

Table (2.1) indicates that ALA is better for students than TLA.

2.1.4 The Importance of Active Learning Approach

Active Learning approach has become as an important demand for the new ways of learning that take in part the students differences and does not neglect the human role while using different learning strategies.

Active learning increases the quality of learners learning as learners learn by creating meaning rather than memorizing information transmitted by the teacher.
Active learning as a way to achieve qualitative, that is “deep,” learning has become an accepted kind of learning and teaching in higher education (Haack, 2008).

In fact, Edgar Dale (1946) who presented the Cone of Learning (Figure 1) has long discussed the importance of active learning. He emphasizes that the active learning approach will enable students to remember about 70-90% of what they have learnt, even after two weeks. This active learning approach involves activities such as group discussions, presentations, simulations and asking and answering. In contrast, students who are only involved in passive activities such as lectures, viewing arts, graphs and maps can only retain about 10-30% of what they had learnt (Dale 1946). This result shows that the learning methods will be more effective when students get involved in activities such as writing, reading, discussing and solving problems. This type of learning effectiveness will also increase when students get involved in higher-order thinking missions such as analysis, synthesis and evaluation. This is consistent with what has been explained by John Dewey, who claimed that learning is “something an individual does when he studies because it is an active, personally conducted affair (1938).

![Figure (2.1): Cone Of Learning Adapted From Edgar Dale (1946)](image)

The impact noticed is particularly crucial because the strategies were implemented within an existing program without additional materials, costs, or disruption to the classroom schedule of either the students or the teachers.

They serve as an evaluation instrument as teachers can see how much information was got after reading or listening to a text. Moreover, they give teachers
insights about students' knowledge of genre and their ability to organize information. Additionally, they allow students to record their ideas about the connections between their own lives and the books they are reading. Reading a book can help develop problem solving and critical thinking skills essential to the student's survival in the information period. To promote active learning in classroom, teachers must use active learning strategies.

Because of this, many curriculums over the world have transformed from the traditional way to the Active learning approach. Malaysian curriculum is an example of this transformation. Active learning approach such as inquiry learning, problem-based learning, collaborative learning and mastery learning have been introduced into the curriculum (MOE, 2005). The transformation to an active learning environment is due to the realization that this approach has proven to be an effective way for students’ learning (Bonwell, Charles & Eison, 1991; Springer, Stanne & Donovan, 1999).

Table (2.2): The Differences between Instructional Approach and Comprehension Approach

<table>
<thead>
<tr>
<th>Comprehension Approach</th>
<th>Instructional Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used by students</td>
<td>Used by teachers for teaching and learning</td>
</tr>
<tr>
<td>Used to understand a text</td>
<td>Used to create supportive collaborative, an cooperative conditions</td>
</tr>
<tr>
<td>Used as monitoring tools for regulating, checking, and repairing</td>
<td>Used to teach the individual, specific comprehension strategies</td>
</tr>
<tr>
<td>Used to develop metacognition</td>
<td></td>
</tr>
</tbody>
</table>

Table (2.2) shows the differences between Instructional approach and Comprehension approach.

2.1.5 Active Learning Strategy

Active learning strategies are one of the student centered strategies presented in the field of education. Active learning strategies refer to the level of student educational engagement in and out of the classroom. Active learning strategies are intended to make the students active rather than passive recipients. Many persons
learn best and become perfect in skills by participating rather than merely being a listener to the skill.

Active learning based strategies shift the focus from teachers to students and their active engagement with course material.

Nowadays, implementing some active learning based strategies can be a good start for solving reading comprehension problems among young students, as these strategies give the students the key for helping them being good readers and they also give them the strength to be truly believers in their capacity.

Through active learning strategies students shed the traditional role as passive learners, learn, and practice how to present knowledge and skills and use them meaningfully. ALBS involve providing opportunities for learners to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an educational task.

Active learning strategies shift the focus of education from what teachers should do to students to what teachers want students to be able to do with course material. Therefore, students should enter class prepared to use assigned readings and reviewed material from previous classes. Not only are students expected to be up-to-date on course material, but to have assimilated the material so they can use and build on it. When students know that the reading text involves active learning strategies, they will also know that in order to succeed and understand reading text they should be actively involved.

According to (Hermin & Toth, 2006), active learning strategies are designed to take students out of their books sometimes out of their seats, and sometimes out of their familiar ways of thinking. Active learning strategies are intended to make students active participants in their own learning. Silberman (1996) and Buehl (2001), state that active learning strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. Meyer and Jones (1993) found that active learning strategies take into account two assumptions: different people learn in different ways, learning is primarily a constructive process, and that learners should be more responsible for their own learning.
Table (2.3): Learning Theory Comparison between Instruction and Paradigm and Learning Paradigm

<table>
<thead>
<tr>
<th>Instruction Paradigm</th>
<th>Learning Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is cumulative and linear</td>
<td>Learning is a nesting and interacting of frameworks</td>
</tr>
<tr>
<td>Storehouse of knowledge metaphor</td>
<td>Learning how to ride a bicycle metaphor</td>
</tr>
<tr>
<td>Knowledge comes in chunks and bites</td>
<td>Knowledge is constructed, created by students</td>
</tr>
<tr>
<td>Knowledge exists out there</td>
<td>Knowledge exists in each person's mind and is shaped by individual experiences.</td>
</tr>
<tr>
<td>Instructors and students act independently in isolation</td>
<td>Instructors and students work in teams</td>
</tr>
<tr>
<td>Instructors classify and sort students</td>
<td>Instructors try to develop every student's competencies and talents</td>
</tr>
<tr>
<td>Faculty are primarily lectures; all students' are the same</td>
<td>Faculty are primarily designers of learning methods and environments.</td>
</tr>
</tbody>
</table>

Table (2.3) shows a Learning theory comparison between instruction and paradigm and learning paradigm.

2.1.6 History of Active Learning Strategy

The twenty first century is a new period shaped by a quick change affecting both the people and communities. In this new period, educators and educational organizations are faced by the challenge of meeting the quick changing new demands of their communities and covering the needs of the new generation of learners. The traditional ways of teaching which have been the form of learning and teaching for centuries turned out to be not enough in providing learning chances to the students and teachers. Therefore, educational organization look for graduating students who are learning with understanding instead of memorizing instructional information used by the traditional way in learning environments.

Traditional form of teaching shaped the reflection of the behaviorism, which show educational practices for at least 50 years from 1920s until 1970s. Concentrating on the observation and measuring of human behavior, behaviorists concerned with the behavior of organisms and committed to the thesis that behavior
can be explained without reference to non-behavioral mental (interpretative, representational or cognitive) activity. Throughout the behaviorist reign, mental processes are all ignored and process of teaching is regarded as a black box that cannot be explored. Therefore, behaviorists focused on the process-product paradigm (Romizowski, 1981).

Cognitive psychology has emerged as a reaction to behaviorism since the early 1970s. Based on the major premises of cognitive psychology, constructivists, unlike behaviorists, think that learners build their own knowledge. Regarding the human as the meaning maker and knower, constructivists claimed that knowledge is not independent of people and constructing knowledge means that students are active participants in a learning process by seeking to find meaning in their experiences (Sener, 1997). In addition, constructivism regards the individual learner as the core element of learning process and learners build the knowledge by forming links to the ground to which former knowledge structures are attached. In other words, learners transfer new knowledge structures to their own mental schema by taking advantage of their prior knowledge and experiences and ability to create meaningful structures by synthesizing old and new.

Traditional approach to teaching views the instructors as a producer of knowledge in the classroom and responsible for transferring the content to the students. In this matter, the learners are expected to be passive part of the learning process. On the other hand, contemporary approach to learning points out the importance of deep learning and rejects the idea of memorizing the information presented by the instructor.

For the constructivists, the learner is not the passive recipient of the transferred knowledge but he is the active participant of the learning process. Therefore, constructivist instructors’ main concern is providing the learners with leaning environments in which they can engage in meaningful interactions and be active participants in the process conducted by the instructor. (Steffe and Gale, 1995). According to constructivists, learner has an active role in teaching-learning process. Constructivist classroom environment, therefore, is not a place to transfer the information, is a place where students’ active participation is ensured, inquiry
and research are conducted and problems are solved. So, classrooms should be
designed in such a way that the learners interpret and construct meaning based on
their own experiences and carry out research to find solutions to the problems they
encounter in the learning process. Thus, students will be allowed to live rich learning
experiences (Demirel, 2002).

Jean Piaget, an important figure in the development of constructivist theory,
points out the learning is learners’ attempts to create meaning and defines
intelligence as the ability to adapt the environment. According to Piaget, in order to
ensure intellectual growth and survive in an environment, human beings constantly
revise and reorganize their mental structures. So, constructivist educators should help
the learners to encounter situations leading to cognitive development instead of
presenting the content in a pre-determined order (Bybee and Sund, 1990).

Vygotsky, another constructivist whose theories stress the important role of
social interaction in the development of cognition, believed that environment plays
an important role in the way of teaching and learning. He claimed that cognitive
progress is directly proportional to the degree of social interaction in the community.

The conception of learning as an inherent way mediated by cognitive
processes rather than environmental factors led to changes in the perception of
learning which in return changed the perception of teaching. As a result, studies in
the field of education have focused on cognitive processes and their roles on learners
(Açıkgöz, 1996).

Constructivists are concerned with the issue of learning and interested in the
nature of knowledge and factors influencing cognition process. Constructivist theory
explains how students learn but does not state the teaching procedures to be applied
in constructivist classrooms. Active learning model developed on the principles of
constructivist theory sets techniques and procedures to apply constructivist theory in
the classroom.

To conclude constructivist theory explains how students learn but does not
state the teaching procedures to be applied in constructivist classrooms. Active
learning approach developed on the principles constructivist theory sets techniques
and procedures to apply constructivist theory in the classroom.
2.1.7 Types of Active Learning Strategies

One of the strongest ways to increase the classroom charisma is to increase the role of activities of active learning in the classroom. Not only will it enable teacher to find it easier to keep students engaged during the class but also teachers will find that their students will get information with more ease and with more success.

Mocinic (2012) identifies several ways of active Learning Strategies that could be practiced in the class. These include pair-work a period students discuss a lesson; Brainstorming which involves introducing a topic or a problem and soliciting for students’ input through a whole class discussion; games that involve competitions and solving puzzles, debates which engage students in thinking about several sides of an issue; group work which involves working together with others as a team; role plays which integrate real-life stories and real-world situations. Active learning tasks are much appreciated for making the learning experience enjoyable by allowing presentation of the material to learn in a see, hear, do or touch fashion.

According to Thompson (2017), Active learning strategies include about forty strategies. The researcher tried to mention some of them as follows: Pause procedure, Minute papers, Engagement activities, Classroom assessment techniques, Simplified-inquiry sequence, Case Study, Brainstorm ideas, lead conferences, cause and effect change, solve mysteries, question and answer.

The researcher chosen some of them to use in her study in order to improve reading comprehension and Self-efficacy which are as follow:

a. Five Fingers Strategy:

The "Five-Finger Rule" is an important reading strategy for students to learn and use as soon as they become independent readers. After choosing a book, students should open it to any page and begin reading. When they come to a word they can’t pronounce or don’t understand, they put up a finger. If

![Figure (2.2) Active learning Strategy](image-url)
they put up one or fewer fingers, the book is much too easy. If they put up two or three fingers, the book is just right. Four fingers means the book should be read with a teacher or parent, and five fingers means the book is too difficult.

b. Jigsaw Strategy:

The cooperative learning strategy known as the "jigsaw" technique helps students create their own learning. Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand. That is the simple overview.

c. Think-Pair-Share Activities.

What they think an appropriate answer is to a question posed by the instructor or another student. The student pairs then write down their answer(s), and the instructor harvests responses from the class. The instructor then goes over the responses with the class as a whole. This procedure allows students to share in the responsibility of an answer and reduces the fear and intimidation students may have in a large class. This procedure can be modified to reflect varying degrees of student interaction and inquiry in the class. It has also been called a “feedback lecture,” in which the instructor provides the students with content information before posing a problem or case study to the
class as a whole. Students can work alone, in pairs, or in groups in an attempt to use the information they have just received to solve the problem. The students’ responses are harvested by the instructor and shown to the entire class. A class discussion takes place, with the class and instructor identifying solutions that are not possible with justifications until the optimal answer is identified. (Lyman, 1992)

The instructor can then give the students more information to further complicate the problem, followed by more student work, and so on throughout the class. The instructor and the students receive feedback about the learning that is occurring and at a time when something can be done quickly to correct misunderstandings.

2.1.8 The Importance of Using some Active Learning Based Strategies

Active learning strategies can help in decreasing many difficulties in classroom situations. Employing the principles of active learning strategies will do far more for teachers than simply using these activities as if they are designed to be filled in with teachers' respective content. Moreover, using active learning strategies to develop activities for students best show teaching technique, kinds of thought, and approaches to the text necessary to comprehend and apply the material. Doing so will make teachers active, and they will cross beyond the important, but incomplete, role of content expert. Active learning strategies will provide students the opportunity to become engaged learners and active thinkers.

2.1.9 Advantages of Active Learning Strategies

According to the researcher's observation and the previous studies findings, the researcher noticed the benefit of implementation some active learning based strategies and how it can be a good process which involves both cognitive and meta cognitive thinking skills. Teachers need to be aware of the strategies adopted. This awareness allows them to design and implement learning strategy instruction and helps them raise their own awareness of used effective strategies. The teacher is a crucial factor in helping individuals develop active learning strategies and become strategic learners. By knowing students’ use of learning strategies, the teacher can recognize learners’ strengths and weaknesses and adjust instruction accordingly. Teachers will be able to teach individual students to use learning strategies
appropriately and effectively if they identify and accommodate the strategy use of students in relation to their genders (Ray, Garavalia, & Gredler, 2003; Liu & Lin, 2010) and their learning abilities (Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989). Using Active Learning Strategies can lead to successful learning and teaching; teachers are not sensitive to student learning or make incorrect assumptions concerning learning strategy use (Arabsolghar & Elkins, 2001; Griffiths & Parr, 2001). To provide a strategy instruction that is beneficial to students from diverse backgrounds, teachers should know the use of active learning strategies by learners (Protheroe, 2002).

Actually, there are many benefits for active learning strategies: active learning strategies

a. For the Student:

- Students can develop concentration while reading or listening to a specific text because they already know that they will share the main idea.
- Active learning strategies develop the objectivity of students, which give them the ability to express their point of view.
- Active learning strategies develop mental abilities such as visualization which is necessary to support student self – efficacy.
- Active learning strategies encourage students, on group work and make them able to share their idea with their colloquies.
- Active learning strategies encourage creativity among students

b. For the Teacher:

According to the researcher's observation of this study, with some result founded from reviewed previous studies teacher may get the following advantages:

- ALBSs help teachers to see the true level of learning achieved by students.
- ALBSs show students' ability to be an active, objective and sharing.
- ALBSs show the level of success the students have achieved.
2.1.10 Disadvantage of Using Active Learning Based Strategies

According to the researcher's observation in this study and the previous studies findings like (Eison, 2010), the researcher noticed that there are many of skills obstacles of using Active learning based strategies for teachers, students and learning environment which are as follows:

a. The Students may not:

- participate actively
- learn sufficient course content
- use higher order thinking skills
- Enjoy the experience.

b. For the Teacher not to:

- feel in less control of his class
- be viewed by others as teaching in an established fashion.

c. For the Learning Environment:

- Teacher can not cover as much course content in class within the time available
- Devising active learning strategies takes too much pre-class preparation
- Large class number of prevents implementation of active learning strategies
- A lack of materials or equipment needed to support active learning approaches
- Students resist non-traditional approaches.

2.2 Reading:

Reading is one of the most pleasures that people experience in their lives. It helps them in both entertainment and education. However, some people find it boring and tiring experience, especially when it comes to reading in a second or foreign language. (Farrel, 2009).

Reading skill is one of the most crucial skills in English language for acquiring knowledge. Reading is a mind skilled related and being a good student at reading will be a good start for him/her to be good in other language skills namely
(writing, speaking, and listening). In other words, there is a strong relationship between these four skills, which means that reading is an interactive process between the reader and the writer. For that, teachers of English language should focus on all skills especially the ability of reading will be developed best in association with writing listening, speaking and reading skills. According to Cervetti and Hiebert, (2015), the National Reading Parel (NRP) identified five essential components of reading that they referred as the five pillars of reading. The five pillars include phonics, phonemic awareness, fluency, vocabulary and comprehension. One of the five pillars, reading comprehension, refers to the student's ability to understand meaning from what they read (Hallahan et al., 2009). Reading comprehension includes both literal comprehension and high-level comprehension (Caldwell et al., 2010).

As a productive skill, reading aims to produce a new text either silently or loudly, learners in either ways produce, share, speak and think, and here one can observe the strong relationship between reading comprehension skills and active learning strategies whose major goals are to make students a sharing and not a receiving one. Moreover, students who are active in class will be able to get all the instruction from the teacher in a sharing understandable way.

2.2.1 Definition of Reading

In this section, the researcher tried to collect different definitions of reading skill from previous studies which as the follow

- Al Safadi (2017) states that reading is a significant activity because through reading people know everything in this world, what happened in the past, what is happening and what will happen in the future.
- Shabaan, (2015) Reading is a complex process which includes many processes. It is a cognitive process of understanding a written linguistic text.
- Salehi, Lari, and Rezanejad (2014) expressed that reading has a key role in completing all university courses.
- Bahlol, (2013) Reading is a cognitive process of understanding a written linguistic message and a mental representation of the meaning.
• Piran (2011) Reading is a complex, multi-faceted activity, which involves a combination of both lexical and text processing skills widely recognized as being interactive.

• Johnson & Keier, (2010) Reading is a complex process involving a network of cognitive actions that work together to construct meaning.

• Patel and Jain (2008) state Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success for students

• Brunan W.K (1989) for instance defines reading as a two way interaction in which information is exchange between the reader and the author

• Smith (1973) Reading is an act of communication in which information is transferred from a transmitter to a receiver

The Researcher Definition:

By collecting these definition the researcher found out that reading is not only a cognitive process of knowing the symbol behind the text meaning and connecting it with the previous knowledge but also it's a mental process occurred when someone reads something. It's a way for understanding the words not just say it.

2.2.2 Types of Reading Skills

• **Decoding**, knowing the words we read.

• **Literal**, understanding based on clues direct in the text

• **Reorganization**, understanding when clues are separated in the text.

• **Inferring**, understanding when clues are implied rather than literal

• **Vocabulary**, understanding the meaning of a word in a sentence.

• **Reaction**, Expression an opinion based the info in the text.

• **Evaluation**, forming an opinion by bringing extra information
### 2.2.3 Function of Reading Skills Assessment

The terms ‘assessment’ and ‘evaluation’ are often used interchangeably by teachers, but assessment refers to the process of collecting information from learners (e.g., obtaining test scores, work samples) while evaluation means looking at that information and making some decisions in relation to instruction, in this context. Westwood (2008) states that the main functions of assessment are the follow:

1. It enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources;
2. It identifies any students who are having difficulties mastering the course content, and thus need additional help;
3. It provides information if a student is to be transferred to another school or referred for special education;
4. It helps a teacher to be accountable to parents by providing them with evidence of their child’s learning;
5. It helps teacher to be accountable to government education authorities by providing hard evidence of achievement levels in a school. (Westwood, 2008, p. 72)

#### 2.2.4 Reading Comprehension:

For many students, reading is the act of saying word to their teacher and their friend by looking at the passage. They have not learned that reading is a division of the main idea between the author and them. Reading is one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. Two major approaches have been used to developing reading skill, known as extensive and intensive reading. These both approaches have important role play to gain knowledge in reading comprehension skill (Loucky, 2003, p.1)

#### 2.2.4.1 Reading Comprehension Skills

Reading comprehension skills are necessary for meaningful and effective reading. Reading skills are specific abilities which enable a reader to read something written
with independence, comprehension and fluency. They are appropriately used to understand facts and details, identify negative facts, locate referents, comprehend vocabulary in context, make inferences, determine purpose, recognize paraphrases, recognize coherence, summarize important ideas and organize information.

Before the students would learn how to comprehend their reading, the teacher should give some definition what is reading comprehension and how they do to apply in learning process. (Brassell and Rasinski, 2008,p.15) state that reading refers to the ability to comprehend or make meaning from written text

A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Comprehension, then, is at the heart of any conventional definition of reading. Pang states that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. (Pang ,2003,p.14)

This active engagement includes making use of prior knowledge. Brassell and Rasinski (2008,p.11) state comprehension is the essential goal of reading and reading instruction. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers

A great deal of research has explored and supported the notion that comprehension is a process demanding strategic approaches. Good comprehenders have learned that they have control of the reading process. They actively construct meaning as they read, and they also direct their own comprehending (Pressley, 2000; Snow, 2002; Paris, Lipson, & Wixson, 1983 in Blachowicz, 2008,p.33)

Reading comprehension is the activity where the students actually understand what they read about. Snow (2002,p.11) states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He uses the words extracting and constructing to
emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Reading comprehension refers to the ability to gain meaning from what one has already read. It means an interpreting of a literal text in the context of a linguistic text. Therefore, reading comprehension main purpose is to show the content of the course material, which means that the main purpose of reading comprehension is to provide a link between thinking, textual content, and the reader's level of the previous knowledge and life situations. According to Caldwell, Jennings, and Learner (2010), “Comprehension is the essence of the reading act” (p. 17). They note that there are many levels of comprehension. Those levels include drawing on background experiences, literal comprehension, higher-level comprehension, and the ability to study and learn from text (Caldwell, Jennings, & Learner, 2010).

Cladwell et al. (2010) state that seventy four percent of children who are unsuccessful at reading in third grade are still unsuccessful in ninth grade. Every teacher has the same wish for their students, they want them not only to succeed but also to excel in all areas of life. One of the ways that can facilitate this wish is to give the present of literacy. In order to become literate, all students must increase their comprehension of what is being read to them aloud or what they are reading individually. All students learn comprehension at varying rates, and need different amounts of guidance to increase comprehension. Some students need a little to help in understanding the text, while others struggle to attend long enough to accurately restate what they have heard or read.

It has been found that the lowest achievement of young learners in Arabic countries especially in Palestine was attributed to reading comprehension (Abubaha 2007). Torgesen (2006) has showed that struggling readers need previous intervention to enable them improve their reading comprehension. Moreover, Torgesen (2006) added that the use of the Internet technology may be the key in producing successful readers. This study tries to find a way for teaching Reading comprehension. Many previous studies refer that needs different reading sub-skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from text.
2.2.4.2 Definition of Reading Comprehension

- Tompkins (2011) expressed that comprehension is a creative process that hinges on four skills called phonology, syntax, semantics, and pragmatics.
- Abu Shamla (2010) defines reading comprehension as "the process of decoding and constructing meaning through interaction and involvement with a written text".
- Dennis (2008), reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols.
- Block (2004) and Graves, Juel, and Graves (1998), defined reading comprehension is a complicated process in which readers have an important role in making meaning from the text through applying existing skills.
- Pressley (2000) and Birsch (2011) defined reading comprehension as the ability to get meaning from what is read.
- Rayner, Foorman, Perfetti, Pesetsky, and Seidenberg (2001) and Tompkins (2011) defined reading comprehension as the level of comprehending a text.
- Marilyn McCord (1994), defined proficient reading is dependent on the capability to recognize words easily.
- Researcher definition, reading comprehension is a matter of interacting between the reader and the text. It is not a passive process, but an active one that requires readers to combine their previous knowledge with the information in the text, analyze information, assimilate it to achieve understanding and draw a mental image of the message that an author wants to convey.

2.2.4.3 Purpose of Teaching Reading Comprehension for Fifth Graders in English for Palestine.

Grade five is the year before the last one in the primary stage, where students are aged between (10-11) years old. Reading comprehension meets the demands of students in this age. Also being aware of the language reading skills from the earlier years helps the student to build a strong language with comprehension skills. Below the researcher presents the main goals of teaching Reading comprehension for fifth graders which as follow:

1. To scan the text
2. To skim the text
3. To know the new vocabulary
4. To interact with students

2.2.4.4 Importance of Reading Comprehension

First and for most our religion Islam concentrates on the importance of reading comprehension in achieving learning and gaining knowledge. That can be clarifies through the first word of Koran that was delivered to Prophet Mohammad "peace be upon him" is Read", The first word in Al Alaq Surah. The first word from the sky. What is meant in Koran by "Read" does not mean to know letters, and words, but reading to improve comprehension, learning and to increase readers' knowledge about the world human lives in. Reading comprehension is the presentation of thought that occurs as we read. Harvey & Goudvis (2008) state that true understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what is important, and summarize and synthesize. This helps them to use their new understanding to ask further questions and gain new learning. This active, constructive, strategic thinking process entails far more than simply active learning strategies, (Block, 2004) states that main objective of reading is to build the intellectual development.

Reading comprehension is an important skill which increase the development of learners’ different academic task. It enables them decoding a text, analyzing, explaining, and expressing their own ideas about text content. Learners should develop a strong ability to understand written materials to struggle with the academic tasks that their teachers deal with them. A major objective of reading comprehension is to enable learners improving their skills and comprehension of texts as they want to be a skilled readers.

2.2.4.5 Types of Reading Comprehension

There are two types of reading comprehension. Caldwell et al. (2010) discuss two different types of comprehension, which include narrative comprehension and informational comprehension. Narrative comprehension refers to comprehension related to stories or novels (Caldwell et al., 2010). Informational comprehension
refers to comprehension of materials that contains information (Caldwell et al., 2010). Examples of material that require informational comprehension include science and social studies textbooks (Caldwell et al., 2010).

2.2.4.6 Types of Reading Comprehension Skills

Reading is one of the main four skills of language. Reading comprehension is the core of reading skills. Reading comprehension has many sub skills. The researcher tries to present those reading comprehension sub-skills as follows:

Reading comprehension skills intended to be improved among fifth graders in English for Palestine 5-text book,

a. Making Connections

Connections are links that readers can make between what they are reading and things they already know about. Good readers use their own background knowledge and prior experiences to make connections. Three different ways that a reader can use to make connections are:

- Text-to-self
- text-to-text
- text-to-world.

Duckworth (2009, p.2) confirms that good readers connect what they know to what they are reading. Furthermore, Mckown and Barnett (2007, p.5) state that students can connect texts to self through drawing, and making a chart or writing.

b. Guessing Meaning from Context

Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational:
- Linguistic context: the linguistic environment in which a word is used within a text
- Situational context: extra linguistic elements that contribute to the construction of meaning. This may involve background knowledge of the subject.

What this amounts to is that learners should be able to infer the meaning of an unknown word using:

1. the meaning of vocabulary items that surround it;
2. the way the word is formed;
3. Background knowledge of the subject and the situation.

c. Skimming

Harmer (2001, p.202) defines skimming as the ability “to take in a stream of discourse and understand the gist of it without worrying too much about the details …it means running your eyes over a text to get a quick idea of the gist of a text)”. Bielby (1999, p.155) confirms, “Skimming is the process of flipping through the pages fairly fast, trying to locate the sort of places where you might find what you are looking for”. In order to identify a main idea, two questions should be asked: “what is this about?” and “what does the writer want to say about this?” Mikulecky (1986, p.2). Moyle (1972, p.8) believes that skimming is the most useful skill for locating specific information, for classification of material and for revision purposes.

d. Summarizing

Fountas and Pinnell (1948) state " Being able to summarize information effectively is an invaluable skill for good readers of all ages". According to Pearson Education Incorporation (2009, p.1of 2), summarizing refers to a reader’s ability to put a written or spoken text in a shortened version using his own
words. To do this, a reader should focus on the main points of the text and some major supporting details as well. Similarly, Riverside Unified School District (2004, p. 2) reports that summarizing is a skill that involves selecting the most important information and restating it in a brief, synthesized manner. Accordingly, summarizing means that a reader is capable of pointing out the main ideas of the target text overriding unnecessary and extra information and keep them in logical order.

Steps to Summarize: - After reading ask yourself, “What is the main idea of the chapter or book?” or “What is the main idea of each paragraph?” - Write down 2 to 5 main ideas in your own words.

e. Making Prediction

Making Prediction is a skill of expecting what the text is about through examining titles and pictures or through following the series of events and predicting the following ones. In this context, Fountas and Pinnell (2006) state "Good readers anticipate words, phrases, and sentences and use their knowledge about how language works to narrow possibilities when solving words. This anticipation both propels reading forward and makes decoding more efficient. As a result, readers are able to focus more attention on meaning".

Before Reading- Read the title, look at the picture on the cover and predict what it will be about. During and After Reading: Think about what has happened so far. Think about the clues that will help you figure out what will happen next, Think about your own experience (things you know from your own life) or prior knowledge, Make a prediction and give evidence to prove it. Use clues from the story and/or your own experience to prove it.
f. Making Inference

Making Inference means using clues from the text combined with readers' previous knowledge to find out about something that is not directly stated. It is a matter of reading between lines or eliciting a hidden message. It is one of the higher order thinking skills that requires readers to question and to go through the whole mental image of the text to clarify the author's message which is not stated clearly. The meaning produced is so subjective and personal that it may differ from one to another because each has different schemata. In this concern, Keene and Zimmerman (1997, p. 147) state that "When we read, we stretch the limits of the literal text by folding our experience and belief into the literal meaning of the text, creating a new interpretation and inference.”

Likewise, Harvey and Goudvis (2008, p. 4) identify inferring as the bedrock of understanding. It involves taking what you know, your background knowledge, and merging it with clues in the text to come up with some information that is not explicitly stated. Inferential thinking helps readers to figure out unfamiliar words, draw conclusions, develop interpretations, make predictions, surface themes, and even create mental images.

Other Reading Comprehension Sub Skills

a. Questioning

Martin and Pressley (1991) state that "question generation involves asking questions while reading and attempting to answer those questions. This strategy makes readers more active in the comprehension process and focuses the readers’ attention, particularly on the information that will answer the self-generated questions. This makes the text content easier to understand and to remember. According to Pressley et al. (1992), question generation seems especially useful for
learning material from expository text. It can be clearly concluded from the previous definitions that questioning is a reading sub-skill that keeps a reader alert and concerned with finding answer to the suggested question. Asking oneself about specific points apparent or hidden helps achieve understanding and support meaning making and critical thinking.

b. Scanning

Scanning means that a reader's brain is seeking specific information, such as words, names and answers to specific questions, that is meaningful to him faster than he can consciously pay attention to" Bielby (1999, p. 155). According to Harmer (1991, p. 183), scanning is the ability of students to read a text for particular bits of information they are searching for.

c. Distinguishing Facts from Opinions

Audaini (2011) states "Students can differentiate facts from opinions when they understand the text".

Steps to decide if a statement is a Fact or Opinion: 1. Think about if the statement is true for everyone and it can be proven. If it is, then it is a fact. 2. Think about if the statement is not true for everyone. If it is, then it is an opinion because not everyone agrees.

d. Sensory Images

Sensory images refers to the reader’s mental ability to form images gradually while and after reading a text.

e. Fix-up Option

During reading comprehension processes, a reader may stump or face a problem in achieving comprehension, then he/she stops to think, reads ahead, tries to visualize, asks new questions, makes prediction, figures out unknown words, connects to background knowledge and reads illustrations. A reader may use one or all of those options to solve the difficulty he/she faces in understanding.

2.2.4.7 Levels of Reading Comprehension:

According to many researchers who investigated the levels of comprehension, there are four levels of reading comprehension namely conceptual
meaning, contextual meaning, pragmatic meaning and propositional meaning. In the following section, the researcher tries to present some of educators' opinions as follows:

- **Nuttall (1996)** tries to point out four levels of comprehension; conceptual meaning, Contextual meaning, pragmatic meaning and propositional meaning in details which as follow:
  
a. **Conceptual meaning:**

  The literal meaning of words.

b. **Contextual or Inferential (Interpretative) meaning:**

  Contextual meaning refers to the meaning of words and sentences that can be understood from the context.

c. **Pragmatic meaning:**

  The meaning which is generated as a result of interaction between the text and the reader's own schemata, beliefs and understanding.

d. **Propositional meaning:**

  Is the meaning of each separate sentence according to its components (literal). White (2004, pp.1-3) adds another level which is the applied level in which a reader adopts the literal and the interpretive material in a process of synthesizing the information in a new form.

- **Zintz (1978):** According to Zintz (1978, p. 269) reading comprehension skills are classified into three levels: Literal comprehension or the pre interpretive skills, interpretive skills and critical reading comprehension.
  
a. **Literal (Pre interpretative) Comprehension:**

  The first level as Zintz (1978, p.269) states is literal comprehension which requires getting meanings from the context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story or finding pertinent information in paragraphs to answer questions.
b. **Interpretative Level**

The second level as Zintz (1978, p.269) states is interpretative includes learning to anticipate meanings, drawing inferences, drawing generalizations, and selecting and evaluating.

c. **Critical Reading Ability:**

In the critical reading ability, Zintz reports that one does not believe everything one reads. If one tried, he/she would be hopelessly confused. One relates new ideas that he bears, sees, or reads with his previous knowledge, or prejudice, and accepts or rejects the new idea. Critical reading cannot be done without knowledge. Through knowledge, the reader is able to make comparisons and judge the relevance.

- **Caldwell et al. (2010):** Caldwell et al. (2010) state that readers require background knowledge in order to effectively comprehend material. Caldwell et al. (2010) state that “The background that students already have enables them to build bridges to new reading experiences and connect what they read to what they know” (p. 18). They also discuss different levels of comprehension that are strongly related. These levels include;

  a. **Literal Comprehension**

  According to Caldwell et al, (2010), literal comprehension refers to the ability to understand what is directly stated in the text.

  b. **Higher-Level Comprehension**

  They state that higher-level comprehension refers to formulating the central thought of a passage. The main thought constructed is a little different for each of us. Jennings et al. (2010) define inference as, “The implied information we draw from a text”.

  c. **Inference and Critical Thinking.**

  Jennings et al. (2010) state that critical thinking is also a part of higher-level comprehension and discuss that critical thinking refers to the ability to evaluate information within a text while considering individual thinking and experiences.
2.2.5 Features of Reading Affect Reading Comprehension

According to reviewed studies, different aspects of reading, reader characteristic, and reading skills affect reading comprehension. Moreover, many studies have suggested that reading fluency strongly affect reading comprehension at the elementary level. (Liao, 2015) for English learners, reading involvement may significantly increase reading comprehension scores. According to Casteel, Isom, and Jordan (2000) recent research also supports the teaching of cognitive strategies in order to improve reading comprehension skills. They also note that proficient readers combine multiple strategies to improve their understanding of a text (Casteel et al., 2000). Another reader characteristic that might come side by side to reading comprehension is motivation (Liao, 2015) explains: Students’ reading comprehension may be affected by motivation through different pathways. It has been noticed that students who are more curious or interested in reading tend to exhibit higher amounts of reading engagement, pointing to the influence of intrinsic motivation. (p. 7) Another possible pathway could suggest that students with higher self-efficacy are willing to put forth more effort trying to figure out the meaning of a the relationship between two text (Liao, 2015). This would likely result in higher reading comprehension (Liao, 2015). Below the researcher presents some researchers opinions of the features of reading which affect reading comprehension which as follow:

- **Castell, Isom, and Jordan (2000)**
  a. They support the teaching of cognitive strategies for improving Reading comprehension scores
  b. They observe that proficient readers combine multiple strategies to improve their understanding of a text.

- **Liao (2015)**
  a. He suggests that reading fluency strongly affect Reading comprehension scores
  b. English learner students, reading involvement may significantly increase Reading Comprehension scores.
c. Reading comprehension may be affected by motivation through different pathways such as intrinsic motivation.

d. Student with higher self-efficacy are more welling for understanding the real meaning of the text.

- Barkley (2005)
  a. Teaching a variety of reading comprehension scores can lead to increasing learning of the strategies which lead to an enrichment in retention and understanding of the new text and that will lead to a general important in Reading comprehension score.
  b. Prior knowledge influences reading comprehension because the more the students know, the more they understand the goals of the reading text.
  c. Self-monitoring allows students the ability to know when they do and do not understand the relationship between variety of concept and information.

- Solheim (2011)
  a. Word reading abilities can increase reading comprehension scores.
  b. Listening comprehension influences reading comprehension.
  c. The ability for nonverbal reasoning allows for more understanding in the text.

According to the previous studies and researcher observation, the researcher presents the following features influence the reading comprehension scores:

2.2.6 Factors Affect Learners’ Reading Comprehension Skill

Having reviewed many previous studies there are some factors affect reading comprehension skill. They are complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. In the following section, these factors are elaborated in detail.

1. Complexity of the text, which is influenced by the student's strength and fluency in language and their understanding of its variant meanings. Reading aloud have an important part in finding out how skilled a reader can be as learners hear the words and get a lot of new words which help student in explaining the new words.
2. **The environmental conditions**, which effect the learners who try to read a passage. In other word readers may have a lot of problems to understand a text in a difficult environment than those who read in calm and controlled place. Moreover learners who are in an environment find it difficult to concentrate on their reading text and if they are in safe environments, their reading comprehension ability will better. Readers all over the world have problem in their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008).

3. **The goal of reading**, which can be a good factor to improve Reading comprehension this means that examinations, class work, or homework situations can be a big pressure on readers’ reading than reading for enjoyment. Some learners react positively to examinations while the pressure to carry out a reading activity overwhelms others. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008).

4. **Motivation**, which Dennis (2008), learners’ interest and motivation are very important in developing reading comprehension skill. If readers find the reading material boring, they will have a lot of problems in concentrating on their comprehension, which lead to a weakness in reading comprehension among readers. In other words, if the reading material is interesting for learners they can easily understand it and can remember it clearly. Teachers should play a strong part in motivate their learners through providing them with interesting reading materials during their courses.

5. **Decoding or word recognition speed**, which Dennis (2008), states that readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. The researcher expresses that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Moreover students who have enough vocabulary can clarify the meaning or reading
passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008).

6. **Medical problems**, which Hollowell (2013), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. The researcher emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that enable learners improve their reading comprehension skill.

**Table (2.4): Reading Comprehension Scores**

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<th>Features affect Reading comprehension scores</th>
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<tbody>
<tr>
<td>• Difficult ways of teaching reading.</td>
<td>• Complexity of the reading text.</td>
</tr>
<tr>
<td>• Readers' characteristic</td>
<td>• Environmental influences.</td>
</tr>
<tr>
<td>• Kind of reading</td>
<td>• Interest and motivation</td>
</tr>
<tr>
<td>• Purpose of reading.</td>
<td>• Decoding or word recognition speed</td>
</tr>
<tr>
<td></td>
<td>• Medical problems</td>
</tr>
</tbody>
</table>

The Table (2.4) presents a comparison between the Features and Factors which affect Reading comprehension scores.

**2.2.7 The Relation between Active Learning Strategies and Reading Comprehension:**

Having reviewed many previous studies, the researcher noticed that there is a strong relationship between ALBS and reading comprehension. Previous studies found that successful reproduction or reconstruction could not be achieved without full comprehension.

According to many researchers, ALBS can be a productive process, which used for producing a new form of a previous knowledge.

**Main Characteristics of the Production Ways:**

1. It encourages students to do intentional search in their previous knowledge to fill in the gaps which is needed to achieve comprehension of the reading a text.
2. It helps students to construct the oral or written text in a new form coloured with their new views.

3. Active learning strategies are a way of making full comprehension of the received material.

4. Reading comprehension is a power that supports the active learning strategies process.

**An Example the Relationship between ALBSs and Reading Comprehension**

If a student wants to read a text or a passage, he has to identify the main idea of the text he wants to read and the skill through which his goal can be achieved by is skimming the target passage to find the main idea. He supports and expands the main idea therefore, scanning the original text for the supporting ideas is necessary. Here comes the producing of a well-organized material, the reader has to analyze the text to find out the relation among its contents. Finally come students' needs to judge, evaluate and to reflect. In other words, he should get behind lines to read the hidden message. All of the previous methods are means that help the reader to synthesize any form of material and some of the methods used to achieve comprehension. To conclude, when the readers try to read a text, they should use the same strategies used in achieving comprehension. (Conway, 2017)

**2.3 Self – efficacy**

Self – efficacy is regarded as an important variable in learning processes in many studies. In this sense, the study on the role of active learning strategies in improving self-efficacy capacity may be predicted as a contributive one in these related fields and it is an effective factor for improving foreign language Education (FLE) in general and reading comprehension in particular.

**2.3.1 Self-efficacy Definitions:**

- Zulhamri et al. (2014) highlighted the characteristics of students with high self-efficacy, which includes the ability to get involved in challenging tasks and be intrinsically motivated.
- Tobing (2013) states that self-efficacy addresses what people think they can do regardless of their actual skills.
• Tobing, (2013) defines self-efficacy as an individual’s belief about their performance of a particular task and it address what people think they can do regardless of their actual skills.

• Rezaei (2012), defined Self-efficacy as a very important factor which can influence people’s way of thinking, feeling and acting

• Onyeizugbo (2010), states that people with high self-efficacy have a better decision-making process, task choice, effort and persistence.

• Torrez and Solberg (2001), defined self-efficacy as one’s judgments about the ability to organize thoughts, feelings, and actions to produce a desired outcome

• Bandura (1986) defines self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

• Bandura (1982) defined self-efficacy as a self-judgment of one’s ability to complete a task within a specific domain. It is normally known as the belief in one’s capabilities to achieve a goal or an outcome.

• The researcher Definition: Self-efficacy is the person belief of his abilities to solve a problem, complete a task and answer a question.

2.3.2 The Importance of Self-Efficacy

Lack of interpersonal skills such as self-efficacy has also become one of the main factors that contributed to the high unemployment rate among graduates (Kanfer & Hulin, 1985). Self-efficacy, as claimed by Bandura (1986, 1995), is the most immediate factor that influences job seeking activities among graduates. Graduates who possess high self-efficacy are more motivated in their effort to secure a job and achieve greater performance in the workplace (Eden & Aviram, 1993). It can also greatly influence the way people think, feel and act (Rezaei, 2012). In general, self-efficacy is a personal quality that can motivate people to gain success, use their abilities and contributes to the overall individual achievement (Bandura, 1993). Therefore, it is very important to ensure that the education system is able to equip students with not only technical skills but also all the interpersonal skills such as self-efficacy needed to survive in a challenging work environment.
In the next section, the researcher presents a comparison between students with greater self–efficacy and Students with low self-efficacy to show the effect of self-efficacy in students.

**Table (2.5): Comparison between Students with Greater Self–efficacy and Students with low Self-efficacy**

<table>
<thead>
<tr>
<th>Students with Greater Self–efficacy</th>
<th>Students with Low Self-efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will affect their behaviour through both cognitive and motivational processes (Bandura, 1994).</td>
<td>Will develop a poor sense of self-confidence about their abilities in pursuing their goals.</td>
</tr>
<tr>
<td>Will recover quickly from failures.</td>
<td>Will not recover quickly from failures</td>
</tr>
<tr>
<td><strong>Students with greater self – efficacy</strong></td>
<td><strong>Students with low self-efficacy</strong></td>
</tr>
<tr>
<td>Will strive towards achieving their goals and are not easily affected by external factors.</td>
<td>Will tend to avoid challenging tasks and regard the tasks as threats.</td>
</tr>
<tr>
<td>Will set challenging goals and commit themselves to achieving these goals.</td>
<td>Will be easily demotivated by the problems and difficulties that they face.</td>
</tr>
<tr>
<td>Will also be more resilient to failures and possess positive thoughts when they approach the task as well as the problems that might arise.</td>
<td>Will be less likely to make concerted effort in undertaking any task.</td>
</tr>
</tbody>
</table>

Table (2.5) shows the differences between the Students with greater self–efficacy and Students with low self-efficacy and those with low ones'.

**2.3.3 The History of Self-Efficacy**

Self-efficacy is a motivational construct developed by Bandura in social cognitive theory (Tobing, 2013). According to Tobing (2013, p. 3) and Barkley (2006) self-efficacy belief is one of the factors that Bandura and other social cognitivists believe to be critical for academic performance. Self-efficacy has its roots in social learning theory, which was developed by Albert Bandura (Gibson, 2004). According to Gibson (2004) “Bandura believed that humans can learn through observation without the need for imitation; learning could be either direct or indirect (vicarious) in that one could learn through observing others’ behaviors and the consequences of those behaviors” (Bandura, 1993, p. 195). Moreover, Gibson (2004) explains that in 1986, Bandura relabeled social learning theory, as social cognitive
theory because he felt that it was more comprehensive. Tam defines social learning as “cognitions by which people attend to, or reflect upon, cues from their social environment in order to strengthen the confidence in their abilities at work (i.e. self-efficacy)” (Tam, 2008, p. 197).

2.3.4 Effect of Self-Efficacy

According to many previous studies, self-efficacy has many effects on academic achievement. According to Bandura (1997), Perceived self-efficacy is a belief in one’s personal capabilities. Bandura (1993) notes that perceived self-efficacy influences four major processes including cognitive, motivational, affective, and selection processes.

As for the motivational processes, the self-efficacy belief will affect them in several ways. These include the goals they set for themselves, the effort that they exert their perseverance in facing difficulties and their resilience to failures.

It has been observed that self-efficacy has a direct impact on behaviour. For example, individuals with high self-efficacy show greater commitment to their work (Lee & Bobko, 1994; Locke & Latham, 1990), display good progress in the attainment of goals (Sheldon & Kasser, 1998), and demonstrate high levels of task engagement (Walker, Greene & Mansell, 2006). They also choose goals that are challenging for them and difficult to achieve (Chase, 2001) and their efforts to achieve such goals are deliberate and intensified when goal progress or accomplishments are threatened (Peake & Cervone, 1989).

Below are the opinions of some researchers in the effect of self-efficacy which as follow:

- **Bandura (1993)**
  a. Students’ beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspirations
  b. Students’ beliefs in their efficacy to regulate their own learning and to master academic activities level of motivation
  c. Students’ beliefs in their efficacy to regulate their own learning and to master academic activities academic accomplishment.
• **Tams (2008)**
  a. Considerable body of research demonstrates that social learning interventions can serve as effective means for raising people’s self-efficacy.
  b. Psychologists have examined theories of the positive impact of self-efficacy and intrinsic motivation on academic achievement.

• **Tobing (2013),**
  a. Self-efficacy is an important motivational factor related to learning task completion because activities that students choose are often chosen as a result of self-efficacy beliefs. In contrast, students will avoid sharing in activities that they feel they are not capable of doing.
  b. Students with strong self-efficacy will spend more efforts even when facing difficult missions.
  c. Students' low self-efficacy will decrease their efforts and give up given the same situation.

• **Barkley (2005)**
  a. Students with high levels of self-efficacy are more willing to participate
  b. Students work harder and longer
  c. Students have fewer negative emotional reactions

• **Williams (1995)**
  a. Self-efficacy affects the processes of inspiration and self-regulation.
  b. Individuals take part in activities that they feel confident about

**Ways for Increasing Self-efficacy**

In order to increase self-efficacy, teachers should model for those students and help them to acquire the skills and efficacy beliefs that are necessary in order to complete a given task. Below are some of the ways for increasing self-efficacy as follows:
a. Once students begin to accomplish a given task consistently, their efficacy beliefs are likely to increase (Barkley, 2005).

b. Self-efficacy should be a part of the curriculum task

c. Students with low self-efficacy should be encouraged by the teachers such as students with high self-efficacy, this mean that teachers should not only concentrate on students with high self-efficacy, but also they should encourage the students with low self-efficacy.

2.3.5 Self-Efficacy Theory

Bandura is the father of self-efficacy. Bandura has founded self-efficacy theory in order to predict a person thoughts of his abilities. Self-efficacy theory has been used to predict behaviour by assessing an individual’s personal judgment in his/her self-efficacy theory ability to perform to specific levels of performance (e.g., Weinberg, Yukelson, & Jackson, 1980; Feltz, 1982; Mcauley & Gill, 1983). Self-efficacy is a situation-specific form of self-confidence and is defined as “beliefs in one’s capabilities to organize and execute courses of action required to produce given attainments” (Bandura, 1997, p. 3). However, self-efficacy beliefs in one particular area of life do not guarantee that they will be effective in other areas of interest. Hence, it is also a domain-specific form of self-confidence. The reciprocal relationship between self-efficacy and performance suggests that an improvement in performance will boost an individual’s level of self-efficacy, which in turn will improve subsequent performance, and so forth (Bandura, 1991). Self-efficacy theory is generally regarded as one of the most significant theories in social cognitive research (Beattie et al., 2011).

2.3.6 Self-efficacy Beliefs

Self-efficacy beliefs provide people with a control over their environment. These beliefs show a student potential to comprehend situations and assess their capability to execute strategies for the accomplishment of desired goals (Bandura, 1997, p.37).

Bandura (1986) noted that self-efficacy is a precursor of individuals’ investing more effort in their work in order to solve problems. As mentioned previously,
individuals with high in self-efficacy set challenging goals in life and invest extra effort in order to achieve them (Bandura, 1986). Furthermore, when beset with failure and barriers, highly efficacious individuals do not turn their backs on their difficulties, because they consider that dealing with such difficulties is part of the strategy to succeed (Bandura, 1990).

Nes Ferrara (2005) states that self-efficacy for reading refers to individuals’ assessments of how well they think they can accomplish a particular reading task and is influenced by how well they have performed on similar tasks, including any accompanying feedback and encouragement received (Nes Ferrara, 2005).

2.3.7 Sources of Self-efficacy Beliefs

According to the self-efficacy theory (Bandura, 1977, 1986, 1997), there are four sources of efficacy information: mastery experience, verbal persuasion, vicarious experiences, and physiological states.

![Figure (2.10): Self-efficacy Sources](image)

**Figure (2.10): Self-efficacy Sources**

a. Vicarious Experiences

When an individual lacks task experience, observing significant others who are similar to oneself contributes to self-efficacy beliefs. In such circumstances, one may observe others’ experiences and learn from them. Furthermore, observing a model may provide an individual with a wealth of information that might be missing from verbal feedback (Gould & Weiss, 1981). Several studies have examined the treatment of participant modelling. These studies have shown that self-efficacy...
increases when individuals perceive that they are similar to or more capable than the actual model (e.g., Bandura & Adams, 1977; George, Feltz, & Chase, 1992; Lirgg & Feltz, 1991).

The positive effects of sharing seem to be enhanced when a significant other is present such as a coach. This allows the student first to look at an activity and later to perform it himself/herself, and to learn it through proper guidance with feedback (Bandura, 1977)

b. Verbal Persuasion

Verbal persuasion is another way of raising self-efficacy data and involves other people telling an individual that he/she has the capability to succeed (Bandura, 1997; Baron, 1988). Self-efficacy theory suggests that positive self-appraisals are likely when individuals are given some encouragement and other people show faith in their performance abilities (Bandura, 1997). However, this source is thought to be weaker than the previous two sources discussed above, as the performer has to believe what the persuader is saying to him/her (Pajares, Johnson, & Usher 1997), which may depend on many factors such as credibility, prestige, expertise or knowledge, and the perceived trustworthiness of the persuader (Feltz, Short, & Sullivan, 2008). Bandura (1997) stated that false appreciation and pointless talks should not be mixed up with realistic persuasion. Erikson (1980) also acknowledged that false comments should not be used to build up confidence levels in children. Bandura (1986) also stated that negative comments may reduce a person’s self-efficacy, and that verbal feedback should be carefully constructed. On the other hand, Barkley (2005) states that the most common and overused method for increasing student self-efficacy beliefs is verbal persuasion. In many traditional classrooms, teachers are quick to reward student’s efforts with verbal praise (Barkley, 2005). According to Barkley (2005), “Small and meaningful amounts of verbal praise are important; however, when verbal praise become rote in the classroom, students quickly lose interest and the individual doling out the praise may even lose credibility” (Barkley, 2005,p. 18). Dweck (2007) was also critical of certain types of praise. According to Dweck (2007), there are two different types of praise which include praise for intelligence and praise for effort. Intelligence praise does not
provide motivation, rather, it creates a fixed mind set (Dweck, 2007). In contrast, praise for effort leads to motivation (Dweck, 2007, p.35).

c. Performance Accomplishments

Performance accomplishments are considered to be the strongest source of information for the development of self-efficacy (Bandura, Adams, & Beyer, 1977; Biran & Wilson, 1981; Feltz, Landers & Raeder, 1979; McAuley, 1985; Wise & Trunnell, 2001). Individuals with experience of success develop strong feelings of confidence and are less likely to doubt their potential for subsequent success. Conversely, past failures can lower one’s self-efficacy. According to Bandura (1986), the feeling of successfully completing a task can promote positive feelings in the performer, while failures can reduce self-efficacy and thereby weaken subsequent performance. Beattie et al. (2011) found that previous performance was a strong predictor of subsequent performance when they examined the reciprocal relationship within-person.

The relationship between self-efficacy and performance accomplishments is influenced by other essential factors such as how individuals perceive the difficulty of a task, and how much effort they have invested in achieving such tasks. Bandura (1986) reported that the self-appraisal of individuals who complete difficult tasks successfully with less effort is greater, when compared with individuals who accomplish the same task but only after earlier failures and a large amount of investment. According to Feltz (2007) some individuals who experience failure do not necessarily experience a decrease in their efficacy beliefs in their ability, but rather may lead them to increase their effort on subsequent performance. However Beattie, Hardy, Savage, Woodman, and Callow (2010) found that individuals with high levels of trait robustness of self-confidence tended to remain confident after poor performances that their lower robust counterparts. To conclude, performance accomplishments are an influential variable in predicting and building robust self-efficacy beliefs (Mitchell, Hopper, Daniels, George, & James, 1994; Usher & Pajares, 2006).
d. Physiological States

Feltz and Riessinger (1990) stated that physiological and emotional states have been shown to be a more influential source of efficacy information with respect to sport and physical activities than in the case of non-physical tasks. This type of source can be used for sports tasks that involve physical exertion (Chase, Feltz, Tully, & Lirgg, 1994). Physiological states (e.g., pain, fatigue, arousal) have been reported to influence self-efficacy judgments (Bandura, 1986), with aches, fatigue and pain showing physical inefficacy (Ewart, 1992).

Self-efficacy may be enhanced via physiological arousal. However, Bandura (1977) claimed that the way arousal is interpreted is the main determinant of how self-efficacy will be influenced (Taylor, 2006). That is, if arousal is perceived to facilitate performance, then self-efficacy should increase. On the contrary, when individuals perceive arousal as a negative factor and suffer from anxiety and self-doubt, then self-efficacy should decrease.

Kavanagh and Bower (1985) stated that individuals’ moods can influence judgments of efficacy such that positive moods improved self-efficacy, while negative moods decreased self-efficacy. This finding was supported by Maddux and Meyer (1995), who found that appreciation, and exhilaration, and happiness increased self-efficacy. Conversely, some factors such as discouragement, depression, and sadness might have a negative effect on self-efficacy.

2.3.8 The Relationship between Active Learning and Self-efficacy

Active-learning strategies are used in this study to make an improvement of students’ self-efficacy. According to Simmons & DiStasi (2008) active learning instruction requires learners to apply various techniques of learning, improve
retention of different information, and make learners interact with peer in learning process; therefore, having enough and suitable motivation and good self-beliefs has essential role in all of these processes. Self-efficacy beliefs is considered as a significant source of motivation for learners (Fahim and Nasrollahi, 2013). The present research was a further investigation in the same area.

Self-efficacy is characterized by one’s beliefs about behavioral outcomes, coupled with expectations about one’s ability to engage in, execute, persist in, and be successful at a particular behavior. Because many students come to school with negative attitudes and low self-efficacy, it is imperative to nurture feelings of confidence from the very beginning. The use of active- learning strategies alone is reported to significantly increase or change students’ self-efficacy by promoting a belief in their own ability to learn and be successful in learning. The strategies in this study named five finger rule, jigsaw and TPS strategies were indeed designed to help students gain confidence in and have control over their abilities to learn how to be successful in doing so, but the strategies were also introduced gradually over the course of the semester. This was to enable students to see the results of their efforts, receive feedback relatively, and thus help them develop their self-efficacy over the course of the entire semester. Being active participants in the learning process, self-efficacy was improved compared with those students who experienced traditional methods of learning.

Dweck and Eison (1991), stated that active learning induces significant improvement in students’ attitude as well as their thinking and writing skills. This active learning approach has also been proven to be more effective in information retention and is able to motivate students in their learning process (Springer, Stanne & Donovan, 1999). Johnson, Johnson & Smith (1998) based on the findings of their study, state that the active learning approach positively enhances students’ skills in academic achievement, interpersonal interactions, self-esteem and perceptions towards learning. These researchers also found a strong relationship between active learning approaches and the enhancement of students' interpersonal skills. They also found that students’ social skills improve when they are exposed to group work rather than individual task. The same positive outcomes were also observed in problem-based learning methods. Prince (2004) claimed that problem-based learning
is an active approach towards learning, it has the power to get the students engaged with learning and encourage the students to be more self-directed. Norman & Schmidt (1993) reported that students have long-term retention of knowledge as compared to traditional instruction when the active learning approach was employed. Based on Prince's findings (2004), it is proven that the active learning method has the capability to improve students’ skills in many aspects other than academic skills, such as interpersonal skills and self-efficacy.

2.3.9 The Relationship between Self-efficacy and Reading Comprehension

Active-learning strategies are used in this study to make an improvement in students’ reading comprehension and self-efficacy. Thus, the question here: is there a relationship between self-efficacy and Reading comprehension?

Many previous studies have focused on the kind of relationship between self-efficacy and Reading comprehension.

Liao (2015)

States that “the relationship between intrinsic reading motivation in third grade, and reading comprehension in sixth grade were significant” (Liao, 2015, p. 10)

Tobing (2013)

examined the relationship between the reading strategies, self-efficacy, reading comprehension of high school students in Indonesia, the analysis results from the study demonstrated that the overall use of reading strategies was significantly related to reading comprehension and slightly predicted reading comprehension ability (Tobing, 2013).

Nes Ferrara (2005)

states that reading self-efficacy is an important aspect of making the transition from an okay to an excellent reader (Nes Ferrara, 2005).


Research indicates that young children in first grade and even kindergarten can and do make self-concept-related differentiations both across and within the domains of reading.
**Barkely (2005)**

In a reading classroom, the teachers primary goal is to help their students become better readers, in order to help students become better readers, the teacher needs to make sure that they are manipulating the efficacy beliefs that students have about reading.

Barkley argues that there are numerous methods to foster high efficacy beliefs about reading in students.

These methods include classroom environment and experience modifications, reading strategies instruction, and self-regulation.

Of those methods, each has its strengths and weaknesses, but when used appropriately, each can be applicable in the school setting.

**Piercey, (2013)**

Within the domain of reading, efficacy beliefs can fluctuate based on the difficulty of the task at hand Some students may be confident in their ability to recognize words within a passage but have difficulty with comprehension of the same passage.

**Nes Ferrera (2005)**

Discussed a study that examined reading self-efficacy and found that young students who received training to help with their reading self-efficacy and strategy use were also better readers.

**Conclusion**

In this part of chapter two the researcher tries to present her point of view side by sides with other researchers' one, in order to clarify the subject of this study which concentrate on the best way to improve students reading comprehension and self-efficacy. Moreover she presents the variable of the study in detail in order to clarify the rule of every variable in this study.

In brief, students face many obstacles when they deal with English texts. Therefore, the researcher attempted to improve students’ reading comprehension skills and self-efficacy by utilizing some active learning based strategies. Students
will be given the chance to practice reading comprehension through various active learning based strategies named five fingers, jigsaw, and TPS strategies in association with the instructor’s assistance.
Section (B): Previous Studies

Introduction

This section investigates the findings of the previous studies relevant to the problem of this study and the strategies used to achieve progress in students’ achievement in reading comprehension strategies and self-efficacy. These studies are studies divided into three sections:

The first domain includes sixteen studies that confirmed the impact of using some active learning strategies on improving reading comprehension skills.

The second domain includes four studies that confirmed the impact of using active learning strategies in improving self-efficacy.

The third domain includes eight studies that confirmed the impact of self-efficacy on improving reading comprehension.

2.4 Studies related to the impact of active learning strategies on improving Reading comprehension.

Al Safdi (2017)

This study investigated the impact of using CSR approach on Palestinian ninth graders' reading comprehension skills learning English motivation and reading motivation. The researcher used the experimental approach. The sample of the study were (80) female students at Al Toffah Preparatory School which were randomly selected. The participants were divided into two equivalent groups. the tools of the study were a questionnaire, a pre/post reading comprehension test, an English learning motivation scale, and a reading motivation scale. The results of the study shows that there were statistically significant differences at (α= 0.01) between the mean scores of the control group and those of the experimental one on the reading comprehension posttest, learning English motivation post application and reading motivation post application of the scale in favor of the experimental group. This positive result was attributed to the effectiveness of using the CSR.
Lin (2017)

This study investigated the impact of English reading course integrated with the problem-based learning approach on foster foreign language learners’ reading comprehension ability, strategy use, and their active learning attitudes. The researcher used the experimental approach. The sample of the study were two intact English classes in a Taiwanese university were randomly assigned to the experimental and control treatment conditions. The tools of the study were reading comprehension pre- and post-tests and the English active learning questionnaire were employed to collect the data. The Independent Samples t-test yielded a significant difference between the 2 groups in the total score of the reading comprehension post-test, indicating that the PBL approach significantly improved the participants’ reading comprehension ability, and the PBL participants’ strategy use for identifying the subject matter and supportive details was better than that of their counterparts and the t-test results of the questionnaire showed that the PBL participants exhibited a significantly higher degree of active English learning attitude than the non-PBL participants in terms of motivation intensity and desire to learn English. The result of the study showed that there was a significantly positive correlation between reading comprehension ability and English learning attitude and instructional recommendations are presented.

Momani, et al. (2016)

This study investigated the impact of implementing active learning strategies on teaching English, investigate the teachers' point of views on using active learning strategies, and how active learning strategies can be effective in developing students’ performance. The study sample includes 35 EFL Saudi teachers in Tabuk City, KSA. The researcher used the a quest-experimental approach The researchers uses a questionnaire that consists of two part, namely, the effect of using active learning strategies on teaching English and the teachers' point of views on using active learning strategies. The questionnaire is analyzed and the results are discussed. The study shows that 90% of the teachers support that using active learning strategies have a positive effect on teaching English and developing students' performance.
Azam Namjoo*, Amir Marzban (2014)

The study investigated the impact of cooperative learning on Reading Comprehension of Iranian EFL Learners. The purpose of this article is to review a set of previously published articles in regard to reading comprehension. The result of the study contribute to a new insight into reading comprehension. This study tries find the effects of text structure and critical thinking awareness on students’ reading comprehension. Most of the previous studies agreed on the positive effect of these two cognitive domains on reading comprehension of expository texts.

Lin (2012)

This study investigated the impact of the active learning strategies technique on English reading comprehension. The researcher used the experimental approach. The sample of the study were (126) Chinese students from a Taiwanese university. Sixty five students were assigned to the experimental group and 61 to the control group. The tools of the study were reading comprehension and pre and post-tests, as well as a reading comprehension strategies questionnaire. The results of the study indicated that active learning strategies strongly improved the participants’ text comprehension at the level of overall meaning. Moreover it helped them to learn general concepts during reading and to retain of the story parts in their memory after reading. The participants using active learning strategies could distinguish better than control participants between overall and specific ideas. Based on the study result, the integration of active learning strategies in L2 reading comprehension instruction is recommended.

Mustafa ER (2012)

This study investigated the impact of active learning on foreign language self-concept and reading comprehension achievement. The researcher used the experimental approach with experimental and control groups. The time of the study was conducted in the spring term of 2005-2006 Academic Year. The sample of this study consisted of (182) male college students formed the experiment and the control groups which were all randomly chosen. The tools of the research were the Foreign Language Self-Concept Scale which is developed by the researcher and a reading comprehension placement test. The results of the study showed that the group
engaged in active learning approach, was successful on their reading comprehension achievement were increased. On the other hand, the effect of active learning on foreign language self-concept was found to be insignificant. Furthermore, there is no significant correlation between foreign language self-concept and reading comprehension scores according to the types of high schools the students have graduated from.

**Gomwalk (2010)**

This study investigated the impact of storytelling and story active learning strategies on reading comprehension on secondary school students’ and composition performance. The research uses the experimental approach. The sample of this study were two hundred and forty (240) junior secondary school students from three selected schools in Pankshin Local Government Area of Plateau State were surveyed. The tool of the study was pretest-posttest design was used to gather data from the respondents. The result of the study showed that story telling and active learning strategies as teaching strategies can increase the performance of students in both reading comprehension and written composition. The result also indicated that story telling and active learning strategies can increase the language performance of secondary school students.

**Brack (2008)**

This study investigated the impact of instructional active learning strategies on reading comprehension scores of intermediate at-risk students. The researcher uses the experimental approach. The sample of the study were twelve students. The tools of the study were a pretest in autumn 2007 with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading comprehension and a number of vocabularies were measured, and post-test in the winter of 2008 to determine if their word gain would surpass the pretest in 2007. The result of the study revealed that the average word gain of the students of 2008 test was projected to be at least five words greater than the test of 2007. Moreover, active learning strategies instruction in expository articles resulted in an increase of reading comprehension as measured by the DIBELS.
Donna (2008)

This study investigated the effects of substituting active learning strategies for basal reader comprehension instruction on students in a sixth grade reading program. The researcher uses the experimental approach. The sample of the study were two intact sixth grade reading groups, one made up of proficient readers and the other of less-proficient readers, and the active learning strategies experiment lasted for five weeks with each group of students. The tools of the study were a standardized reading test, a curriculum-based measure, and a scale evaluating the quality of written active learning strategies. Pre and post-test reading comprehension achievement data were collected. The result of the study indicated that active learning strategies was an effective reading comprehension strategy. Moreover proficient and less-proficient readers benefited from the active learning strategies instruction.

Güneyli (2008)

This study investigated the impact of active learning approach on improving the reading skills in native language education. The researcher uses the experimental design which is used by Turkish Teaching organized by active learning approach for determining learning levels of the students concerning their reading comprehension skills. The sample of the study were fifth class level primary schools and the time lasted for fourteen weeks in the second semester of the scholastic year 2005-2006. The tools were “Turkish Reading Comprehension Skill Test”. The results of the study revealed that the active learning approach was more effective than the traditional approach.

Schisler (2008)

This study investigated the impact of oral and written active learning strategies for improving both literal and inferential comprehension performance. The researcher used the a question experimental approach. The sample of the study were five elementary-aged students. The results showed that comprehension gains were made for all five of the students who participated in the study. The oral and written active learning strategies procedure was found to be the most efficient in terms of increasing comprehension performance.
Al Haidari (2006)

This study investigated the effectiveness of using cooperative learning to promote reading comprehension, vocabulary, and fluency. Achievement Scores of Male Fourth- and Fifth-Grade Students in a Saudi Arabian School. The researcher used a quasi-experimental design. The sample of the study were four groups of ISA male students participated in the study: two fourth grade classes, and two fifth grade classes. The tools of the study were pre- and post-measures for reading performance, which designed vocabulary, reading comprehension, and fluency. Furthermore, the researcher administered pre- and post-measures of students’ attitudes toward cooperative learning and students’ motivation toward reading. Finally, the researcher developed and administered measures of teachers’ attitudes toward jigsaw strategy learning. The results of this analysis indicated significance differences between experimental and control groups on post-measures of vocabulary and fluency, and students’ attitudes toward jigsaw strategy learning. In other hand, the result showed no significant difference between experimental and control groups on post-measures of reading comprehension and students’ motivation toward reading.

Han (2005)

This study investigated the impact of retelling as a reading strategy for elementary school students of ESL. The sample of the study were two first graders, three second graders, and three fifth graders participated in the study. They were divided into two groups (Group A and B) according to their English competence and other factors. Their retelling outcomes including oral, written and drawings during 2 months period were collected and analyzed. During the study, students were being read stories and asked to retell the stories orally and/or in writing and/or in drawing. The results show an improvement in the story structure, length of the retelling, reading comprehension, and confidence of most SSubjects. No major improvement in vocabulary growth was found, in spite of individual variation. Self-evaluations and observation indicate that the participants enjoyed story readings, their attitude toward reading became more positive, and they gained self-confidence. The results suggest that retelling could be a potentially useful reading strategy for ESL learners.
**Mayasari et al. (2001)**

The study investigated the impact of question-Answer Relationships for improving the students’ reading comprehension. The aims of the prior research are:
1) Improving student’s reading comprehension and to know the extent of the improvement of student’s reading comprehension through Question Answer Relationships. 2) Describing the situation when Question-Answer Relationships is applied in reading class. The research was a classroom action carried out in SMP Negeri 8 Surakarta. The sample of the study is the eighth grade students. The result of the study shows that the students who were taught Question-Answer Relationships can improve their reading comprehension. There is improvement in each cycle. Therefore, Question-Answer Relationships can be used as alternative strategy to improve students’ reading comprehension. Question-Answer Relationships also makes the class situation became effective during teaching and learning process.

**Kuldanek (1998)**

This study investigated the effect of using active learning strategies and incorporated direct instruction of story grammar for allowing students to find out the basic story elements while strengthening their oral language skills. This study also aims to improve learners’ written language ability and increase their comprehension. The sample of this study were 10 learning disabled students (ranging in age from 6 to 7 and ranging in ability from beginning first grade to beginning second grade reading levels) the result of this study indicated that the participants achieved great success in written language ability and increased their comprehension.

**Gambrell, et al. (1985)**

The study investigated the effects of active learning strategies on reading comprehension and recall of text the researcher uses the experimental approach. The sample of the study are (93) there were four training sessions and one test session. For each of the four training sessions, subjects silently read a passage and then, according to treatment condition, either retold the important parts of the passage or illustrated the important parts of the passage. The result of the study found a statistically significant differences were found on all measures of reading comprehension and recall in favor of the groups who received practice in active
learning strategies. The results suggest that active learning strategies is a highly potent generative learning strategies and that active learning strategies has direct, beneficial consequences for children's processing of subsequent texts.

**Comments on the previous studies (A)**

Having reviewed the previous studies, the researcher gained a great deal of knowledge which helped her to reveal the impact of using some active learning based strategies on improving reading comprehension. The researcher discusse the previous studies which were related to active learning based strategies and their impact on improving reading comprehension according to the following elements:

1) **The Subject of the Previous Studies and their Purposes**

- **Al Safdi (2017)**; aimed at investigated the impact of using CSR approach on Palestinian ninth graders' reading comprehension skills learning English motivation and reading motivation.
- **Lin (2017)**; aimed at investigated the impact of English reading course integrated with the problem-based learning approach on foster foreign language learners’ reading comprehension ability, strategy use, and their active learning attitudes.
- **Momani, et al. (2016)**; aimed at investigated the impact of implementing active learning strategies on teaching English, investigate the teachers' point of views on using active learning strategies, and how active learning strategies can be effective in developing students’ performance.
- **Azam Namjoo*, Amir Marzban (2014)**; aimed at investigated the impact of cooperative learning on Reading Comprehension of Iranian EFL Learners The purpose of this article is to review a set of previously published articles in regard to reading comprehension.
- **Mustafa ER (2012)**; aimed at investigated the impact of active learning on foreign language self-concept and reading comprehension achievement The researcher used the experimental approach with experimental and control groups.
- **Lin (2012 )**; aimed at investigated the impact of the active learning strategies technique on English reading comprehension.
• **Gomwalk (2010)**; aimed at investigated the impact of storytelling and story active learning strategies on reading comprehension on secondary school students’ and composition performance.

• **Güneyli (2008)**; aimed at investigated the impact of active learning approach on improving the reading skills in native language education.

• **Donna (2008)**; aimed at investigated The effects of substituting active learning strategies for basal reader comprehension instruction on students in a sixth grade reading program.

• **Schisler (2008)**; aimed at investigated the impact of oral and written active learning strategies for improving both literal and inferential comprehension performance.

• **Brack (2008)**; aimed at investigated the impact of instructional active learning strategies on reading comprehension scores of intermediate at-risk students.

• **Al Haidari (2006)**; aimed at investigated the effectiveness of using cooperative learning to promote reading comprehension, vocabulary, and fluency Achievement Scores of Male Fourth- and Fifth-Grade Students in a Saudi Arabian School.

• **Han (2005)**; aimed at investigated the impact of retelling as a reading strategy for elementary school students of ESL.

• **Mayasari et al, (2001)** aimed at investigated the impact of question-Answer Relationships for improving the students’ reading comprehension.

• **Kuldanek (1998)**; aimed at investigated the effect of using active learning strategies and incorporated direct instruction of story grammar for allowing students to find out the basic story elements while strengthening their oral language skills.

• **Gambrell, et al. (1985)** aimed at investigated the effects of active learning strategies on reading comprehension and recall of text the researcher uses the experimental approach.

• **The researcher gained** a great knowledge and benefit from those previous studies which helped in her study.
2) Design


The researcher used the experimental approach in the current study.

3) Sample of Studies

- Al Safdi (2017); used (80) female students at Al Toffah Preparatory School which were randomly selected.
- Lin (2017); used two intact English classes in a Taiwanese university were randomly assigned to the experimental and control treatment conditions.
- Dr. Momani, et al. (2016); includes 35 EFL Saudi teachers in Tabuk City, KSA.
- Dr. Mustafa ER (2012); used (182) male college students formed the experiment and the control groups which were all randomly chosen.
- Lin (2012 ); used (126) Chinese students from a Taiwanese university.
- Gomwalk (2010); used two hundred and forty (240) junior secondary school students from three selected schools in Pankshin Local Government Area of Plateau State were surveyed.
- Güneyli (2008); used fifth class level primary schools and the time lasted for fourteen weeks in the second semester of the scholastic year 2005-2006.
- Donna (2008); used two intact sixth grade reading groups, one made up of proficient readers and the other of less- proficient readers.
- Schisler (2008); used five elementary-aged students.
- Brack (2008); used twelve students.
- Alhaidari (2006); used four groups of ISA male students participated in the study: two fourth grade classes, and two fifth grade classes.
- Han (2005); used two first graders, three second graders, and three fifth graders participated in the study.
- Mayasari et al, (2001); used the eighth grade students.
• **Kuldanek (1998)**; used 10 learning disabled students (ranging in age from 6 to 7 and ranging in ability from beginning first grade to beginning second grade reading levels)

• **Gambrell, et al. (1985)**; used (93) there were four training sessions and one test session. The researcher in this study used a sample of (72) male students at Al Bahrain kingdom School

• **The researcher** used (72) male students at Al Bahrain Elementary Boys school (A).

4) **Tools**

The majority of the previous studies used a pre-post-test. Pre-test and post-test were given to experimental and control groups before and after the treatment.

• **Al Safdi (2017)** used a questionnaire a pre/post reading comprehension test, an English learning motivation scale, and a reading motivation scale.

• **Lin (2017)** used reading comprehension pre- and post-tests and the English active learning questionnaire were employed to collect the data.

• **Dr. Momani, et al. (2016)** The researchers used a questionnaire that consists of two part, namely, the effect of using active learning strategies on teaching English and the teachers' point of views on using active learning strategies.

• **Namjoo & Marzban (2014)** used the Foreign Language Self-Concept Scale which is developed by the researcher and a reading comprehension placement test.

• **Lin (2012)** used reading comprehension and pre and post-tests, as well as a reading comprehension strategies questionnaire.

• **Gomwalk (2010)** used a pre post-test to gather data from the respondents.

• **Güneyli (2008)** used “Turkish Reading Comprehension Skill Test”.

• **Donna (2008)** used a standardized reading test, a curriculum-based measure, and a scale evaluating of the quality of written active learning strategies Pre and post-test reading comprehension achievement data were collected.

• **Schisler (2008)** & **Brack (2008)** used a pretest in autumn 2007 with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading comprehension and a
number of vocabularies were measured, and post-test in the winter of 2008 to determine if their word gain would surpass the pretest in 2007.

- **Al Haidari (2006)** developed and administered a pre- and post-measures for reading performance, which designed vocabulary, reading comprehension, and fluency.
- **Han (2005)** In this study, the researcher conducted reading comprehension skill to examine the student abilities in reading comprehension and their attitude.
- The researcher used a pre post -test to examine student abilities in reading comprehension skill and a questionnaire for examine their self-efficacy.

5) **Results:**

The majority of previous studies supported the result of improving reading comprehension by using some Active learning based strategies. Except of some studies which found out that Active learning based strategies needs to be clear and obvious for the students this means that using some Active learning based strategies is one of the importance way for improving reading comprehension skills.

2.5 **Studies Related to the Effect of some Active Learning Strategies on Improving Self- efficacy**

**Fook et al. (2015)**

The study investigated the relationship between active learning and self-efficacy among students in higher education. The sample of the study were 470 respondents at the Faculty of Education in a public university in Selangor, Malaysia. The tools of the study was a survey data was collected using a questionnaire from. The result indicates that students were moderately satisfied with the active learning experienced in their learning and they agreed to achieve a high level of self-efficacy in their course. Overall, the findings also identified a moderate, positive, and significant relationship between active learning and self-efficacy of students in higher education. Overall, the study has implications for the improvement of teaching and learning practices in higher education.
Gaffney et. al., (2013)

This study investigated How an active-learning class influences physics self-efficacy in pre-service teachers Education majors in an inquiry-based physics content course were asked to reflect on the ways the course affected their self-efficacy for completing physics tasks, such as creating a circuit. Responses were coded according to the contributor of the influence and whether that influence was positive or negative. The group learning structure, hands-on activities in the class, and the constructed repertoire of science knowledge, processes, and activities, were all reported to be positive influences on self-efficacy, whereas the influence of the instructor was mixed. Overall, students’ responses indicated both a desire for more guidance and lecture and an appreciation for their ability to construct their own understanding through the class activities.

Naderi & Ashraf (2013)

This study investigated the effects of active learning instruction of listening on the listening self-efficacy beliefs of the intermediate Iranian EFL learners; Moreover, it investigated the difference between male and female learners who had experienced active learning instruction in terms of listening self-efficacy beliefs. The sample of the study were 52 EFL learners who were distributed into control and experimental groups. The tools of the study were at the first session, the listening self-efficacy questionnaire (Rahimi and Abedini, 2009) was applied as the pre-test. For experimental groups, active learning instruction was employed as the treatment by the use of peer teaching and four types of tasks (jigsaw task, gap filling task, graphic organizer task, and information transfer task). In the last session, the same listening self-efficacy questionnaire was applied as the post-test. The results of the study analyses revealed that active learning instruction of listening comprehension had a significant effect on the learners' listening self-efficacy. Moreover, it was indicated that there was no significant difference in terms of listening self-efficacy between males and females of the experimental groups. The results can be useful for teacher trainers in providing some in service courses for EFL teachers to make them aware of the student-centered instruction including active learning instruction aspects and advantages in teaching methodology.
Wilke (2005)

This study investigated the effect of active-learning strategies on college students’ achievement, motivation, and self-efficacy in a human physiology course for nonmajors. Variables were studied via a quasi-experimental. The sample of the study were Solomon four-group design on 141 students at a small west-Texas university. Treatment groups were taught using a continuum-based, active-learning model implemented over the course of a semester. Control groups were taught using traditional didactic lecture methods. To assess the effects of the continuum-based active learning strategies, The tools of the study were a comprehensive physiology content exam, the Motivated Strategies for Learning Questionnaire, and attitude surveys. The result of the study indicated that the treatment groups acquired significantly more content knowledge and were significantly more self-efficacious than students in the control groups. There were no significant differences in motivation. Attitude surveys indicated that students in both the treatment and control groups demonstrated a positive attitude toward active learning, believed it helped (or would help) them to learn the material, and would choose an active learning course in the future.

Comments on the previous studies (B)

Having reviewed the previous studies, the researcher gained a great deal of knowledge which helped her to reveal the impact of using some active learning based strategies impact on improving reading comprehension. The researcher discusses the previous studies which were related to active learning based strategies and their impact on improving reading comprehension according to the following elements:

1) The Subject of the Previous Studies and their Purposes

Most studies investigated the impact of active learning based strategies impact on improving self-efficacy

- **Fook et all. (2015)**; aimed at investigated the relationship between active learning and self-efficacy among students in higher education.

- **Naderi & Ashraf (2013)**; aimed at investigated the effects of active learning instruction of listening on the listening self-efficacy beliefs of the
intermediate Iranian EFL learners; Moreover, it investigated the difference between male and female learners who had experienced active learning instruction in terms of listening self-efficacy beliefs.

- **Gaffney et. al., (2013)**; aimed at investigating how an active-learning class influences physics self-efficacy in pre-service teachers Education majors in an inquiry-based physics content course were asked to reflect on the ways the course affected their self-efficacy for completing physics tasks, such as creating a circuit.

- **Wilke (2005)**; aimed at investigating the effect of active-learning strategies on college students’ achievement, motivation, and self-efficacy in a human physiology course for nonmajors.

2) **Design**

Most of the studies used the experimental approach, the Fook et al. (2015); Naderi & Ashraf (2013); Gaffney et. al., (2013) except of Wilke (2005) who used the a quasi-experimental approach. In this study the researcher conducted the experimental approach.

3) **Samples of Studies**

- **Fook et all. (2015)**; used 470 respondents at the Faculty of Education in a public university in Selangor, Malaysia.

- **Naderi & Ashraf (2013)**; used 52 EFL learners who were distributed into control and experimental groups.

- **Wilke (2005)**; used Solomon four-group design on 141 students at a small west-Texas university.

- **The researcher** used a sample of (72) male students at Al Bahrain kingdom School

4) **Tools**

- **Fook et all. (2015)** used a survey data was that collected by using a survey questionnaire from.

- **Naderi & Ashraf (2013)** used a listening self-efficacy questionnaire.

- **Yoğurtçu (2013)** used to survey questions of 556 students.
Gaffney et. al., (2013); Wilke (2005) used a comprehensive physiology content exam, the Motivated Strategies for Learning Questionnaire, and attitude surveys.

In this study, the researcher conducted a pre post-test to examine student abilities in reading comprehension skill and a questionnaire for examine their self-efficacy.

5) Result

The majority of previous studies supported the result of improving self-efficacy by using Active learning based strategies. However, some studies found out that Active learning based strategies needs to be clear and obvious for the students. The researchers said that several factors may account for this conclusion.

2.6 Studies Related to the Relationships between Active Learning Strategies, Reading Comprehension and Self-efficacy

Conway (2017)

This study investigated whether or not there is a correlation between the self-efficacy of high school students and their reading comprehension scores at Smith High School. The sample of the study were 24 students that participated in this study. Eight of those students were in special education and have an identified reading disability, eight were students in general education, and eight were in honors level reading. The tools of the study were two instruments used in the study. One instrument used in the study was the MAP (Measure of Academic Progress) Assessment (Northwest Evaluation Association, 2017), which was used to measure reading comprehension. The Reader Self Perception Scale (Henk & Melnick, 1995) was used to assess overall self-efficacy in addition to four sub categories of self-efficacy including (a) progress, (b) observational comparison, (c) social feedback, and (d) psychological states. The result of the study showed a moderate correlation was found between reading comprehension and general perception.

Cosentino (2017)

The Effects Of Self-Regulation Strategies On Reading Comprehension, Motivation For Learnin’g, And Self-Efficacy With Struggling Readers The purpose
of this quasi-experimental study was to investigate the effect of a self-regulation treatment on sixth grade students’ reading comprehension, motivation for learning, and self-efficacy perceptions. The research took place in three urban schools in the northeastern United States in the winter of 2016. The study’s quasi-experimental design utilized a sample of convenience in which students from three schools of one district were examined. There was one treatment group in which students received a self-regulation intervention and two comparison groups where students received standard support instruction within their general education classes. Data were collected using a pretest/posttest method. Self-efficacy, motivation for learning, and reading comprehension were assessed for all students in both the treatment and comparison groups prior to the intervention, and at the end of the intervention. Analyses examined treatment effects on reading comprehension, motivation for learning, and self-efficacy. Results from this self-regulation treatment did not reveal statistically significant results for the effect of self-regulation strategies or standard reading support program on reading comprehension. There was not a significant difference between observed and expected frequencies for motivation for learning for the Self-Efficacy for Learning and Performance subscale of the Motivated Strategies for Learning Questionnaire. There was a significant difference between observed and expected frequencies for motivation for learning on the Metacognitive Self-Regulation subscale of the Motivated Strategies for Learning Questionnaire. An examination of the standardized residuals reveals that response four for the comparison group was the main contributor to this significant chi-square test. There was not a significant difference between observed and expected frequencies on the Progress subscale of the Reader Self-Perception Scale.

Accardo (2015)

The study investigated the Effective Practices and Teacher Self-efficacy in Teaching Reading Comprehension to Learners with Autism Spectrum Disorder. The sample of the study were 112 teacher participants. The tools of this study Quantitative survey methodology and hierarchical regression analysis were utilized to investigate teacher preparedness to use effective practices, along with the job-related factors of experience, administrator support, learner verbal language, and instructional setting, as predictors of (1) teacher perceived self-efficacy, and (2)
teacher perceived outcome expectancy teaching reading comprehension to learners with ASD. The result of the study revealed a discrepancy between teacher reported effective practices to teach comprehension to learners with ASD, and the practices identified as effective from the research, indicating a potential research to practice gap. Results of the regression analyses identified the variables of teacher preparedness to use effective practices, teacher years of experience, and administrator support as predictors of self-efficacy; and the variables of teacher preparedness to use effective practices, administrator support, and verbal language ability of students as predictors of outcome expectancy. Findings provide a potential roadmap for helping teachers become more self-efficacious in teaching comprehension to learners with ASD through professional development in effective practices, and through provision of ongoing support from principals and administrators.

Liao (2015)

suggests that self-efficacy is not a substantial predictor of reading comprehension scores. Liao (2015) notes that these findings are similar to that of a 2007 study in which reading self-efficacy was not significantly related to comprehension, whereas factors such as reading interest and choice were significantly related to comprehension. Liao (2015) suggests that one explanation for the non-significant contribution of self-efficacy to reading comprehension may be a result of the finding that students with learning disabilities tend to overrate their academic competence. Liao (2015) notes that this, in turn, is likely the result of teachers motivating their students by praising them and downplaying the academic areas they tend to struggle. Thus, students’ beliefs about their academic abilities (i.e., their self-efficacy) may be based on praise and as a result, the students with learning disabilities might not accurately predict their comprehension skills (Liao, 2015).

Tobing’s (2013)

study result on the relationship between reading strategies and self-efficacy with reading comprehension also revealed that self-efficacy was significantly related to reading comprehension and contributed 20% to the prediction of reading
comprehension. Barkley (2006) found that there are significant correlations between student efficacy beliefs and reading comprehension achievement.

**Yoğurtçu (2013)**

This study investigated the impact of self-efficacy belief on reading comprehension on academic achievement in the case of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in 2011-2012 academic year. In preparatory class, along with main education languages such as Kyrgyz and Turkish, students also learn English, Russian and Chinese as a foreign language. The sample of the study were 556 students. Findings are based on answers to survey questions of 556 students obtained through random sampling.

Reading comprehension requires the conscious and cognitive efforts of individual. In this regard, an individual should set up concern on what they read and previous information they have according to reading purposes. As a result of this cognitive effort one can restructure the intellectual development. As well there are interesting approaches improved by combining of the high-level cognitive functions such as interpretation and synthesis with social interactions in the aspect of reading comprehension. The self-efficacy beliefs scale developed by Bandura was adapted to the pedagogy field and accepted as an important variable affecting academic achievement in scientific research. According to the findings, there is positive significant correlation between high achievement and self-efficacy beliefs. In this sense, this study aims to define what variables affect self efficacy beliefs on reading comprehension and in what extent this perception affects academic achievement in language learning process, and to understand what factors are responsible for increasing the individuals’ quality of life.

In this study factors affecting self-efficacy perception on reading comprehension and foreign language success rate was analyzed by using multivariate statistical techniques.
Motlagh et al. (2011)

This study investigated the relationship between self-efficacy and academic achievement in high school students. The sample of this study were 250 students in the scholastic year 2010/2011 were selected by means of multistage cluster sampling and completed self-efficacy scale. The tools of the study were achievement score grade point average in classes was used. To analyze data correlation coefficient and regression analysis was used. The results of the study revealed that self-evaluation, self-directing and self-regulation are correlated with academic achievement. Among all variables entered in the equation model only self-evaluation and self-regulation entered the regression model explaining 10 percent variance of academic achievement in 2 steps. The result provide that self-efficacy is a considerable factor in academic achievement.

Barkley (2006)

Conducted a study investigating self-efficacy and reading comprehension. According to Barkley (2006), quantitative data were used in this study to test hypotheses related to the relationships between teacher and student efficacy beliefs and relationships between student efficacy beliefs and student standardized achievement test scores.

concluded that students' self-efficacy beliefs about using prior knowledge, self-monitoring, and graphic organizers were statistically significantly correlated with reading comprehension scores on the Stanford Achievement Test.

notes that teachers, parents, and students should be made aware of the term self-efficacy because it may be an important predictors of academic achievement (Barkley, 2006).

Wilfong (2008), Research has indicated that there are reading intervention programs, such as the Poetry Academy, that improve reading comprehension and as a direct result, increase self-efficacy.

Thus it is logical to conclude that, if students’ confidence in their abilities to do reading increases, so will their achievement, and in this case it does. For teachers,
this should come as encouragement and a justification for using active learning in the elementary classroom.

**Comments on the Previous Studies (c)**

Having reviewed the previous studies, the researcher gained a great deal of knowledge which helped her to reveal the impact of using some active learning based strategies on improving reading comprehension and self-efficacy. Moreover, some studies indicate that self-efficacy and reading comprehension are related. Consequently, students who gained in reading self-efficacy were positively related to gained in reading comprehension. The researcher discusses the previous studies which related to the relationships between active learning strategies, reading comprehension and self-efficacy according to the following elements:

1) **The Subject of the Previous Studies and their Purposes**

Most studies investigated the impact of active learning based strategies impact on improving self-efficacy.

- **Conway (2017)**; aimed at investigated whether or not there is a correlation between the self-efficacy of high school students and their reading comprehension scores at Smith High School.

- **Cosentino (2017)**; aimed at investigated the effects of self-regulation strategies on reading comprehension, motivation for learning, and self-efficacy with struggling readers.

- **Accardo (2015)**; aimed at investigated the effective practices and teacher self-efficacy in teaching reading comprehension to learners with autism spectrum disorder.

- **Liao (2015)**; aimed at investigating if self-efficacy is not a substantial predictor of reading comprehension scores.

- **Tobing’s (2013)**; aimed at investigated the relationship between reading strategies and self-efficacy with reading comprehension also revealed that self-efficacy was significantly related to reading comprehension and contributed 20% to the prediction of reading comprehension.
• **Yoğurtçu (2013)**; aimed at investigating the impact of self-efficacy belief on reading comprehension on academic achievement in the case of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University registered in 2011-2012 academic year.

• **Motlagh et al. (2011)**; aimed at investigating the relationship between self-efficacy and academic achievement in high school students.

• **Barkley (2006)**; aimed at investigating self-efficacy and reading comprehension.

2) **Design**

Most of the studies used the experimental approach to investigate relationships between active learning strategies, reading comprehension and self-efficacy relationship such as Motlagh et al. (2011); Accardo (2015); Cosentino (2017) conducted a case study. In this study the researcher conducted the experimental design.

3) **Samples of Studies**

• **Cosentino (2017)**; used convenience in which students from three schools of one district were examined.

• **Conway (2017)**; used 24 students that participated in this study. Eight of those students were in special education and have an identified reading disability, eight were students in general education, and eight were in honors level reading.

• **Accardo (2015)**; used 112 teacher participants.

• **Yoğurtçu (2013)**; used 556 students of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University.

• **Motlagh et al. (2011)**; used this study were 250 students in the scholastic year 2010/2011.

• **The researcher** in this study used a sample of (72) male students at Al Bahrain kingdom School.
4) Tools

The majority of the previous studies used a pre-post-test. Pre test and post-test were given to experimental and control groups before and after the treatment.

- **Cosentino (2017)** used a pre-post-test method. Self-efficacy, motivation for learning, and reading comprehension were assessed for all students in both the treatment and comparison groups prior to the intervention, and at the end of the intervention.

- **Accardo (2015)** used Quantitative survey methodology and hierarchical regression analysis were utilized to investigate teacher preparedness to use effective practices, along with the job-related factors of experience, administrator support, learner verbal language, and instructional setting, as predictors of (1) teacher perceived self-efficacy, and (2) teacher perceived outcome expectancy teaching reading comprehension to learners with ASD.

- **Motlagh et al. (2011)** used achievement score grade point average in classes was used.

- In this study, the researcher conducted a pre-post-test to examine student abilities in reading comprehension skill and questioner for examine their self-efficacy.

5) Results

The majority of previous studies supported that there is a strong relationships between active learning strategies, reading comprehension and self-efficacy except of Cosentino (2017) who found out that there was not a significant difference between observed and expected frequencies on the Progress subscale of the Reader Self-Perception Scale.

2.7 The Benefits Gained from the Previous Studies

The researcher found the previous studies very beneficial as they were conducted by different researchers all over the world and on different age groups (e.g. young learners, university students and adults). This proves the importance of the topic of the current study as it has been investigated in different contexts.
worldwide. The previous studies are considered a guide for the researcher because they helped her to design the procedures of the study. Results of many previous studies revealed the effectiveness of using some active learning based strategies which encourage the researcher to apply it on fifth graders. Moreover, the previous studies were helpful for the researcher to construct the appropriate tools of the study such as reading comprehension achievement test, and the self-efficacy questionnaire scales.

In addition, they helped the researcher to write the outlines of the theoretical framework and to decide on the statistical treatments of the results. The studies helped the researcher interpret the results and the findings of her study.

2.8 The Difference between the Current Study and Previous Studies

First of all, the previous studies have generally been conducted with secondary or university students from different countries. However, the practice of using some active learning based strategies has not been applied with Palestinian EFL learners from grade five.

As far as the researcher knows, this study is the first study which deals with using some active learning based strategies effectiveness on self-efficacy to be conducted in Gaza.

Beside, the present research takes into consideration the participants' reading comprehension and ideas to make students fully involved in the learning process and encourage active learning.

Moreover, this study concentrates not only on the correlation between using some active learning based strategies, reading comprehension and self-efficacy, but also on preparing a lesson plan based on active learning based strategies to help teachers and students use some active learning based strategies wisely and affectively in order to develop reading comprehension skills and self-efficacy.

Finally, this study applied two instruments (reading comprehension achievement test, self-efficacy, questionnaire scale) which were built by the researcher. She hoped that other researchers may benefit from them.
2.9 Summary:

To conclude, this chapter was divided into two parts: theoretical framework and previous studies. The theoretical framework was concerned with issues related to reading (such as definition, variations, strategies and advantages of active learning strategies and history of telling and active learning strategies), and other issues related to reading comprehension (such as definition, theories, sub-skills and levels of reading comprehension).

The second part cited some previous studies that earlier researchers conducted in relation to Active learning based strategies, reading comprehension skills and self-efficacy. Finally, the researcher commented on these previous studies and show the benefit of those studies for her study. On the other hand the researcher showed the difference between her study and the previous one.

However, there is little research carried out to find out views of trained teachers in this area. Consequently, it is not what attitudes and perceptions teachers have towards active learning strategies, weather and how frequently they employ active learning strategies as well as how effective employing them is on students' performance.
Chapter 3
Research Design
Chapter 3
Research Design

Introduction

This chapter discusses the procedures followed throughout the study. It introduces a complete description of the methodology, the population, the sample, the instruments, the pilot study and the research design. Moreover, it introduces the statistical treatment of the study findings.

3.1 Study design:

To achieve the purpose of this study, the researcher adopted the experimental approach. Two groups were assigned as the participants of the study; the experimental group, and the control group. Reading comprehension skills was taught to the experimental group via using some active learning based strategies, whereas the control group was taught reading comprehension skills via the traditional methods. In addition, a self-efficacy questionnaire was conducted to test the sample opinion towards learning by using some active learning based strategies and the changing in their personality characteristics.

3.2. Population:

The population of the study consists of all fifth grade students at Al Bahrain kingdom Boys "A" (UNRWA School) at western Gaza, enrolled in the first semester of the scholastic year (2017/2018).

3.3. Sample:

The sample of the study consisted of (72) students distributed into two groups; the experimental group which consisted of (36) students and the control group which included (36) students. The sample of the study was chosen purposively from Al Bahrain kingdom Boys School. The sample of the study was randomly chosen from the fifth graders’, and equally divided into two groups, experimental and control; table (3.1) shows the distribution of the sample.

Table (3.1): Distribution of the sample according to the groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of a sample</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>
Both groups were all in the fifth graders, and ages ranged nearly 10-11 years old. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the mid-term exam of the scholastic year 2017 - 2018 and so, naturally, all classes were equivalent in their achievement as they were distributed according to their achievement in equivalent classes by the school administration beforehand. A pre-test was used to check the equivalence of achievement between the two groups.

3.4. The Variables:

The study included the following variables:

1. Independent variable; using some active learning based strategy namely Five fingers, jigsaw and TPS strategy
2. Dependent variable; Reading Comprehension skills and self-efficacy.

3.5. Instrumentation

The researcher used two different tools to achieve the goals of the study:

1. A reading comprehension pre- post – test, it's a comprehension test that will cover reading comprehension lessons of the fifth graders which are required to study from unit 6 to unit 8 during the first semester of the scholastic year (2017-2018).

2. A self- efficacy questionnaire, it is a survey questionnaire that covers the scale of self-efficacy according to Bundara's description and it is used to determine the students capability and felling towards using some ALBSs in learning.

3.5.1 Reading Comprehension Achievement Test

A reading comprehension achievement test was prepared by the researcher to measure the students' achievement in the intended reading comprehension skills which were as the follow: making prediction, making inference, making connection, discovering meaning, summarizing and skimming.

3.5.1.1 Aims of Conducting Reading Comprehension Achievement Test

The purpose of conducting the reading comprehension achievement test was to examine the students' ability to:
• Relate to real life situation.
• Express their view.

3.5.1.2 Test Sources and Items

Two passages were used in the test. Those passages were chosen from unit 7 and unit 8 of the English for Palestine grade 5 text book. The first passage makes a comparison about the weather of Palestine and that of England, and the life of green bee eater in Palestine because of its warm weather, while the second passage talks about Qalquilia city and the beautiful places located in it. Every passage has the same number of items. The test contains twelve items distributed among the six reading comprehension skills, which the study purposes is designed to develop (see appendix 1), students were generally familiar with the text and words.

Six items were assigned for each text,

The test was one of the study instruments which aimed at measuring the impact of using some ALBS on developing reading comprehension skills namely, making predictions, inference making, connection making, skimming, summarizing and discovering meaning.

3.5.1.3 The Pilot Study

To achieve the validity and reliability of the pre and posttest, a pilot study was conducted. The test was applied on a random sample of (72) 5th grade students, who have the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test, as well as, the time needed. The items of the test were modified in the light of the statistical results. (See appendix 1)

3.5.1.4 The Validity of the Test

Al Agha (1996) states that "a valid test is the test that measures what it is designed to measure". To ensure the validity of the study tools, the researcher used the referee validity and the internal consistency validity.

a. The Referee Validity

The test was introduced to a jury of specialists in English language and teaching methodology in Gaza Universities, Ministry of Education and experienced
supervisors, and teachers in UNRWA schools. The items of the test were modified according to their recommendations.

b. The Internal Consistency Validity

Al Agha (1996, p. 121) states that the internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula. Table (3.2) shows the correlation coefficient of every item of the writing achievement test.

Table (3.2): Correlation Coefficient of every Item of the Reading Comprehension Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Pearson Correlation</th>
<th>No.</th>
<th>Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*0.363</td>
<td>1</td>
<td>**0.419</td>
</tr>
<tr>
<td>2</td>
<td>**0.425</td>
<td>2</td>
<td>**0.619</td>
</tr>
<tr>
<td>3</td>
<td>**0.376</td>
<td>3</td>
<td>**0.578</td>
</tr>
<tr>
<td>4</td>
<td>**0.470</td>
<td>4</td>
<td>**0.564</td>
</tr>
<tr>
<td>5</td>
<td>**0.623</td>
<td>5</td>
<td>**0.482</td>
</tr>
<tr>
<td>6</td>
<td>**0.453</td>
<td>6</td>
<td>**0.578</td>
</tr>
<tr>
<td>7</td>
<td>**0.470</td>
<td>7</td>
<td>**0.682</td>
</tr>
<tr>
<td>8</td>
<td>**0.613</td>
<td>8</td>
<td>**0.539</td>
</tr>
<tr>
<td>9</td>
<td>**0.648</td>
<td>9</td>
<td>**0.660</td>
</tr>
<tr>
<td>10</td>
<td>**0.562</td>
<td>10</td>
<td>**0.367</td>
</tr>
<tr>
<td>11</td>
<td>**0.445</td>
<td>11</td>
<td>**0.393</td>
</tr>
<tr>
<td>1</td>
<td>**0.574</td>
<td>1</td>
<td>**0.693</td>
</tr>
<tr>
<td>2</td>
<td>**0.411</td>
<td>2</td>
<td>**0.694</td>
</tr>
<tr>
<td>3</td>
<td>**0.421</td>
<td>3</td>
<td>**0.748</td>
</tr>
<tr>
<td>4</td>
<td>**0.614</td>
<td>4</td>
<td>**0.605</td>
</tr>
<tr>
<td>5</td>
<td>0.585</td>
<td>5</td>
<td>**0.473</td>
</tr>
<tr>
<td>6</td>
<td>**0.573</td>
<td>1</td>
<td>**0.734</td>
</tr>
<tr>
<td>7</td>
<td>**0.585</td>
<td>2</td>
<td>**0.734</td>
</tr>
<tr>
<td>4</td>
<td>**0.667</td>
<td>2</td>
<td>**0.734</td>
</tr>
<tr>
<td>5</td>
<td>**0.372</td>
<td>5</td>
<td>**0.734</td>
</tr>
<tr>
<td>6</td>
<td>**0.464</td>
<td>6</td>
<td>**0.332</td>
</tr>
<tr>
<td>7</td>
<td>**0.332</td>
<td>7</td>
<td>**0.332</td>
</tr>
</tbody>
</table>

*r table value at df (36) and sig. level (0.05) = 0.304

**r table value at df (36) and sig. level (0.01) = 0.393
Table (3.3) shows that correlations of the test items were significant at (0.05, 0.01) which indicates that there was a consistency between the items and this means that the test was highly valid for the study.

Table (3.3): Pearson Correlation Coefficient for every Skill in the Reading Comprehension Test

<table>
<thead>
<tr>
<th>Skill</th>
<th>Pearson Correlation</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making inference</td>
<td><strong>0.633</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Making prediction</td>
<td><strong>0.832</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Skimming</td>
<td><strong>0.682</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Discovering meaning</td>
<td><strong>0.889</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Making connection</td>
<td><strong>0.834</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Summarizing</td>
<td><strong>0.735</strong></td>
<td>sig. at 0.01</td>
</tr>
</tbody>
</table>

* r table value at df (36) and sig. level (0.05) = 0.304
** r table value at df (36) and sig. level (0.01) = 0.393

As shown in the table (3.3), there is a correlation between the scopes and the total degree of each scope with the other scopes at sig. level (0.01) and (0.05), which shows a high internal consistency of the comprehension skills test, which reinforces the validity of the test.

3.5. 1.5 Reliability of the Test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions (Al-Agha, 1996:120). For that, a pilot test was applied on a random sample of (36) students from Al Bahrain Kingdom Boys School (A). The results were recorded and statistically analyzed. The reliability of the test was measured by kuder Richardson test and the Spilt- half technique. The reliability of the test was measured by (KR-20) and the Spilt- half techniques.
Table (3.4) shows (KR-20) and Split half coefficients of the reading comprehension achievement test.

**Table (3.4): (KR20) and Split half coefficients of the reading comprehension test domains**

<table>
<thead>
<tr>
<th></th>
<th>No. of items</th>
<th>KR20</th>
<th>Split half coefficients of the test domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making inference</td>
<td>7</td>
<td>0.655</td>
<td>0.625</td>
</tr>
<tr>
<td>Making prediction</td>
<td>8</td>
<td>0.643</td>
<td>0.760</td>
</tr>
<tr>
<td>Skimming</td>
<td>7</td>
<td>0.629</td>
<td>0.545</td>
</tr>
<tr>
<td>Discovering meaning</td>
<td>11</td>
<td>0.707</td>
<td>0.747</td>
</tr>
<tr>
<td>Making connection</td>
<td>5</td>
<td>0.644</td>
<td>0.762</td>
</tr>
<tr>
<td>Summarizing</td>
<td>2</td>
<td>0.640</td>
<td>0.640</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>0.877</td>
<td>0.862</td>
</tr>
</tbody>
</table>

The results showed that the Spilt-half coefficient is (0.862), (KR-20) is (0.877), and this indicates that the reliability of the test was high and strong.

**3.5.1.6 Difficulty Coefficient of the Test**

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994, p.308). The coefficient of difficulty of each item was calculated according to the following formula for the pilot study that counted (40):

\[
\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers}}{\text{the total number of students}} \times 100
\]
Table (3.5): Difficulty Coefficient for each Item of the Reading Comprehension

<table>
<thead>
<tr>
<th>No.</th>
<th>Difficulty Coefficient</th>
<th>No.</th>
<th>Difficulty Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.60</td>
<td>21</td>
<td>0.60</td>
</tr>
<tr>
<td>2</td>
<td>0.60</td>
<td>22</td>
<td>0.45</td>
</tr>
<tr>
<td>3</td>
<td>0.75</td>
<td>23</td>
<td>0.30</td>
</tr>
<tr>
<td>4</td>
<td>0.65</td>
<td>24</td>
<td>0.60</td>
</tr>
<tr>
<td>5</td>
<td>0.50</td>
<td>25</td>
<td>0.45</td>
</tr>
<tr>
<td>6</td>
<td>0.45</td>
<td>26</td>
<td>0.70</td>
</tr>
<tr>
<td>7</td>
<td>0.45</td>
<td>27</td>
<td>0.70</td>
</tr>
<tr>
<td>8</td>
<td>0.60</td>
<td>28</td>
<td>0.65</td>
</tr>
<tr>
<td>9</td>
<td>0.65</td>
<td>29</td>
<td>0.45</td>
</tr>
<tr>
<td>10</td>
<td>0.55</td>
<td>30</td>
<td>0.55</td>
</tr>
<tr>
<td>11</td>
<td>0.65</td>
<td>31</td>
<td>0.70</td>
</tr>
<tr>
<td>12</td>
<td>0.65</td>
<td>32</td>
<td>0.50</td>
</tr>
<tr>
<td>13</td>
<td>0.50</td>
<td>33</td>
<td>0.65</td>
</tr>
<tr>
<td>14</td>
<td>0.50</td>
<td>34</td>
<td>0.65</td>
</tr>
<tr>
<td>15</td>
<td>0.65</td>
<td>35</td>
<td>0.40</td>
</tr>
<tr>
<td>16</td>
<td>0.45</td>
<td>36</td>
<td>0.65</td>
</tr>
<tr>
<td>17</td>
<td>0.45</td>
<td>37</td>
<td>0.55</td>
</tr>
<tr>
<td>18</td>
<td>0.35</td>
<td>38</td>
<td>0.50</td>
</tr>
<tr>
<td>19</td>
<td>0.70</td>
<td>39</td>
<td>0.45</td>
</tr>
<tr>
<td>20</td>
<td>0.45</td>
<td>40</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>Total difficulty coefficient</td>
<td>0.55</td>
<td></td>
</tr>
</tbody>
</table>

Table (3.5) shows that the difficulty coefficient Wobble is between \((0.35 – 0.75)\) with total average \(0.55\). This means that each item is acceptable or in the normal limit of difficulties according view of point of assessment and evaluation specialists.
3.5.1.7 **Discrimination Coefficient:**

Discrimination coefficient means that the test is able to differentiate between the high achievers and the low achievers. The discrimination coefficient was calculated according to the following formula:

\[
\text{Discrimination Coefficient} = \frac{\text{No. of the student who have the correct answer from the high achievers}}{\text{No. of high achievers students}} - \frac{\text{No. of student who have the correct answer from the low achievers}}{\text{No. of low achievers students}}
\]

<table>
<thead>
<tr>
<th>No.</th>
<th>Discrimination Coefficient</th>
<th>No.</th>
<th>Discrimination Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.40</td>
<td>21</td>
<td>0.60</td>
</tr>
<tr>
<td>2</td>
<td>0.40</td>
<td>22</td>
<td>0.30</td>
</tr>
<tr>
<td>3</td>
<td>0.30</td>
<td>23</td>
<td>0.40</td>
</tr>
<tr>
<td>4</td>
<td>0.50</td>
<td>24</td>
<td>0.60</td>
</tr>
<tr>
<td>5</td>
<td>0.60</td>
<td>25</td>
<td>0.70</td>
</tr>
<tr>
<td>6</td>
<td>0.30</td>
<td>26</td>
<td>0.60</td>
</tr>
<tr>
<td>7</td>
<td>0.30</td>
<td>27</td>
<td>0.40</td>
</tr>
<tr>
<td>8</td>
<td>0.60</td>
<td>28</td>
<td>0.70</td>
</tr>
<tr>
<td>9</td>
<td>0.70</td>
<td>29</td>
<td>0.50</td>
</tr>
<tr>
<td>10</td>
<td>0.70</td>
<td>30</td>
<td>0.30</td>
</tr>
<tr>
<td>11</td>
<td>0.30</td>
<td>31</td>
<td>0.60</td>
</tr>
<tr>
<td>12</td>
<td>0.50</td>
<td>32</td>
<td>0.60</td>
</tr>
<tr>
<td>13</td>
<td>0.60</td>
<td>33</td>
<td>0.30</td>
</tr>
<tr>
<td>14</td>
<td>0.40</td>
<td>34</td>
<td>0.50</td>
</tr>
<tr>
<td>15</td>
<td>0.70</td>
<td>35</td>
<td>0.60</td>
</tr>
<tr>
<td>16</td>
<td>0.30</td>
<td>36</td>
<td>0.70</td>
</tr>
<tr>
<td>17</td>
<td>0.70</td>
<td>37</td>
<td>0.50</td>
</tr>
<tr>
<td>18</td>
<td>0.30</td>
<td>38</td>
<td>0.60</td>
</tr>
<tr>
<td>19</td>
<td>0.40</td>
<td>39</td>
<td>0.70</td>
</tr>
<tr>
<td>20</td>
<td>0.30</td>
<td>40</td>
<td>0.60</td>
</tr>
</tbody>
</table>

Total Discrimination coefficient: 0.50
Table (3.6) shows that the discrimination coefficient Wobble is between (0.30 – 0.70) with total average (0.50). This means that each item is acceptable or in the normal limit of discrimination according to the point of view of assessment and evaluation specialists.

3.6 Self – efficacy Questionnaire

The Questionnaire was used to determine the student performance of its domains namely in, observation comparison, psychological state, progress, social feedback, and active q. A survey questionnaire involves fifty items as shown in Table (7) below. A total of 72 five grade students were equally distributed for two groups, the experimental and control one. A survey questionnaire was conducted by the researcher. The instructions and explanation were given to students.

3.6.1 Aims of Self-efficacy Survey Questionnaire

The main objective of building the self-efficacy questionnaire was to measure the impact of active learning based strategies on improving self-efficacy in terms of observation comparison, psychological state, social feedback and students' progress among fifth grade students. The objectives of the survey questionnaire were to:

- Measure students' self-efficacy.
- Give the students the chance to express their self really.
- Examine the students' performance for using some ALBS in teaching

3.6.2 Sources and Items

The questionnaire items were prepared by the researcher by the using of Bundara's sources namely in, performance accomplishment, verbal persuasion, vicarious experience, and physiological states, taking into account English supervisors' and experts' opinions.
Table (3.7): Bundara's Sources and Items

<table>
<thead>
<tr>
<th>Domains</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>14</td>
</tr>
<tr>
<td>psychological state</td>
<td>10</td>
</tr>
<tr>
<td>Progress</td>
<td>10</td>
</tr>
<tr>
<td>Social feedback</td>
<td>9</td>
</tr>
<tr>
<td>Active learning strategies</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

3.6.3 The Validity of the Questionnaire

In order to measure the validity of the questionnaire, the researcher used the referee validity. The questionnaire was introduced to experienced supervisors (Appendix3). The items of the questionnaire were modified according to the supervisors recommendations.

According to the tables (8), the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (3.8) shows the correlation coefficient of each scope with the diagnostic test. According to the following tables, it can be concluded that the questionnaire is highly consistent and valid as a tool for the study.
Table (3.8): Correlation Coefficient of Questioner Domains

<table>
<thead>
<tr>
<th>domains</th>
<th>Items</th>
<th>Pearson correlation</th>
<th>domains</th>
<th>Items</th>
<th>Pearson correlation</th>
<th>Domains</th>
<th>Items</th>
<th>Pearson correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison</td>
<td></td>
<td></td>
<td>1</td>
<td>**0.481</td>
<td></td>
<td>1</td>
<td>**0.500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>**0.532</td>
<td>2</td>
<td>**0.683</td>
<td></td>
<td>2</td>
<td>**0.486</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>**0.411</td>
<td>3</td>
<td>0.340</td>
<td></td>
<td>3</td>
<td>**0.618</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>**0.478</td>
<td>4</td>
<td>0.329</td>
<td></td>
<td>4</td>
<td>**0.442</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>**0.499</td>
<td>5</td>
<td>0.386</td>
<td></td>
<td>5</td>
<td>0.376</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>0.352</td>
<td>6</td>
<td>**0.431</td>
<td></td>
<td>6</td>
<td>0.326</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>**0.679</td>
<td>7</td>
<td>**0.528</td>
<td></td>
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<td>**0.490</td>
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<td>**0.663</td>
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<td>8</td>
<td>**0.488</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0.329</td>
<td>9</td>
<td>**0.608</td>
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<td>9</td>
<td>**0.667</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>**0.537</td>
<td>10</td>
<td>**0.425</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>psychological</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>state</td>
<td></td>
<td></td>
<td>1</td>
<td>**0.412</td>
<td></td>
<td>1</td>
<td>**0.585</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>**0.405</td>
<td>2</td>
<td>**0.635</td>
<td></td>
<td>2</td>
<td>**0.465</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>**0.430</td>
<td>3</td>
<td>**0.725</td>
<td></td>
<td>3</td>
<td>0.369</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>**0.570</td>
<td>4</td>
<td>**0.555</td>
<td></td>
<td>4</td>
<td>**0.819</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>**0.642</td>
<td>5</td>
<td>**0.642</td>
<td></td>
<td>5</td>
<td>**0.704</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>**0.728</td>
<td>6</td>
<td>**0.728</td>
<td></td>
<td>6</td>
<td>**0.530</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>**0.775</td>
<td>7</td>
<td>**0.775</td>
<td></td>
<td>7</td>
<td>**0.687</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>**0.426</td>
<td>8</td>
<td>**0.426</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>**0.530</td>
<td>9</td>
<td>**0.530</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>**0.687</td>
<td>10</td>
<td>**0.687</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *r* table value at df (36) and sig. level (0.05) = 0.304
** **r** table value at df (36) and sig. level (0.01) = 0.393
Table (3.9): Correlation Coefficient of each Scope with the Whole Questioner

<table>
<thead>
<tr>
<th>Domains</th>
<th>Pearson correlation</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td><strong>0.892</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>psychological state</td>
<td><strong>0.876</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Progress</td>
<td><strong>0.903</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Social feedback</td>
<td><strong>0.897</strong></td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td>Active learning strategies</td>
<td><strong>0.845</strong></td>
<td>sig. at 0.01</td>
</tr>
</tbody>
</table>

*r table value at df (36) and sig. level (0.05) = 0.304
**r table value at df (36) and sig. level (0.01) = 0.393

3.6.4 Reliability of the Questionnaire

The questionnaire is reliable when it gives the same results, if reapplied in the same conditions. The reliability of the questionnaire was measured by Alpha Cronbach and the Spilt- half techniques .

According to tables (3.10) and (11), the attitude scale is proved reliable. Alpha Cronbach coefficient is (0.913) and the Spilt- half coefficient is (0.947)

Table (3.10): Alpha Cronbach Coefficients for the Questioner Domains

<table>
<thead>
<tr>
<th>Scope</th>
<th>Total</th>
<th>Alpha cronbach coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>14</td>
<td>0.662</td>
</tr>
<tr>
<td>psychological state</td>
<td>10</td>
<td>0.539</td>
</tr>
<tr>
<td>Progress</td>
<td>10</td>
<td>0.792</td>
</tr>
<tr>
<td>Social feedback</td>
<td>9</td>
<td>0.609</td>
</tr>
<tr>
<td>Active learning strategies</td>
<td>7</td>
<td>0.615</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>0.913</td>
</tr>
</tbody>
</table>
### Table (3.11): Reliability Coefficient by Spilt –half Technique

<table>
<thead>
<tr>
<th>Scope</th>
<th>Total</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>14</td>
<td>0.587</td>
<td>0.739</td>
</tr>
<tr>
<td>psychological state</td>
<td>10</td>
<td>0.652</td>
<td>0.790</td>
</tr>
<tr>
<td>Progress</td>
<td>10</td>
<td>0.675</td>
<td>0.806</td>
</tr>
<tr>
<td>Social feedback</td>
<td>9</td>
<td>0.681</td>
<td>0.683</td>
</tr>
<tr>
<td>Active learning approach</td>
<td>7</td>
<td>0.678</td>
<td>0.706</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>0.898</td>
<td>0.947</td>
</tr>
</tbody>
</table>

### 3.7 Controlling the Variables

The researcher tried to control some variables that might affect the results of the research to ensure valid results and avoid any possible external interference. Mackey and Gass (2005, p.128) emphasized that "it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

#### 3.7.1. General English Achievement Variable:

T-test was used to measure the statistical differences between the groups due to their English and general achievement. The subjects’ results in the mid-term test of the scholastic year (2017-2018) were recorded and analyzed as shown in Table (3.12) below.

### Table (3.12): T-test Results of Controlling English Reading Comprehension Variable

<table>
<thead>
<tr>
<th>Domains</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std.</th>
<th>T</th>
<th>Sig.</th>
<th>sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English achievement</td>
<td>Experimental</td>
<td>36</td>
<td>23.417</td>
<td>6.235</td>
<td>0.275</td>
<td>0.784</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>23.056</td>
<td>4.834</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“t” table value at (70) d.f. at (0.05) sig. level equal 2.00

Table (3.12) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the English achievement variable.
3.7.2. Controlling the Reading Comprehension Variable

To make sure that the sample subjects are equivalent in their previous English language achievement, the researcher applied a pre reading comprehension achievement test. The results of the subjects were recorded and statistically analyzed using T-test. Table (3.13) shows the mean and the standard deviation of each group in the pre reading comprehension achievement test. The results analysis indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

Table (3.13): T- Test Results of Controlling Reading Comprehension Test

<table>
<thead>
<tr>
<th>Scope</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig. value</th>
<th>sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making</td>
<td>experimental</td>
<td>36</td>
<td>3.472</td>
<td>1.464</td>
<td>1.138</td>
<td>0.259</td>
<td>not sig.</td>
</tr>
<tr>
<td>inference</td>
<td>control</td>
<td>36</td>
<td>3.056</td>
<td>1.638</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope</td>
<td>Group</td>
<td>N</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>T</td>
<td>Sig.</td>
<td>sig.</td>
</tr>
<tr>
<td>Making</td>
<td>experimental</td>
<td>36</td>
<td>3.750</td>
<td>1.538</td>
<td>0.828</td>
<td>0.411</td>
<td>not sig.</td>
</tr>
<tr>
<td>prediction</td>
<td>control</td>
<td>36</td>
<td>3.444</td>
<td>1.594</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skimming</td>
<td>experimental</td>
<td>36</td>
<td>2.972</td>
<td>1.362</td>
<td>0.257</td>
<td>0.798</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>3.056</td>
<td>1.393</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovering</td>
<td>experimental</td>
<td>36</td>
<td>5.111</td>
<td>2.039</td>
<td>0.347</td>
<td>0.730</td>
<td>not sig.</td>
</tr>
<tr>
<td>meaning</td>
<td>control</td>
<td>36</td>
<td>5.278</td>
<td>2.037</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making</td>
<td>experimental</td>
<td>36</td>
<td>2.167</td>
<td>1.231</td>
<td>0.196</td>
<td>0.845</td>
<td>not sig.</td>
</tr>
<tr>
<td>connection</td>
<td>control</td>
<td>36</td>
<td>2.222</td>
<td>1.174</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>experimental</td>
<td>36</td>
<td>0.778</td>
<td>0.637</td>
<td>0.175</td>
<td>0.862</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>0.806</td>
<td>0.710</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>experimental</td>
<td>36</td>
<td>18.250</td>
<td>5.146</td>
<td>0.353</td>
<td>0.725</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>17.806</td>
<td>5.539</td>
<td></td>
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</table>

“t” table value at (70) d.f. at (0.05) sig. level equal 2.00
“t” table value at (70) d.f. at (0.01) sig. level equal 2.66
3.7.3. Controlling the Reading Comprehension Variable

To make sure that the sample subjects are equivalent in their previous English language achievement, the researcher applied a pre reading test. The results of the subjects were recorded and statistically analyzed using T-test. Table (3.14) shows the mean and the standard deviation of each group in the pre reading comprehension test. The results analysis indicates that there are no statistical significant differences between the experimental and the control groups at (0.05) level.

Table (3.14): T-test Results of Controlling Reading Comprehension Test Variable

<table>
<thead>
<tr>
<th>Scope</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig. value</th>
<th>sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>experimental</td>
<td>36</td>
<td>45.833</td>
<td>6.012</td>
<td>0.020</td>
<td>0.984</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>45.806</td>
<td>5.656</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>psychological state</td>
<td>experimental</td>
<td>36</td>
<td>32.222</td>
<td>3.296</td>
<td>0.170</td>
<td>0.865</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>32.083</td>
<td>3.612</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>progress</td>
<td>experimental</td>
<td>36</td>
<td>32.167</td>
<td>6.496</td>
<td>0.581</td>
<td>0.563</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>32.972</td>
<td>5.207</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social feedback</td>
<td>experimental</td>
<td>36</td>
<td>27.917</td>
<td>3.202</td>
<td>0.037</td>
<td>0.971</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>27.889</td>
<td>3.214</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active learning approach</td>
<td>experimental</td>
<td>36</td>
<td>21.056</td>
<td>5.477</td>
<td>1.338</td>
<td>0.185</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>22.528</td>
<td>3.684</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>experimental</td>
<td>36</td>
<td>159.194</td>
<td>18.313</td>
<td>0.517</td>
<td>0.607</td>
<td>not sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36</td>
<td>161.278</td>
<td>15.775</td>
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<td></td>
</tr>
</tbody>
</table>

“t” table value at (70) d.f. at (0.05) sig. level equal 2.00

“t” table value at (70) d.f. at (0.01) sig. level equal 2.66
3.7.4. Age Variable

The researcher recorded the students' ages from the students files for the scholastic year (2017-2018) and made sure that they were all of the same age ranging between [10-11] years old which in turn indicates that both the experimental and the control groups were equivalent in the age variable.

3.8 The Procedures

The researcher was pursued the following procedures to fulfill the study:

- Reviewing related previous studies carefully to utilize their result for the benefit of the current study.
- Preparing the theoretical framework was in the light of reviewing the literature review, which was significant to the researcher.
- Analyzing the content of the suggested units.
- Choosing the population and sample of the study according to the result of the mid-term test.
- Designing the pre – post - test and refereed by specialists in English language and methodology.
- Insuring the validity and reliability of the tools by experts and specialists.
- Applying the pre- posttest to the control and experimental groups.
- Recording and analyzing the result of the pre- posttest.
- Using some active learning based strategies of five fingers, jigsaw and TPS strategy for experimental groups and traditional methods for the control one.
- Applying the posttest on the sample.
- Collecting and analyzing the data via SPSS.
- Putting the recommendations and suggestions in the light of the result of the study.
3.8 Statistical Analysis Procedures

The data was collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.

2. Spearman correlation: to determine the internal consistency validity of the test.

3. Pearson correlation coefficient to identify the correlation of the items of the test and the scale.

4. Split-half and Alpha Cronbach techniques were used to the reliability of the scale items.

5. Eta square to assess the effect size.

3.9. Summary

This chapter showed the procedures of designing and applying the instruments, the subjects and the statistical analysis that the researcher adopted in analyzing the results of the pre, post and pre, post questionnaires scale. The next chapter presents the data analysis and results for the study question and hypotheses.
Chapter 4
Results & Data Analysis
Chapter 4
Results & Data Analysis

4.1 Introduction

The study aimed at investigating the impact of using some active learning based strategies on improving reading comprehension skills and self-efficacy among fifth Graders in Gaza. This chapter presents, the findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data results. The tables used to present these data with analysis and interpretation.

4.2. Data Analysis

4.2.1. Answer to the First Question

The first question was formulated as follows:

What are the reading comprehension skills intended to be improved among fifth graders in English for Palestine 5 textbook?

To answer this question, the researcher investigated some previous studies related to this question. Literature reviewed identified many skills for elementary school students named Making Connections, Guessing Meaning from Context, Skimming, Summarizing, Making Prediction, Making Inference, Questioning, Scanning, Distinguishing Facts from Opinions, Sensory Images, Fix-up Option. However, in this study the researcher has chosen six important skills according to the previous studies and by the help of the school teachers and some specialists. These six skills are namely, making inference, making connection, skimming, summarizing, discovering meaning and making prediction. By this, the researcher means that, in order to be a good reader, a student should master these skills. Moreover, the findings were supported by the previous studies results and the skills which were supported by the researcher were supported the result of the current study. Therefore, using Active learning based strategies in teaching reading texts improved student's ability to understand the information they had already learned in the text and consequently it improved reading comprehension skills.
4.2.2. Answer to the Second Question

The second question was formulated as follows: What are the active learning strategies intended to be used among fifth grade students to improve their reading comprehension and self-efficacy?

To answer this question, the researcher reviewed the previous studies related to this question. In addition, to visiting the school and observing the students' performance. This information led the researcher to think of the suitable strategies to be used among many numbers of active learning strategies. Because of that thinking and by the help of the English teachers of the school, she chose three strategies namely five finger, jigsaw and TPS strategy, which have been explained in details in chapter 2.

4.2.3 Answer to the Third Question

The third question was formulated as follows:

- Are there statistically significant differences at \( \alpha \leq 0.05 \) between the total mean score of the post reading comprehension test answered by the students who learn through using active learning based strategies (experimental group) and that of those who learn through the traditional method (control group)?

To answer this question, the researcher tested the following null hypothesis:

there are no statistically significant differences at \( \alpha \leq 0.05 \) between the total mean score of the post reading comprehension test answered by the students who learn through using active learning based strategies (experimental group) and that of those who learn through the traditional method (control group).

To examine the hypothesis, means and standard deviations of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.1) describes those results.
Table (4.1) T-test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Reading Comprehension Test

<table>
<thead>
<tr>
<th>scope</th>
<th>group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>Sig. value</th>
<th>sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making inference</td>
<td>experimental</td>
<td>36</td>
<td>5.028</td>
<td>1.207</td>
<td>4.253</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>3.750</td>
<td>1.339</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making prediction</td>
<td>experimental</td>
<td>36</td>
<td>5.639</td>
<td>1.710</td>
<td>3.682</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>4.222</td>
<td>1.551</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skimming</td>
<td>experimental</td>
<td>36</td>
<td>4.583</td>
<td>1.360</td>
<td>4.385</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>3.194</td>
<td>1.327</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovering meaning</td>
<td>experimental</td>
<td>36</td>
<td>8.250</td>
<td>1.556</td>
<td>3.842</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>6.472</td>
<td>2.299</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making connection</td>
<td>experimental</td>
<td>36</td>
<td>4.000</td>
<td>1.042</td>
<td>4.647</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>2.611</td>
<td>1.460</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>experimental</td>
<td>36</td>
<td>1.778</td>
<td>0.422</td>
<td>5.789</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>0.944</td>
<td>0.754</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>experimental</td>
<td>36</td>
<td>29.250</td>
<td>4.638</td>
<td>7.090</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>21.194</td>
<td>4.996</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“t” table value at (70) d.f. at (0.05) sig. level equal 2.00
“t” table value at (70) d.f. at (0.01) sig. level equal 2.66

As shown in table (4.1) the T. computed value is larger than T. table value in the test, which means that there are statistically significant differences at ($\alpha \leq 0.01$) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (29.250), whereas the mean of the control group was (21.194). This result indicates that using active learning strategies is more effective than using the traditional method in developing the students' reading comprehension skills.

To show the extent of active learning strategies effect on the experimental group achievement in the reading comprehension skills, the study applied the "Effect Size" technique (Affana, 2000, p. 42). The researcher computed "$\eta$" using the following formula:
\[ \eta^2 = \frac{t^2}{t^2 + df} \]

And "d" value using the following formula:

\[ d = \frac{2t}{\sqrt{df}} \]

Table (4.2): The Table References to Determine the Level of Size Effect (\( \eta^2 \)) and (d)

<table>
<thead>
<tr>
<th>Test</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \eta^2 )</td>
<td>0.01</td>
<td>0.06</td>
<td>0.14</td>
</tr>
<tr>
<td>d</td>
<td>0.2</td>
<td>0.5</td>
<td>0.8</td>
</tr>
</tbody>
</table>

The results of "\( \eta^2 \)" and "d" values shown in Table (4.2) indicate a large effect size of using active learning strategies in the posttest.

Table (4.3) shows the effect size of active learning strategies of the reading comprehension skills test.

Table (4.3): The Effect Size of Active Learning Strategies on the Experimental Group in the Post-Test

<table>
<thead>
<tr>
<th>Skill</th>
<th>t value</th>
<th>( \eta^2 )</th>
<th>D</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making inference</td>
<td>4.253</td>
<td>0.205</td>
<td>1.017</td>
<td>Large</td>
</tr>
<tr>
<td>Making prediction</td>
<td>3.682</td>
<td>0.162</td>
<td>0.880</td>
<td>Large</td>
</tr>
<tr>
<td>Skimming</td>
<td>4.385</td>
<td>0.216</td>
<td>1.048</td>
<td>Large</td>
</tr>
<tr>
<td>Discovering meaning</td>
<td>3.842</td>
<td>0.174</td>
<td>0.919</td>
<td>Large</td>
</tr>
<tr>
<td>Making connection</td>
<td>4.647</td>
<td>0.236</td>
<td>1.111</td>
<td>large</td>
</tr>
<tr>
<td>Summarizing</td>
<td>5.789</td>
<td>0.324</td>
<td>1.384</td>
<td>large</td>
</tr>
<tr>
<td>total</td>
<td>7.090</td>
<td>0.418</td>
<td>1.695</td>
<td>large</td>
</tr>
</tbody>
</table>
Table (4.3) shows that the effect size of active learning strategies is large on students' reading comprehension skills. This means that the effect of active learning strategies is significant. This large effect may be due to the activities and techniques which are used in the active learning strategies to develop students' reading comprehension skills.

4.2.4. Answer to the Fourth Question

The Fourth Question was Formulated as follows:

Are there statistically significant differences at ( \( \alpha \leq 0.05 \) ) between the total mean score of the self-efficacy questionnaire scales filled out by the students who learn through using ALBS (experimental group) and that of those who learn through the traditional method (control group) at the end of the experiment?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ( \( \alpha \leq 0.05 \) ) between the total mean score of the self-efficacy questionnaire scales filled out by the students who learn through using ALBS (experimental group) and that of those who learn through the traditional method (control group) at the end of the experiment.

To examine the this hypothesis, means and standard deviations of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.4) describes those results.
Table (4.4): T-test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Self-efficacy Questionnaire

<table>
<thead>
<tr>
<th>scope</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig. value</th>
<th>sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>Experimental</td>
<td>36</td>
<td>53.333</td>
<td>4.997</td>
<td>4.721</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>47.056</td>
<td>6.220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological state</td>
<td>experimental</td>
<td>36</td>
<td>37.056</td>
<td>6.019</td>
<td>3.700</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>32.417</td>
<td>4.513</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>progress</td>
<td>experimental</td>
<td>36</td>
<td>39.500</td>
<td>4.879</td>
<td>3.976</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>34.889</td>
<td>4.961</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social feedback</td>
<td>experimental</td>
<td>36</td>
<td>32.306</td>
<td>5.869</td>
<td>3.449</td>
<td>0.001</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>28.278</td>
<td>3.829</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active learning approach</td>
<td>experimental</td>
<td>36</td>
<td>27.583</td>
<td>4.143</td>
<td>2.875</td>
<td>0.005</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>24.722</td>
<td>4.300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM</td>
<td>experimental</td>
<td>36</td>
<td>189.778</td>
<td>21.345</td>
<td>4.685</td>
<td>0.000</td>
<td>sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>36</td>
<td>167.361</td>
<td>19.201</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“t” table value at (70) d f. at (0.05) sig. level equal 2.00
“t” table value at (70) d f. at (0.01) sig. level equal 2.66

As shown in table (4.4) the T. computed value is larger than T. table value in the test, which means that there are significant differences at (α ≤ 0.01) in the total average score of the post-test between the experimental and control group in favor of the experimental group. The mean of the survey questionnaire in the experimental group reached (189.778), whereas the mean of the control group was (167.361). This result indicates that using active learning strategies is more effective than the traditional method in developing the students’ self-efficacy scales.

Table (4.5) shows the effect size of active learning strategies of the self-efficacy questionnaire.
Table (4.5): The Effect Size of Active Learning Strategies on the Experimental Group in the Post-Test

<table>
<thead>
<tr>
<th>scale</th>
<th>t value</th>
<th>$\eta^2$</th>
<th>D</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>4.721</td>
<td>0.242</td>
<td>1.129</td>
<td>Large</td>
</tr>
<tr>
<td>psychological state</td>
<td>3.700</td>
<td>0.164</td>
<td>0.884</td>
<td>Large</td>
</tr>
<tr>
<td>progress</td>
<td>3.976</td>
<td>0.184</td>
<td>0.950</td>
<td>Large</td>
</tr>
<tr>
<td>Social feedback</td>
<td>3.449</td>
<td>0.145</td>
<td>0.824</td>
<td>Large</td>
</tr>
<tr>
<td>Active learning strategies</td>
<td>2.875</td>
<td>0.106</td>
<td>0.687</td>
<td>large</td>
</tr>
<tr>
<td>Total</td>
<td>4.685</td>
<td>0.239</td>
<td>1.120</td>
<td>large</td>
</tr>
</tbody>
</table>

Table (4.5) shows that the effect size of active learning strategies is large on students' self-efficacy scale. This means that the effect of active learning strategies is significant. This large effect due to the activities and techniques, which are used in the active learning strategies to improve students' self-efficacy scale.
Chapter 5
Conclusions and Recommendations
Chapter 5
Conclusions and Recommendations

This chapter discusses and interprets the finding of the current study. It summarizes the conclusions that were found in the light of the study results. Moreover, it provides some recommendations which can be useful for curriculum designer, supervisors, teachers, researchers and future studies.

5.1 Findings

The purpose of this study was to find out if the proposed active learning based strategies improved the fifth grade students' comprehension skills and self-efficacy. The researcher adopted the experimental approach. It involved one main question, followed by sup-four questions. Based on the finding of this study, the results showed that using some active learning based strategies had a significant effect on the students' reading comprehension skills and self-efficacy.

5.1.1 Interpretation of the First Question

To answer this question, the researcher shed a light on the previous studies which were related to this question. The reviewed literature identified many skills for elementary school students. Consequently, in this study the researcher has chosen six important skills according to the previous studies and by the help of the school teachers and some specialist side by side with the result of the final exam of the fifth graders in Palestinian schools. These six skills are, making inference, making connection, skimming, summarizing, discovering meaning and making prediction. By this the researcher mean that, in order to be a good reader student should mastered these skills. Moreover, the findings were supported by the result of the previous studies. In other word, the skills that were adopted by the researcher supported the result of the current study. Therefore, using Active learning based strategies in teaching reading texts improved students' ability to understand the information they had already learned in the text and consequently it improved reading comprehension skills. The researcher observed the integration of the previous skills, such as, the connection between inference making and connection making. Another observation by the researcher was the need of the students to other
skills such as questioning which would help them in discovering meaning and skimming skill. The main problem which were faced by the researcher is the difficulties of understanding making prediction skills and practicing it by the participant in the research sample. (Experimental and controls groups) because it need a huge effort of the students' to get it correctly. Nevertheless, the general results of the first question demonstrates the effectiveness of active learning strategies in improving reading comprehension skills of fifth grade students.

5.1.2 Interpretation of the Second Question:

To answer this question, the researcher shed a light on the previous studies, which were related to this question. In addition, the researcher visited the school and observed the students' performance. This information lead the researcher to think of the suitable strategies to be used among active learning strategies. As a result of that thinking and by the help of the English teachers of the school she choose three strategies five finger, jigsaw and TPS strategy. The researcher found that students comprehension skills and self-efficacy were improved by using the proposed active learning based strategies. Moreover, the students' were interested in what they are doing or reading and they were able to make better connection to what they already know. To conclude, these three strategies proved to be best for training students' to understand and connect the material they read to their real life situation. One of the students' talk how he used five finger strategy with his friends to play game Therefore, using active learning based strategies in teaching reading texts improved students self-efficacy and increased their abilities in both learning and communication.

5.1.3 Interpretation of the Results of the First Hypothesis:

The researcher tested the first hypothesis, which investigated if there were statistically significant differences at ( \( \alpha \leq 0.05 \)) between the total mean scores of the post reading comprehension test answered by the students who learn through using ALBSs (experimental group) and that of those who learn through the traditional method (control group).
Table (5.1): The Table References to Determine the Level of Size Effect (\(\eta^2\)) and (d)

<table>
<thead>
<tr>
<th>Test</th>
<th>(\eta^2)</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small</td>
<td>Medium</td>
</tr>
<tr>
<td>(\eta^2)</td>
<td>0.01</td>
<td>0.06</td>
</tr>
<tr>
<td>d</td>
<td>0.2</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The results of "\(\eta^2\)" and "d" values shown in Table (5.1) indicate a large effect size of using active learning strategies in the posttest.

Table (5.1) shows the effect size of active learning strategies of the reading comprehension skills test.

Table (5.2): The Effect Size of Active Learning Strategies on the Experimental Group in the Post-Test

<table>
<thead>
<tr>
<th>Skill</th>
<th>t value</th>
<th>(\eta^2)</th>
<th>D</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making inference</td>
<td>4.253</td>
<td>0.205</td>
<td>1.017</td>
<td>Large</td>
</tr>
<tr>
<td>Making prediction</td>
<td>3.682</td>
<td>0.162</td>
<td>0.880</td>
<td>Large</td>
</tr>
<tr>
<td>Skimming</td>
<td>4.385</td>
<td>0.216</td>
<td>1.048</td>
<td>Large</td>
</tr>
<tr>
<td>Discovering meaning</td>
<td>3.842</td>
<td>0.174</td>
<td>0.919</td>
<td>Large</td>
</tr>
<tr>
<td>Making connection</td>
<td>4.647</td>
<td>0.236</td>
<td>1.111</td>
<td>large</td>
</tr>
<tr>
<td>Summarizing</td>
<td>5.789</td>
<td>0.324</td>
<td>1.384</td>
<td>large</td>
</tr>
<tr>
<td>total</td>
<td>7.090</td>
<td>0.418</td>
<td>1.695</td>
<td>large</td>
</tr>
</tbody>
</table>

Table (5.2) shows that the effect size of active learning strategies is large on students' reading comprehension skills. This means that the effect of active learning strategies is significant. This large effect may be due to the activities and techniques which are used in the active learning strategies to develop students' reading comprehension skills.

The results of the first hypothesis indicated that the (T) computed value (29.250) was larger than T. table value (21.194) in the test. This means that there are significant differences at (\(\alpha\leq0.01\)) and (0.05) between the experimental group and
the control one in favor of the experimental group. There was also a significant difference between the means of both groups in favor of the experimental group, whereas the mean score of the experimental group was (26.000) while the total degree of the test and the mean score of the control group was (15.931). According to eta square \("\eta^2\", and "d" values, it was observed that the effect size of the three sub skills: making inferences, making connection and making inferences is large while in the other two skills, summarizing and skimming medium. On the other hand the effect size of the last skills making prediction was small. This may be attributed to the fact that this skill is a high – order thinking skills and it needs a lot of effort to be understood.

The researcher attributed the first hypothesis findings to the students' result in the reading comprehension skill test, which assured that experimental group achieved a good result in the post test after technology reading text through using some active learning based strategies named five fingers, jigsaw and TPS strategy. That is because it give them the opportunity to think of the text and decide which the most important ideas of it, the information that can be useful for them and connect the information to their real life situation. This means that students can form their ideas and express them freely. Finally, strategies make the students in responsibility for their action and they have to generate the whole text in a new form, which depends on their understanding. This feeling heightens their abilities to comprehend what they read, and enhances their attitude towards reading comprehension skills.

In other words, the purpose of this study to improve reading comprehension skills through using active learning based strategies has been achieved. This means that the implementation of active learning based strategies has a strong effect on improving the reading comprehension skills of the experimental groups.

The Finding of this hypothesis corroborate to the finding of studies such as Lin (2017), Momani (2016), Azam Namjoo, Amir MJArzban (2014), Gunegli (2008) and Al Haideri (2006) in which the effect of Active learning based strategies was explored in difference domains. For example Lin (2017) The Independent Samples t-test yielded a significant difference between the 2 groups in the total score of the reading comprehension post-test, indicating that the PBL approach significantly
improved the participants’ reading comprehension ability, and the PBL participants’
strategy use for identifying the subject matter and supportive details was better than
that of their counterparts and the t-test results of the questionnaire showed that the
PBL participants exhibited a significantly higher degree of active English learning
attitude than the non-PBL participants in terms of motivation intensity and desire to
learn English. The result of the study showed that there was a significantly positive
correlation between reading comprehension ability and English learning attitude and
instructional recommendations are presented.

5.1.4 Interpretations of the Results of the Second Hypothesis:

The researcher tested the first hypothesis, which investigated if there were
statistically significant differences at (α ≤ 0.05) between the total mean score of the
self-efficacy questionnaire scales filled out by the students who learn through using
ALBSs (experimental group) and that of those who learn through the traditional
method (control group) at the end of the experiment.

Table (5.3): The Effect Size of Active Learning Strategies on the Experimental
Group in the Post-Test

<table>
<thead>
<tr>
<th>scale</th>
<th>t value</th>
<th>η²</th>
<th>D</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Comparison</td>
<td>4.721</td>
<td>0.242</td>
<td>1.129</td>
<td>Large</td>
</tr>
<tr>
<td>psychological state</td>
<td>3.700</td>
<td>0.164</td>
<td>0.884</td>
<td>Large</td>
</tr>
<tr>
<td>progress</td>
<td>3.976</td>
<td>0.184</td>
<td>0.950</td>
<td>Large</td>
</tr>
<tr>
<td>Social feedback</td>
<td>3.449</td>
<td>0.145</td>
<td>0.824</td>
<td>Large</td>
</tr>
<tr>
<td>Active learning strategies</td>
<td>2.875</td>
<td>0.106</td>
<td>0.687</td>
<td>Large</td>
</tr>
<tr>
<td>Total</td>
<td>4.685</td>
<td>0.239</td>
<td>1.120</td>
<td>large</td>
</tr>
</tbody>
</table>

Table (5.3) shows that the effect size of active learning strategies is large on
students' self-efficacy scale. This means that the effect of active learning strategies is
significant. This large effect due to the activities and techniques, which are used in
the active learning strategies to improve students' self-efficacy scale.
The findings of the second hypothesis indicated that the students in the experimental group generally liked active learning, believe that active learning strategies helped them understand the material better, and that they would choose active learning strategies over the traditional way of teaching in the future. On the other hand, students in the control groups indicated that in general active learning strategies would be a good addition to their self-efficacy beliefs. This means that there are significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in favor of the experimental group. Moreover, the mean and standard deviation of the experimental and the control groups indicated that there were significant differences between both groups in favor of the experimental group, whereas the mean score of the control group was (7.681), the score of the items related to self-efficacy scale and the mean score of the experimental group were (12.181). The effect size in this section was large.

To explain this positive result, the researcher suggests that using active language based strategies mean to keep students self-efficacy high. In addition, as students worked in groups, each could fill in the gaps of the missing points from his classmate who might be able to understand different points. All these interpretations were highly supported by the students' answers to the questionnaire items in which they announced that using active learning strategies challenged them to show their abilities to learn, so they strive to understand everything in order to keep it in their minds.

This means that the use of some active learning strategies lead to an improvement in students' self-efficacy and shed light on the significant rise and change in students' self-efficacy scales in terms of vicarious experiences, verbal persuasion, performance accomplishments, and physiological states. This was attained by promoting a trust in their own abilities to understand what they read and to be successful in all domains of learning in the future. This helped them to know how to deal with all life situation in the future.

The results of this hypothesis are consistent with the result of many previous studies. Active learning strategies in this study was used to help students to get confidence in their abilities and to know how to deal with people in the future.

5.1.5 Implications for Practice Active Learning Strategies

The use of active learning based strategies in this study significantly improved students’ achievement in physiology, content knowledge and their self-efficacy with regard to reading comprehension skills. In physiology students get familiar with each other and transform from passive learners into active ones in learning process. The strategies considered student and faculty expectations about teaching and learning, addressed barriers to active learning, and required minimal planning, time, and resources. Despite these positive findings, the strategies had no effect on student motivation, but students did report they liked active learning and valued it as a means of instruction. The long-term effects of these improvements, however, remain to be investigated. The results imply at best that teachers should think of using active-learning strategies in their classrooms, since an obvious improvement in student reading comprehension achievement and self-efficacy were found compared with that of traditional way.

This mean that the result show how active learning based strategies contribute to the growing body of knowledge in support of these reading comprehension skills and self-efficacy this study has demonstrated that active-learning strategies used on a continuum produce desirable outcomes of instruction, even in the face of the barriers cited by students and faculty.

5.2 Conclusions:

In the light of the findings, the results of the study prove the effectiveness of using some ALBSs to improve reading comprehension skills. Moreover, the self-efficacy of students was highlighted and their willingness for learning was highly motivated. To conclude the strategies associated with active learning such as five fingers strategy, jigsaw, TPS strategy have improved the quality of reading comprehension skills among the experimental group and benefited a lot with the
using of active learning based strategies. Furthermore, these strategies are all proven to positively influence the students' self-efficacy.

The findings of the current study concluded that Active learning based strategies have unlimited benefits in raising the level of reading comprehension and the scale of self-efficacy. These benefits are as follows:

- Active learning based strategies had the superiority over the traditional way of teaching reading comprehension skills.
- Active learning based strategies provided a very active learning environment.
- Active learning based strategies improved the students' ability to understand information from the text.
- Active learning based strategies activated students' brains, and improved their ability to judge the text.
- Active learning based strategies give the students chance to express their point of view.
- ALBS on learning domain especially reading skills.

5.3 Recommendations:

In the light of this study findings, the researcher suggests the following recommendations to the different participations in the teaching of English, named teachers, supervisors, course designers and researchers.

5.3.1 Recommendation for Teachers:

- Teacher are recommended to use that strategies and train their students to use it,
- Teacher should familiarize themselves with the different strategies which helped to improve students reading comprehension skills.
- Teacher should become aware of different aspects and benefits of active learning strategies in providing enjoyable and attractive environment for teaching reading comprehension and increasing self-efficacy.
• Teacher should participate the training courses, which enable them to new and effective way and strategies in teaching reading comprehension.

• Teachers are recommended to evaluate the effectiveness of using active learning based strategies and then to make any necessary modification to way of teaching, learning activities or resources, to know the students who are having difficulties mastering the text content, and thus need more work.

• Teacher should provide education institution by information of the importance of implementation of active learning approach in learning process.

• Teacher should train on adopted strategies

• Teacher should connect the school environment to the students real life situations.

• Teacher should stay away from the traditional way in teaching English skills in general and reading especially.

• Active learning must be used as a teaching strategy to enable students be engaged in the teaching learning process rather than using the traditional way.

5.3.2 Recommendation for Supervisors:

• Supervisors should activate the role of by changing the role of active learning based strategies the teachers' from instructor into organizer for learning.

• Supervisors should encourage teacher to join the training courses in order to enable them to use, in their classes, and raised their awareness of the importance of using these strategies in teaching reading comprehension skills and self-efficacy.

• Supervisors should include active learning based strategies activities in the test so as encourage teachers and students to focus on these strategies.

• Supervisors should prepare and distribute educational material to increase teacher's knowledge of the importance of implementation active learning based strategies in their class for students, teachers and educational environment in general.
5.3.3 Recommendation for Course Designers:

- Courser designers should provide Palestinian English language curriculum with activities, which depend on active leaning, based strategies, and implemented it inside and outside classroom.

- Courser designers should supply schools with the necessary equipment for employing active learning based strategies such as, L-CD projector, computer labs and multimedia resources.

5.3.4 Recommendations for Further Studies:

In the light of the study findings, the researcher suggests the following:

- Researchers should conduct studies based on using ALBSs, to improve the other language skills, such as writing and speaking.

- Researchers should conduct studies, which provide postgraduate of information about the implementiong of ALBSs in their work, which will help them in the future.

- Researchers should conduct studies that help kindergartens' in their reading improvement and progress.

- Researchers should conduct studies that examine the impact of ALBSs in improving student using of language as a whole.

- Researchers should conduct studies that find the relationship between ALBS on both self- efficacy and reading comprehension for both learners and teachers.

- Since this is an active learning (using different activities), a small number of participants is best in utilizing this research.

5.3.5 Recommendations for Institution:

- Seminars / workshops about using of Active learning strategy must be conducted so that teachers will be able to know the limitation in utilizing this strategy.
References
References

Holly Quran


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Appendices
Appendix (1)

Achievement Test

The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curriculum & Teaching Methods Department

Reading Comprehension Achievement Test

Dear referee,

The researcher is conducting a study, entitled "The Impact of Employing some Active learning Based Strategies in Improving Reading Comprehension Skills and Self-Efficacy among Fifth Graders' in Gaza" in which she is going to examine the impact of Using some Active learning Based Strategies in Improving Reading Comprehension Skills among Fifth Graders' in Gaza.

The study requires conducting pre and post test, which the researcher has designed based on through content analysis of English for Palestine textbooks and also on an in-depth investigation of the ministry of Education curriculum standards and broad objectives. Hence, for the purpose of the study, you are kindly requested to look carefully at the attached test, and fill in the following form whether the items of the test are suitable or unsuitable.

Your notes and responses will be highly appreciated and confidential.

Pretest Refereeing Checklist

Name: .................................  Job: .................................
Experience: .............................  Date: .................................
<table>
<thead>
<tr>
<th>Items</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The test items reflect the objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The test suit 5\textsuperscript{th} grader's level</td>
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</tr>
<tr>
<td>3. There is coherence between the test items and the table of specification</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The layout is acceptable</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. The rubrics are clear</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. The time assigned is suitable</td>
<td></td>
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</tbody>
</table>

Any modifications, additions, or omissions will be taken into consideration, and any further comments are highly appreciated.

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Referee's name:
…………………………………………………………………………………………

Thanks in advance

The researcher ,,,

Samar Qadan

Thanks for your time and your efforts
The pre-post Test

Pre-post test is reading comprehension skills for fifth grade

November, 2017

Name: …………….. Class: …………….. Time: 60 minutes

Passage (1)

Read the passage then answer the question:

This book is about birds of Palestine. There are many types of birds in Palestine such as, the green bee-eater. It's a very beautiful bird. When Amy saw it, she said what a beautiful bird, it's more beautiful than the birds in London. Amy asked her brother if they have this bird in England?! Ben said no, this bird doesn't live in England. it likes warm weather . It's very cold in England.

A) Read the passage and tick True or False: (Making inference) (3 marks)

1. The green bee-eater lives in England ( )
2. It's very cold in England ( )
3. The green bee-eater likes warm weather ( )

B) Answer the following questions: (Making Prediction) (4 marks)

1. Is the green – bee eater like warm weather?

.................................................................................................................................

2. Why doesn't the green bee-eater live in England?

.................................................................................................................................

3. Are there many types of birds in Palestine?

.................................................................................................................................

4. What birds do you like in Palestine?

.................................................................................................................................
C) Choose the correct answer:  (Skimming)  (4 marks)

1. This book is about birds of ...............  [Palestine – England]
2. It's very ........ in England  [Cold – worm]
3. The green bee – eater is very ...............  [beautiful – ugly]
4. The weather is ............... in Palestine.  [warm – cold]

D) Get from the passage:  (Discovering meaning)  (6 marks)

a. A name of city ...............  

b. A name of bird ...............  

c. The opposite of (cold) × ...............  

d. The underlined word (it) refers to ...............  

e. A word rhymes the word "but" ...............  

f. The meaning of (nice) = ...............  

E) Match:  (Making connection)  (2 marks)

a) It is very warm in Palestine  ( )  

b) It is very cold in England  ( )  

F) The best title for the passage?  (Summarizing)  (1 marks)  

1. Birds of Palestine
2. Birds of England
3. Weather in Palestine
4. Weather in England
Passage (2)

Read the passage and answer the questions:

Palestine has many interesting places to visit for children, and it also has a beautiful cities. Qalqilya is one of these beautiful cities. You can see lots of animals at the zoo in Qalqilya, these animals come from Africa and India. You can go by car or bus. You can see the weather in the newspaper or on the internet.

A) Read the passage and tick True or False: (Making inference) (3 marks)

1. ( ) Palestine has many interesting places to visit for children. □
2. ( ) These animals come from Egypt. □
3. ( ) You can see the weather in the newspaper. □

B) Answer the following question: (Making prediction) (4 marks)

1. Is there a zoo in Qalqilya? □
2. Where can you see lots of animals? □
3. What is the most famous city in Palestine? □
4. Does Palestine has an interesting places? □

C) Choose the correct Answer: (Skimming) (4 marks)

1. ……….. is a city in Palestine. {London – Qalqilya} □
2. You can see the lion in the …………… { zoo – school} □
3. You can go to the zoo by car or …………… { bus – train} □
4. These animals come from ………..{Africa – Australia} □
D) Get from the passage:  (Discovering meaning)  (6 marks)

A name of

1. Country ………………
2. Place ………………
3. The underlined word (these ) refers to ………
4. A word rhymes the word "too" ………………
5. The meaning of (much) = ………………
6. The opposite of (ugly) ×………………

E) Match:  (Making connection)  (2 marks)

Qalqilya a city in Palestine

You can go to the zoo by bus

F) The best title for the passage  (Summarizing)  (1 marks)

1. Cities of Palestine
2. Animals of Palestine
3. Places of Palestine
4. Animals of India

*Good Luck*
Appendix (2)
Self–efficacy Questionnaire

The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curriculum & Teaching Methods Department

Self–efficacy Questioner

Dear Supervisor, /Expert teacher,

The researcher is conducting a study, entitled "The Impact of Employing some Active Learning Based Strategies on Improving Reading Comprehension Skills and Self-Efficacy Among Fifth Grade Students in Gaza"

One of the requirements of this study is to construct a questionnaire of the self-efficacy among fifth grade students in Gaza. Thus, in which she is going to examine the impact of some active learning based strategies in improving self-efficacy among fifth grade students in Gaza. Part of the questioner is about the impact of active learning in improving self–efficacy and the other one is about the impact of active learning in improving reading comprehension skills.

Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the list so as to determine the degree of importance for each reading skill listed below. Please tick (✓) in the suitable degree of importance.

(Key: 5 = strongly agree  4= agree  3= disagree 2= strongly disagree 1= don't know)

Questioner Refereeing Checklist

Name: ............................  Job: ............................
Experience: ............................  Date: ............................
<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I Like attending this class more regularly than other classes I took this semester</td>
<td></td>
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<tr>
<td>2.</td>
<td>I believe I can use the reading comprehension skills I learned in class in other situations</td>
<td></td>
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<tr>
<td>3.</td>
<td>I felt comfortable answering questions out loud in class</td>
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<tr>
<td>4.</td>
<td>I felt comfortable volunteering information out loud in class</td>
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<tr>
<td>5.</td>
<td>I learned a lot about reading comprehension skills in class</td>
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<tr>
<td>6.</td>
<td>Reading comprehension skills is relevant to my own field of study</td>
<td></td>
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<td>7.</td>
<td>I liked the way text was taught to us</td>
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<td>8.</td>
<td>The student workbook helped me learn the material for this semester</td>
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<td>9.</td>
<td>I prefer classes where lecture is the primary means of instruction</td>
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<td>10.</td>
<td>Reading comprehension skills is too hard for me</td>
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<td>11.</td>
<td>I prefer classes that challenge me to think about the content</td>
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<tr>
<td>12.</td>
<td>Answering the units questions in the textbook helped me learn the material for this semester</td>
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<tr>
<td>13.</td>
<td>I learn more from listening than from doing</td>
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<tr>
<td>No.</td>
<td>Criteria</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Don't know</td>
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<tr>
<td>14.</td>
<td>I believe it is my own responsibility to learn the material presented this semester</td>
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<tr>
<td>15.</td>
<td>I predict text questions/topics</td>
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<tr>
<td>16.</td>
<td>I provide feedback to the school on learning environment</td>
<td></td>
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<tr>
<td>17.</td>
<td>I am intellectual independent</td>
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<tr>
<td>18.</td>
<td>I acquire attributes</td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td>I actively participate in discussions</td>
<td></td>
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<tr>
<td>20.</td>
<td>I provide feedback on way teaching quality</td>
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<tr>
<td>21.</td>
<td>I develop a capacity to deal with complexity and ambiguity</td>
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<tr>
<td>22.</td>
<td>I study only what will be tested in the exams</td>
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<td>23.</td>
<td>I respect my teachers</td>
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<td>24.</td>
<td>I am open-minded</td>
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<td></td>
<td><strong>Progress</strong></td>
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<tr>
<td>25.</td>
<td>I study only things that are going to be covered in the class activities</td>
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<tr>
<td>26.</td>
<td>I do the same amount of study each week, regardless of whether the class activities is due</td>
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<tr>
<td>27.</td>
<td>I like doing activities that require field work</td>
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<tr>
<td>28.</td>
<td>I could do well without studying much in this semester</td>
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<tr>
<td>No.</td>
<td>Criteria</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Don’t know</td>
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<tr>
<td>29.</td>
<td>I carefully select what I study and learn in the semester</td>
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<tr>
<td>30.</td>
<td>I enjoy doing activities which demand critical thinking skills</td>
<td></td>
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<tr>
<td>31.</td>
<td>I use seniors’ work for my activities</td>
<td></td>
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<tr>
<td>32.</td>
<td>I put in more effort when activities are due</td>
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</tr>
<tr>
<td>33.</td>
<td>I have to study constantly if I want to do well in this semester</td>
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<tr>
<td>34.</td>
<td>I search for relevant and current materials for my activities</td>
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<td></td>
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<tr>
<td>35.</td>
<td>There is a collaboration within my study group</td>
<td></td>
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<tr>
<td>36.</td>
<td>I do better in individual activities than group work</td>
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<tr>
<td>37.</td>
<td>I use learning collaboration techniques in my study group</td>
<td></td>
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<tr>
<td>38.</td>
<td>I enjoy working with my classmates in completing my group activities</td>
<td></td>
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<tr>
<td>39.</td>
<td>I coordinate with relevant individuals and groups</td>
<td></td>
<td></td>
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<tr>
<td>40.</td>
<td>My creativity and critical thinking are enhanced in group work</td>
<td></td>
<td></td>
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<tr>
<td>41.</td>
<td>I take opportunity for all ideas to be exchanged ideas within my study group</td>
<td></td>
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</tr>
<tr>
<td>No.</td>
<td>Criteria</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Don't know</td>
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<tr>
<td>42.</td>
<td>There is a spirit of cooperation within my study group</td>
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<tr>
<td>43.</td>
<td>I collaborate with my classmate answering activities</td>
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<tr>
<td></td>
<td>Active learning strategies</td>
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<tr>
<td>44.</td>
<td>increased my confidence</td>
<td></td>
<td></td>
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<tr>
<td>45.</td>
<td>increased my learning capability</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>46.</td>
<td>developed my self-concept</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>47.</td>
<td>increased my self-esteem</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>48.</td>
<td>guided me to control my learning progress</td>
<td></td>
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<tr>
<td>49.</td>
<td>increased my motivation to learn</td>
<td></td>
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<tr>
<td>50.</td>
<td>enabled me to self-regulate my learning</td>
<td></td>
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</tbody>
</table>

Any modifications, additions, or omissions will be taken into consideration, and any further comments are highly appreciated.

........................................................................................................
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........................................................................................................
........................................................................................................

Referee's name:

...........................................................................................

Thanks in advance

The researcher „,

Samar Qadan

Thanks for your time and your efforts
Appendix (3)

Student’s self – efficacy Questionnaire

The Impact of Employing some Active learning Based Strategies in Improving Reading Comprehension Skills among Fifth Graders’ in Gaza

<table>
<thead>
<tr>
<th>شعرت بالراحة عند الإجابة عن الأسئلة بصوت عال في الصف</th>
<th>م</th>
<th>الفقرة</th>
</tr>
</thead>
<tbody>
<tr>
<td>تعممت الكثير عن مهارات الفهم المقروء الصف</td>
<td>5</td>
<td>1.</td>
</tr>
<tr>
<td>مهارات الفهم المقروء لها علاقة بمجال دراسي</td>
<td>6</td>
<td>2.</td>
</tr>
<tr>
<td>أحببت الطريق التي تعلمنا النص بها</td>
<td>7</td>
<td>3.</td>
</tr>
<tr>
<td>كتاب التلميذ المنزري ساعبني على تعلم مواد لهذا الفصل</td>
<td>8</td>
<td>4.</td>
</tr>
<tr>
<td>أحب الحصص التي تكون طريقة الإلقاء هي الطريقة الأساسية للتعليم</td>
<td>9</td>
<td>5.</td>
</tr>
<tr>
<td>مهارات الفهم المقروء صعبة جداً لي</td>
<td>10</td>
<td>6.</td>
</tr>
<tr>
<td>أحب المساقات التي تتحدى تفكيري في المضمون</td>
<td>11</td>
<td>7.</td>
</tr>
<tr>
<td>إجابة أسئلة الوحدات في الكتاب المدرسي</td>
<td>12</td>
<td>8.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>شعرت بالراحة عند إخراج المعلومات بصوت عال في الصف</th>
<th>م</th>
<th>الفقرة</th>
</tr>
</thead>
<tbody>
<tr>
<td>أحب هذا المساق أكثر من المساقات الأخرى التي أدرسها هذا الفصل</td>
<td>1</td>
<td>9.</td>
</tr>
<tr>
<td>أعتقد أنني استطيع استعمال مهارات الفهم المقروء التي تعلمتها في هذا الفصل في مواقف أخرى</td>
<td>2</td>
<td>10.</td>
</tr>
<tr>
<td>ذا الحصص التي تكون طريقة الإلقاء هي الطريقة الأساسية للتعليم</td>
<td>3</td>
<td>11.</td>
</tr>
<tr>
<td>مهارات الفهم المقروء لها علاقة بمجال دراسي</td>
<td>4</td>
<td>12.</td>
</tr>
<tr>
<td>كتاب التلميذ المنزري ساعبني على تعلم مواد لهذا الفصل</td>
<td>5</td>
<td>13.</td>
</tr>
<tr>
<td>أحب الحصص التي تكون طريقة الإلقاء هي الطريقة الأساسية للتعليم</td>
<td>6</td>
<td>14.</td>
</tr>
<tr>
<td>مهارات الفهم المقروء صعبة جداً لي</td>
<td>7</td>
<td>15.</td>
</tr>
<tr>
<td>أحب المساقات التي تتحدى تفكيري في المضمون</td>
<td>8</td>
<td>16.</td>
</tr>
<tr>
<td>إجابة أسئلة الوحدات في الكتاب المدرسي</td>
<td>9</td>
<td>17.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>شعرت بالراحة عند الإجابة عن الأسئلة بصوت عال في الصف</th>
<th>م</th>
<th>الفقرة</th>
</tr>
</thead>
<tbody>
<tr>
<td>أحب هذا المساق أكثر من المساقات الأخرى التي أدرسها هذا الفصل</td>
<td>1</td>
<td>18.</td>
</tr>
<tr>
<td>أعتقد أنني استطيع استعمال مهارات الفهم المقروء التي تعلمتها في هذا الفصل في مواقف أخرى</td>
<td>2</td>
<td>19.</td>
</tr>
<tr>
<td>مهارات الفهم المقروء لها علاقة بمجال دراسي</td>
<td>3</td>
<td>20.</td>
</tr>
<tr>
<td>كتاب التلميذ المنزري ساعبني على تعلم مواد لهذا الفصل</td>
<td>4</td>
<td>21.</td>
</tr>
<tr>
<td>أحب الحصص التي تكون طريقة الإلقاء هي الطريقة الأساسية للتعليم</td>
<td>5</td>
<td>22.</td>
</tr>
<tr>
<td>مهارات الفهم المقروء صعبة جداً لي</td>
<td>6</td>
<td>23.</td>
</tr>
<tr>
<td>أحب المساقات التي تتحدى تفكيري في المضمون</td>
<td>7</td>
<td>24.</td>
</tr>
<tr>
<td>إجابة أسئلة الوحدات في الكتاب المدرسي</td>
<td>8</td>
<td>25.</td>
</tr>
<tr>
<td>الفقرة</td>
<td>م</td>
<td>درجة الموافقة</td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td>لا أوافق بشدة</td>
<td>13</td>
<td>مساعدتي في تعلم المواد لهذا الفصل</td>
</tr>
<tr>
<td>لا أوافق بشدة</td>
<td>14</td>
<td>اعتقد أنه من مسؤولتي أن أتعلم المواد المقدمة في هذا الفصل</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>15</td>
<td>أتبث بموضوع أسلة الاختبارات</td>
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<tr>
<td>أوافق بشدة</td>
<td>16</td>
<td>أتقدم تغذية راجعة للمدرسة عن بيئة التعلم</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>17</td>
<td>أنا متعلم مستقل</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>18</td>
<td>أنا استحق التقدير</td>
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<td>أوافق بشدة</td>
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<td>أشارك بفعالية في المناقشات</td>
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<td>أوافق بشدة</td>
<td>20</td>
<td>أقدم تغذية راجعة لجودة طريقة التعلم</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>21</td>
<td>أطور قدراتي التعامل مع الصعوبة والغموض</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>22</td>
<td>أدرس فقط المواد التي سوف يختبر في الاختبارات</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>23</td>
<td>اقترح معلمتي</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>24</td>
<td>أنا متفتح الدماغ</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>25</td>
<td>أدرس فقط الأشياء التي سوف تغطي في أنشطة الصف</td>
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<tr>
<td>أوافق بشدة</td>
<td>26</td>
<td>أقدم دورات نفس الكمية كل أسبوع بغض النظر عن حاجة نشاطات الصف</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>27</td>
<td>أحب عمل النشاطات التي تحتاج إلى حقل عملي</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>28</td>
<td>أستطيع النجاح دراسة الكثير هذا الفصل</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>29</td>
<td>اخترت ما أدرسه وتعلم بعناية في هذا الفصل</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>30</td>
<td>أتمتع بممارسة النشاطات التي تتطلب مهارات تفكير عليا</td>
</tr>
<tr>
<td>أوافق بشدة</td>
<td>31</td>
<td>استخدم عمل بدائي في نشاطاتي</td>
</tr>
</tbody>
</table>
| أوافق بشدة | 32 | أبذل مجهوداً أكثر عندما يحتاج النشاط
<table>
<thead>
<tr>
<th>الدرجة الموافقة</th>
<th>الفقرة</th>
<th>م</th>
</tr>
</thead>
<tbody>
<tr>
<td>غير متأكد</td>
<td>إذا أردت أن أتقدم في هذا المساق يجب أن أدرس بالنظام</td>
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</tr>
<tr>
<td></td>
<td>ابحث عن مواد ذات علاقة متجددة لنشاطي</td>
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</tr>
<tr>
<td>لا أوافق بشدة</td>
<td>التغذية الراجحة الاجتماعية</td>
<td></td>
</tr>
<tr>
<td></td>
<td>يوجد تعاون في فريق الدراسي</td>
<td>35</td>
</tr>
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<td></td>
<td>اجحدر في النشاطات الفردية نتائج أفضل من العمل الجماعي</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>استخدم أساليب التعلم التعاوني وفي فريق الدراسي</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>اتمتع بالعمل مع زملائي في اكمال نشاطاتي الجماعية</td>
<td>38</td>
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<tr>
<td>أوافق بشدة</td>
<td>أوفق بين العمل الفردي والجماعي</td>
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<td>يظهر إبداعي وتفكير الناقد في العمل الجماعي</td>
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</tr>
<tr>
<td></td>
<td>استغل الفرصة لتبادل كل الأفكار مع أفراد فريقي</td>
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<td></td>
<td>أشارك زملائي في حل الأنشطة</td>
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<td></td>
<td>توجد روح انتقادية بين أفراد طاقمتي الدراسي</td>
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</tr>
<tr>
<td>أوافق</td>
<td>استراتيجيات التعلم النشط</td>
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</tr>
<tr>
<td></td>
<td>زادت من ثقتي بنفسني</td>
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</tr>
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<td></td>
<td>زادت من قدراتي التعليمية</td>
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<td>طورت احترامي لنفسي</td>
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<td></td>
<td>زادت من تقديري لنفسي</td>
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<td></td>
<td>دفعتني للسيطرة على تطور تعلمي</td>
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<td></td>
<td>زادت من دافعيتي لأنعلم</td>
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</tr>
<tr>
<td></td>
<td>أعطتني الفرصة لتعلم</td>
<td>50</td>
</tr>
</tbody>
</table>
Appendix (4)
Teacher Guide

For teaching reading lesson (1-2) in the unit (6-7-8) in English for Palestine 5 according to some Active learning Based Strategies.

Dear teacher,

As you know, English for Palestine (5) curriculum concentrates on the reading skills. Whereas there is a reading lessons per unit with a short passage comprising variant topics followed by comprehension questions. This is what the researcher focused on. This guide was prepared to enable the teachers to teach lesson (2 & 3) in units 6 – 7 – 8 and it provides teacher with different of activities which may the student's reading comprehension skills using ALBS in the content area, context of materiales presentation, and lexical items in the text under the guidance of the teacher. In other words, the students will be able to skimming, making prediction, correct confusion, guiss, meaning summarize and make connection to their reading passage.

Through these activities the students are encouraged to improve the way of how they read a passage with more focuses on reading comprehension skills. And to recognize that they are responsible for their own progress by using ALBS.

These activities will encourage student centered approach by involving the students in the missions and find out knowledge by themselves under the guidance of the teacher.

In other words, the students build their own knowledge as learning is contextual and happen when the students learn in relationship to their prio knowledge and life situations. If learning is related to their life situations and belief, the learning will be exciting, injoyable and understandable. At that point, learning becomes active and social as the students can connect learning to their lives situations.

Therefore, the activities, which are prepared for the this study, will inable the teacher to assist student encounter a confused situation which leads them to search for solutions after explaining and comprehending the context.
The teacher's guide consist of the following

- The general aims of the lessons include in the study.
- Learning objectives of each lesson.
- Teaching resources.
- Activities used by the teachers to help student in learning.
- Procedures to be followed by the teachers.
- Worksheets and evaluation.

General Aim

The lesson plan and the activities aimed at improving students reading comprehension skills and self-efficacy by using some ALBS in English for Palestine for the 5 graders.

Specific Objectives

By the end of the lessons students are expected to be able to:

1. Summarize reading text.
2. Know the meaning of unfamiliar words from context.
3. Relate text to life situation
4. Synthesis information from several soucrs.
5. Scanning a reading text.
6. Say her point of view towards the text.

The teacher's intervention in some Active learning Based strategy could be categorized.

1. Providing data: the teacher helps students activate their prior knowledge which enables in preparing students for the new task.
2. The teacher motivate students with the lesson by open dialogues and exchange question, which improve their self-efficacy and makes them fell prowled towards themselves.
3. Activate the students: This elements describes exercise and activities which are designed to get students using language as freely and communicatively as they can. The objective for the students is not focus on language construction
but for them to use all and any language which may be appropriate for a given situation or topic such as role-play, draw picture, and writing.

4. Giving feedback, the teacher gives feedback about students learning by checking their sheets and rating their answer.

5. Recap / summarizing: the teacher helps students to summarize the lesson.
Lesson Plan

Date: ________________  Grade 5  Unit 7

Time : 90minutes

Learning objectives

By the end of this unit, students are expected to be able to:

- Read strange words at a reasonable speed correctly.
- Use the five fingers strategy to read new words correctly and build new words
- Understand the text while students reading sentences from the first time.
- Be able to express his understanding from the text.


AVM: flash cards - cards - pictures - worksheet

<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
</tr>
</thead>
</table>
| **Warming up** | - Greetings  
T asks Ss to raise one hands Ss raise  
T asks Ss to count their fingers  
T ask Ss to give names for their fingers  
Ss gives (a – b – c- d –e ) for their fingers |
| **Revision** | T shows Ss some card with photo of fingers. Ss say the names of the letters.  
T gives Ss time to look at the cards.  
T asks them to fill in the missing names of the fingers (a – b – c- d –e )  
Ss say them. T motivates and encourages. |
<p>| <strong>Presentation</strong> | T. tells the Ss that she is going to teach them how to read by using five fingers strategy. |</p>
<table>
<thead>
<tr>
<th>Steps</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td>T. shows a card with the photo of the bee eater and says.</td>
</tr>
<tr>
<td></td>
<td>This is a bee eater. T checks the meaning.</td>
</tr>
<tr>
<td></td>
<td>T says the word 3 times. Ss repeats</td>
</tr>
<tr>
<td></td>
<td>T. presents the photo of cold places and asks Ss to check the meaning.</td>
</tr>
<tr>
<td></td>
<td>T tells the Ss that if they can read quickly they can rise the finger &quot;a&quot;</td>
</tr>
<tr>
<td></td>
<td>and if they can't the rise the finger &quot;e&quot;</td>
</tr>
<tr>
<td></td>
<td>T presents the words things- TV programme- news</td>
</tr>
<tr>
<td></td>
<td>cartoons- birds – green – bee-eater – newspaper- butterfly</td>
</tr>
<tr>
<td></td>
<td>– exciting – slippers – dinar and check the meaning.</td>
</tr>
<tr>
<td></td>
<td>Ss presents a photo of key words.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>T presents on the board the photo of keywords</td>
</tr>
<tr>
<td></td>
<td>T asks Ss to say the name of photo.</td>
</tr>
<tr>
<td><strong>Formative Evaluation</strong></td>
<td>T. asks Ss to answer the active in page 33 No. 7</td>
</tr>
<tr>
<td><strong>Summative Evaluation</strong></td>
<td>Read and complete:</td>
</tr>
<tr>
<td></td>
<td>It is very warm in ...........</td>
</tr>
<tr>
<td></td>
<td>The green ...........is a very beautiful bird</td>
</tr>
<tr>
<td></td>
<td>There is many types of ........ in Palestine.</td>
</tr>
<tr>
<td><strong>Rounding up Homework</strong></td>
<td>Ss use the five fingers strategy while reading new words.</td>
</tr>
<tr>
<td></td>
<td>T asks Ss to complete the sentence by the missing word after reading by using five fingers strategy.</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to express their understanding of the unit after using five fingers strategy.</td>
</tr>
</tbody>
</table>
Learning objectives

By the end of this unit, students are expected to be able to:

- Read strange words at a reasonable speed correctly.
- Use the five fingers strategy to read new words correctly and build new words.
- Comprehend the text while students reading sentences from the first time.
- Be able to express his understanding from the text.


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<thead>
<tr>
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<tbody>
<tr>
<td>Warming up</td>
<td>- Greetings</td>
</tr>
<tr>
<td></td>
<td>T asks Ss to standup.</td>
</tr>
<tr>
<td></td>
<td>T asks Ss to be in groups</td>
</tr>
<tr>
<td></td>
<td>T ask Ss to choose a leader of the group</td>
</tr>
<tr>
<td></td>
<td>Ss choose the leader of the groups.</td>
</tr>
<tr>
<td>Revision</td>
<td>T shows Ss some card with photo of fingers. Ss say the names of the letters.</td>
</tr>
<tr>
<td></td>
<td>T gives Ss time to look at the cards.</td>
</tr>
<tr>
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<td>T asks them to fill in the missing names of the fingers (a – b – c – d – e)</td>
</tr>
<tr>
<td></td>
<td>Ss say them. T motivates and encourages.</td>
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<td>T. tells the Ss that she is going to teach them how to read by using five fingers strategy.</td>
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<td>T asks Ss to count their fingers.</td>
</tr>
<tr>
<td>Steps</td>
<td>Procedures</td>
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</tr>
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<td>T. shows a card with the photo of the bee eater and says.</td>
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<td>T says the word 3 times .Ss repeats</td>
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<td></td>
<td>T. presents the photo of cold places and asks Ss to checks the meaning</td>
</tr>
<tr>
<td></td>
<td>T tells the Ss that if the text is easy to read they can rise a one fingers can raise a three fingers, but if it is hard to read they can raise the five fingers.</td>
</tr>
<tr>
<td></td>
<td>T presents the key words things- TV programme- news cartoons- birds – green – bee-eater – newspaper- butterfly – exciting – slippers – dinar and check the meaning.</td>
</tr>
<tr>
<td></td>
<td>Ss presents a photo of key words.</td>
</tr>
<tr>
<td>Practice</td>
<td>T presents on the board the photo of keywords</td>
</tr>
<tr>
<td></td>
<td>T asks Ss to say the name of photo</td>
</tr>
<tr>
<td>Formative</td>
<td>T. asks Ss to answer the activity in page 33 No. 7</td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>T. draws on the board</td>
</tr>
<tr>
<td></td>
<td>T. write sentances on the board and asks Ss to read it by using five fingers strategy</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to use five fingers strategy while reading.</td>
</tr>
<tr>
<td></td>
<td>The green bee-eater is a very beautiful bird</td>
</tr>
<tr>
<td></td>
<td>There are many types of bird in Palestine.</td>
</tr>
<tr>
<td></td>
<td>It is very warm in Palestine</td>
</tr>
<tr>
<td>Steps</td>
<td>Procedures</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
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<td><strong>Summative Evaluation</strong></td>
<td>Read and complete:</td>
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<tr>
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<td>It is very warm in ...........</td>
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<td></td>
<td>T. asks Ss to express their understanding of the unit after using five fingers strategy.</td>
</tr>
</tbody>
</table>
## Lesson plan

**Date:** ________________  
**Grade 5**  
**Unit 8**

**Time:** 90 minutes

---

### Learning objectives

By the end of this unit, students are expected to be able to:

- Read strange words at a reasonable speed correctly.
- Use the TPS strategy to read new words correctly and build new words.
- Understand the text while students reading sentences from the first time.
- Be able to express his understanding from the text.

**Key vocabulary:** interesting – exciting – ask – answer – healthy best – idea- better-worst – give

**AVM:** flash cards - cards - pictures - worksheet

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<table>
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<td>T ask Ss to choose a leader of the group</td>
</tr>
<tr>
<td></td>
<td>Ss choose the leader of the groups</td>
</tr>
<tr>
<td><strong>Revision</strong></td>
<td>T shows Ss some card with photo of TPS strategies.</td>
</tr>
<tr>
<td></td>
<td>T gives Ss time to look at the cards.</td>
</tr>
<tr>
<td></td>
<td>T asks them to fill in the missing names of the TPS singles</td>
</tr>
<tr>
<td></td>
<td>Ss say T for think, P for Pair and S for Share.</td>
</tr>
<tr>
<td></td>
<td>T motivates and encourages.</td>
</tr>
<tr>
<td>Steps</td>
<td>Procedures</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Presentation| T. tells the Ss that she is going to teach them how to read by using TPS strategy.  
T. shows a card with the photo of the Qalqilia zoo and asks what is this.  
T checks the meaning, and say this is Qalqilia zoo  
T says the word 3 times .Ss repeats  
T. presents the photo of places in Palestine and asks Ss to checks the name.  
T tells the Ss that if they can read quickly they can tell the leader of the group.  
T presents the words interesting – exciting – ask – answer – healthy best – idea- better- worst – give and check the meaning.  
T presents a photo of key words. |
| Practice    | T presents on the board the photo of keywords  
T asks Ss to say the name of photo |
| Formative Evaluation | T. asks Ss to answer the active in page 58 No. 8 |
| Presentation| T. draws on the board a photo of Qaliqila zoo  
T. write sentences on the board and asks Ss to read it by using TPS strategy  
T. asks Ss to use TPS strategy while reading. |
| Summative Evaluation | Put T or F:  
( )Palestine has many interesting places to visit for children. |
<table>
<thead>
<tr>
<th>Steps</th>
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</tr>
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<tr>
<td></td>
<td>( ) These animals come from Asia.</td>
</tr>
<tr>
<td></td>
<td>( ) You can see the weather in the newspaper.</td>
</tr>
<tr>
<td>Rounding up</td>
<td>Ss use the TPS strategy while reading new words.</td>
</tr>
<tr>
<td></td>
<td>T asks Ss to complete the sentence by the missing word after reading by using TPS strategy.</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to express their understanding of the unit after using TPS strategy.</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss read then circle the correct words</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to read then tick T the correct sentences</td>
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<tr>
<td></td>
<td>T. asks Ss to read and complete the sentences</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to read page 56 and write answers the questions</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to read and complete the sentences</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to work in pairs.</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to read the sentences in activity aloud</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to read a loud then answer the question</td>
</tr>
<tr>
<td></td>
<td>T. asks Ss to read and chant</td>
</tr>
</tbody>
</table>
Appendix (5)

Permission to apply the experiment
Appendix (6)

Referees' Name and Titles

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Qualification</th>
<th>Place of Work</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Prof. Awad Kishta</td>
<td>Ph.D. Methodology (IUG)</td>
<td>The Islamic university</td>
</tr>
<tr>
<td>2</td>
<td>Prof. Abed Al Moatee Al-Agha</td>
<td>Ph.D. Methodology (IUG)</td>
<td>The Islamic university</td>
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<tr>
<td>3</td>
<td>Prof. Ezzo Afana</td>
<td>Associate Prof.</td>
<td>The Islamic university</td>
</tr>
<tr>
<td>4</td>
<td>Prof. Ali Saleh</td>
<td>Associate Prof.</td>
<td>Al Azhar university</td>
</tr>
<tr>
<td>5</td>
<td>Prof. Hassan Abu Jarad</td>
<td>Full Professor in Applied linguistic</td>
<td>Al Azhar university</td>
</tr>
<tr>
<td>6</td>
<td>Prof. Jaber Abu Shaweesh</td>
<td>Ph. D. Methodology</td>
<td>Al Aqsa University</td>
</tr>
<tr>
<td>7</td>
<td>Prof. Ata Darweesh</td>
<td>Full Professor in Applied linguistic</td>
<td>Al Azhar University</td>
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<tr>
<td>8</td>
<td>Fadwa Muslum</td>
<td>English Teacher</td>
<td>Al Bahrein Elementary School (A)</td>
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<tr>
<td>9</td>
<td>Samir Al Moghrabi</td>
<td>English Teacher</td>
<td>Al Bahrein Elementary School (A)</td>
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