
Using a Suggested Program Based on Electronic Previews in Developing Reading Comprehension and Reading Motivation of Prep Stage Pupils

Doaa Mamdouh Sabra Ali

Abstract

The present study aimed at investigating the effectiveness of using Electronic Previews (E-previews) program in developing reading comprehension skills (RCS) and reading motivation of prep stage pupils. The participants of the study consisted of 40 EFL 2nd year prep stage pupils. They were randomly assigned into a treatment group and a non-treatment group. A quasi-experimental research design (a pre-post control group design) was adopted. The treatment group was taught using E-previews while the non-treatment group received conventional instruction. Instruments of the study included a reading comprehension test (RC test) and a reading motivation scale. After the study was conducted, post-testing was undertaken and the data obtained were analyzed. Results of the study were statistically treated. Findings of the study showed that the participants in the treatment group surpassed the non-treatment group participants in developing reading comprehension skills and reading motivation. Finally, the researcher presented a number of recommendations and suggestions for further research.

Key Words: *Electronic Previews program, reading comprehension skills, reading motivation*

استخدام برنامج مقترح قائم على العروض المسبقة الالكترونية فى تنمية
مهارات الفهم القرائى والدافعية لدى طلاب المرحلة الاعدادية

دعاء ممدوح صبره علي

مستخلص:

هدفت الدراسة الحالية الى التحقق من مدى فاعلية استخدام برنامج مقترح قائم على العروض المسبقة الالكترونية فى تنمية مهارات الفهم القرائى والدافعية لدى طلاب المرحلة الاعدادية. تكونت عينة الدراسة من ٤٠ طالبة فى الصف الثانى الاعدادى بالتعليم العام . كما تم تعيين مجموعة تجريبية ومجموعة ضابطة عشوائيا. وتم تحقيق المساواة بين المجموعتين. استخدم البحث تصميمًا شبه تجريبيا (تصميم مجموعة ضابطة قبلية وبعدي). وتم تدريس المجموعة التجريبية باستخدام استراتيجية العروض المسبقة الالكترونية فى حين تلقت المجموعة الضابطة تدريسا تقليديا. واشتملت ادوات الدراسة على اخبار لمهارات الفهم القرائى ومقياس للدافعية نحو القراءة . وقد تم التحقق من صدق الادوات وثبوتها. بعد اجراء الدراسة ، اجريت الاختبارات البعدية وتم تحليل البيانات التى تم الحصول عليها. ثم تمت معالجة نتائج الدراسة باستخدام برنامج (SPSS) . وقد اظهرت نتائج الدراسة ان المشاركين فى المجموعة التجريبية تفوقوا على المشاركين فى المجموعة الضابطة . واخيرا ، قدم الباحث عددا من التوصيات والمقترحات للبحوث المستقبلية.

الكلمات المفتاحية : مهارات الفهم القرائى، الدافعية للقراءة، برنامج العروض المسبقة الالكترونية

Introduction

Reading comprehension is a complex process, involving a variety of cognitive and linguistic skills. As a result, deficits in any cognitive ability is important to the comprehension process that can potentially lead to deficits in reading comprehension performance . (Perfiti & Stafura, 2014) provide a comprehensive framework for understanding the processes and skills involved in reading comprehension . Deficits in comprehension could result from a variety of sources beyond decoding , including differences in sensitivity to story structure , inference making , comprehension monitoring , syntactic processing , verbal working memory and oral language skills.

Gambrell (2013) has long been convinced that the central and most important goal of reading instruction is to foster the love of reading. The question is: How can we create classroom cultures that support and nurture children in becoming highly motivated readers ? The result of a national survey conducted by the National Reading Research Center revealed that this is a question of great interest to teachers. It is generally acknowledged that motivation plays a critical role in learning. It often makes the difference between learning that is superficial and learning that is deep and internalized. Because of the powerful influence that motivation plays in literacy learning, teachers are more interested than ever before in understanding the relationships that exist between motivation and achievement and in learning how to help all students achieve the goal of becoming effective, lifelong readers.

Since reading is an activity that requires sustained interest and effort, motivation serves as a necessary energizer to engage

readers' cognitive skills and leads to a deeper level of comprehension (Logan et al., 2011; McGeown, Duncan, Griffiths, & Stothard, 2015). .

Reading motivation has also been identified as a significant characteristic distinguishing good and poor readers (Lau & Chan, 2003). Motivational factors should be given place as well as cognitive processes to develop reading comprehension skill. This is because motivational processes play important role in comprehending text that is read as well as cognitive processes. Reading motivation consists of internal and external processes that direct individuals to reading (Wang and Guthrie, 2004). According to Wigfield (2005), readers should take interest in subject, have an internal reading desire, have a purpose for reading and have technical skills of reading so as to comprehend a text. It is very important to have these qualities that are related to motivational processes for a reader in terms of both text-reading and performing cognitive processes that are essential for reading effectively.

The individuals with high internal motivation are zealous for work, believe in their own abilities, effective and successful readers. Motivation is related to the relations and activities of individual with other people and society. Readers, who like sharing and perform their own duties responsibly in learning groups, have internal motivation feelings (Akyol, 2010).

Paul (2014) conducted a research, the hypotheses of this study were the differences in learning outcomes with the use of reading comprehension PQRST method (preview, question, read ,summarize ,test) in the text reading Indonesia subjects were given to students.

The research was conducted on the seventh grade students of SMP Negeri 1 Bontomatene Selayar islands regency academic year 2014/2015 and the number of students were 40 pupils. The research data obtained from the test result of learning to see the success of student learning after learning method PQRST (preview, question, read, summarize, test). The results showed that students who scored above 70 increases. Results of the research showed that learning reading comprehension in reading texts using PQRST (Preview, Question, Read, summarize, Test) and without using it there was a difference in student learning outcomes. PQRST learning method (Preview, Question, Read, summarize, Test) is effective.

Looking to replace the routine of reading a text book section and filling out worksheets , the researcher wanted to find a way to get 7th grade science students engaged in the readings and motivated to the content , the researcher developed a process called Question, Read, Connect, Reflect (QRCR). Findings showed that the majority of the treatment group enjoyed the new reading process , Effort and motivation increased and gained in identification of main ideas as well as organization on concept webs were shown .(LeAnn,2014).

Based on what mentioned above and from the results of the pilot study conducted by the researcher , the significance of E-previews and its development is clear, and that learning in E-previews classes is one of the modern methods that can be employed for developing reading comprehension as it increases pupils' awareness of their effective role in their learning by following the lessons by themselves before coming to the classroom , while the teacher is evaluating and discussing them about what he learned, presenting it to peers.

Besides , the study highlights the need to concentrate on using technology in reading comprehension as a product of learning in the E-previews classes that are concerned with the application of technology in learning and as one of the important aspects of keeping pace with the increasing technological developments in this era. Hence, the current study used E-previews learning to develop reading comprehension and reading motivation of prep stage pupils.

Context of the Problem

In spite of the importance of language skills at the preparatory stage, pupils suffer from weaknesses in their reading performance. This can be attributed to the prevailing conventional methods of teaching and traditional activities . Pupils most of the time are rarely required to read a few words in response to some 'display' questions asked by the teacher. In addition , They have low reading motivation .Moreover, the researcher attended and taught some English classes in some prep schools to make informal observations aiming at investigating students' reading comprehension throughout their answers to the teacher's questions on some reading comprehension texts and their interactions during classroom activities.

Furthermore, the observation aimed at investigating the methods followed to teach pupils at this stage The researcher observed that:

1. Pupils lacked motivation to read .In addition, most pupils could not read correctly and even found difficulty in answering simple open-ended questions .
2. Some of the problems encountered by the pupils were in comprehending correct grammatical structures (verb tenses, interrogative and negative statements ...etc) and the process of

engaging text for the purpose of extracting and constructing meaning.

3. The teacher most of the time controlled the class by directing all the language production .Most of the time, the teachers were obsessed with correcting their students' errors. This made the students passive recipients waiting for direction and afraid of making mistakes.
4. Teachers gave a feedback about using electronic previews and its effect on developing reading comprehension , that they did not use this technique , but they think it may contribute in developing reading comprehension and reading motivation.

Statement of the problem

From the literature reviewed and the results obtained through the needs assessment questionnaire, it became obvious to the researcher the EFL 2nd prep stage pupils lacked reading comprehension skills and reading motivation. Therefore, the current study attempted to investigate the effectiveness of using E-previews in developing reading comprehension skills and reading motivation of 2nd prep stage pupils. Accordingly, the researcher assumed the following:

- 1) EFL 2nd prep pupils lacked in some reading comprehension skills.
- 2) EFL 2nd prep pupils lacked in reading motivation.
- 3) EFL 2nd prep pupils lacked enjoying reading.
- 4) EFL 2nd prep pupils lacked valuing reading comprehension for personal development

1.1. Objectives of the study

The current study attempted to achieve the following objectives:

- 1- Constructing electronic previews to develop second year prep stage pupils' reading comprehension skills.
- 2- Identifying the effect of using a program based on electronic previews in developing second year prep stage pupils' Reading Motivation.

Hypotheses

1. There **was a** statistically significant difference between means of scores obtained by participants of the treatment group and the non – treatment one on the post testing of the reading comprehension in favor of the treatment group.
2. There **was a** statistically significant difference between means of values obtained by the participants of the treatment group and the non –treatment one on the scale of reading motivation in favor of the treatment group.

The 1st hypotheses (total score)

The 1st hypothesis predicted that there would be a statistically significant difference (favoring the treatment group) between mean **scores** obtained by the treatment group and the non–treatment group in the reading comprehension post –test. In order to verify the validity of the hypothesis , a statistical analysis of data obtained was performed using t–test. As shown in table (1) , findings of the study showed that the treatment group achieved a higher degree of development than the non–treatment group since

t-value (6.82) on the post-testing was significant at (0.01) level; thus, the 1st hypothesis was confirmed.

Table (1)

Group	participants	Mean	SD	t-value	Sig.value	DF	η^2
treatment	20	22.55	2.04	6.82*	0.00	39	0.85
Non-treatment	20	16.80	3.17	*			

Significant at (0.01) level

Findings of the 2nd hypothesis

The second hypothesis predicted that there would be a statistically difference (favoring the treatment group) between mean values obtained by the treatment group and the non-treatment group in developing reading motivation on the post measurement of the motivation scale. In order to verify the validity of the hypothesis, a statistical analysis of data obtained was performed using t-test. As shown in table (2), findings of the study showed that the treatment group achieved a higher degree of development than the non-treatment group since t-value (18.09) on the post measurement of reading motivation scale was significant at (0.01) level; thus, the 2nd hypothesis was confirmed.

Table (2)

Group	participants	Mean	SD	t-value	Sig. value	DF	η^2
treatment	20	122.00	3.10	18.09**	0.00	39	0.85
Non-treatment	20	89.95	7.29				

Significant at (0.01) level

Delimitations

The current study was delimited to the following:

1-Two intact classes were selected from second year prep stage pupils because the program is suitable for their age and their interests.

2- Reading sub skills : The research developed the following reading sub skills (Scanning & Skimming, Inferring, Predicting ,Questioning, Guessing the meaning from context, , Summarizing).

3- One academic semester (second term of the academic year 2020\ 2021) was utilized for implementing the proposed program.

SIGNIFICANCE

This study is up to date in terms of the fact that it concentrates on E-previews learning, which has become a necessity in recent years in various educational levels. According to the researcher's knowledge , there are few studies concerned with E-previews. The significance of the current study stems from providing a guide for

prep school English teachers to apply learning in E-previews classes procedurally, the reading comprehension test , and reading motivation scale , which helps them to measure such aspects and work on their development. The study also directs the attention of prep stage school curriculum planners and developers to the necessity of adopting the use of E-previews in reading comprehension and reading motivation. This is expected to provide suggestions for further researchers and helpful measurement tools.

MATERIALS AND METHODS

1. Type of the study

The study is designed **using** the quasi-experimental design with the treatment and non-treatment group, which is the frequently used model in the educational field that aims to establish a cause –and– effect relationship between an independent and dependent variable.

2. Study Group

The study group **was** comprised (40) second prep pupils of El-Shahid Mohamad Hamid girls prep school, Mallawi, El Minya. The program was applied in the academic year 2020–2021. This group was divided into the treatment group (20) who **were taught using** the E-previews method and the non-treatment group (20) **was taught using** the conventional teaching method. A random sampling technique was used to select the sample who **participated** in the E-previews program.

Guidance and follow-up : in which the following is done:

- Asking questions to ensure that pupils are ready, and to inform them of the learning material before coming to class.

- Each pupil presents a report they wrote about what was learned in the lesson.
- Evaluation : this includes:
- The teacher distributes the worksheets to groups of pupils.
- **Discussing** the pupils about the questions contained in the worksheets.
- Directing pupils to follow-up mechanisms for the next lesson.

Data Collection Tools

- **The reading comprehension test**

The validity of the internal consistency of the test was verified by administering it to the pilot study sample that consisted of (20) **pupils apart from** the main sample of the study, the correlation **coefficients were calculated** between the score of **each dimension and the total score of the test.**

The Reading Comprehension Test (RCT) (see appendix G)

Objectives

The RCT was designed by the researcher to :

- measure the identified reading comprehension skills among second year prep stage pupils before and after using the program.
- assess pupils' understanding of the electronic previews program content and their level of competency in applying what they learnt in real life situations.
- evaluate the effectiveness of the electronic previews program in developing the reading comprehension skills and motivation of second year prep stage pupils.

Construction

The reading comprehension test consisted of six parts namely ; skimming & scanning , Inferring , predicting , questioning , guessing the meaning from context and summarizing.

Time duration : 90 minutes

Content validity

To establish the content validity of the test , the test with its table of specifications was distributed to seven TEFL staff members (see Appendix F). The researcher invited the jury to judge the accuracy of its content in terms of linguistic stating and practicability.

The majority of the jury commented as follows:

- a) The test was comprehensive and related to the test objectives.
- b) The test items were well stated and well organized.
- c) The test items were suitable for the pupils' academic level
- d) The test matched the table of specifications
- e) The test was considered a valuable contribution to reading comprehension texts.

Test validity

In order to establish the validity of the reading comprehension test, it was administered to a randomly chosen sample of second prep stage pupils No(50). The pilot study was conducted at the end of the second term of the year 2019\2020.

Internal consistency

To calculate the internal consistency index of the test , the researcher used the correlation coefficient. Each reading comprehension sub skill has its internal consistency index

which ranged from (0.81) to (0.93) and was found acceptable.

Table (1) shows the result.

Table (1)

The Internal Consistency Coefficient Of The Reading Comprehension Test (N=20)

Test parts	RC skills	Correlation Coefficient Compared to the Total Score	Sig. Value
Part one	skimming & scanning	0.81**	0.00
Part two	Inferring	0.84**	0.00
Part three	Predicting	0.82**	0.00
Part four	questioning	0.89**	0.00
Part five	guessing the meaning from context	0.93**	0.00
Part six	summarizing	0.88**	0.00

** Correlation is significant at the 0.01 level

Test Reliability

Alpha-Cronbach

To establish the reliability of the test , the researcher used Alpha-Cronbach formula. The reliability coefficient was (0.83) and that value had a statistical significance which showed the reliability of the test as shown in table (2).

Table (2)

Alfa-Cronbach's Reliability Value of the RC Test

Variables	Alpha -value	P-value
skimming & scanning	0.74**	0.000
Inferring	0.76**	0.000
Predicting	0.77**	0.000
questioning	0.75**	0.000
guessing the meaning from context	0.76**	0.000
summarizing	0.76**	0.000
Total	0.83**	0.000

Motivation scale

The validity of the internal consistency of the scale was verified by administering it to the sample that consisted of (20) pupils apart from the main sample of the study, the correlation rates were calculated between the score of each statement of the scale and the total score of the dimension that belong to it, the correlation rates between the score of each statement of the scale and the total score of the scale, also the correlation rates between the total score of each dimension and the total score of the scale .

Construction of the Scale

The construction procedures of the Reading Motivation Scale were as follows:

- 1) The researcher reviewed the literature available that illustrated how to construct the Reading Motivation Scale.
- 2) The researcher used a questionnaire as the instrument to measure 2nd prep stage pupils' reading motivation.

- 3) The Reading Motivation Scale domains were basically developed from Guthrie (1997) Reading Motivation Scale.
- 4) The preliminary form of the questionnaire consisted of 44 items classified into three domains i.e. emotional, cognitive and behavioral.
- 5) The five-point Likert-scale was used. The alternative responses were Strongly Agree, Agree, Not Sure, Disagree , Strongly Disagree.
- 6) The researcher distributed the questionnaire to a panel of TEFL staff members at the Faculty of Education, Minia University; in addition to English supervisors and teachers at MOE.
- 7) After validating the questionnaire and following the jury's recommendations , the researcher modified (11) items and omitted (10) ones.
- 8) The final form of the Reading Motivation Scale contained (34) items classified into three domains as follows:
 - a) Domain one (15 items) was for investigating EFL 2nd prep pupils' emotional aspect of motivation towards reading.
 - b) Domain two (8 items) was for investigating EFL 2nd prep pupils' cognitive aspect of motivation towards reading comprehension.
 - c) Domain three (11 items) was for investigating EFL 2nd prep pupils' behavioral aspect of motivation towards reading comprehension.

-
- 9) For the final form of the Reading Motivation Scale , see Appendix (H)

Test Duration

Thirty- minutes was assigned for responding to the Reading Motivation Scale. Time was estimated by calculating pupils' finishing time and then taking the average time.

The Scale Validity

1. Content Validity

The researcher contributed the Reading Motivation Scale to a panel of TEFL staff members at the Faculty of Education, Minia University; in addition to EFL supervisors and teachers at Mallawi Educational Administration, MOE (see Appendix I) to evaluate its content validity. The researcher invited the jury to review and examine the Reading Motivation Scale to judge the accuracy of its statements in terms of relevance, suitability and linguistic stating.

The majority of the jury commented as follows:

- a) The scale content served in achieving the objectives.
- b) The scale statements were well formulated and varied.
- c) The scale statements were relevant to their dimensions.
- d) The scale was considered a valuable contribution to literature.

2. Internal Consistency Validity:

The internal validity coefficient was computed by using the Pearson formula. The questionnaire was computed using the Statistical Package for Social Science (SPSS). As seen in Table (.3.) , the results showed that the value of these items was suitable, highly consistent and valid for conducting the current study. All the items of

the scale were statistically significant at the levels (0.01) , which showed a high internal consistency of the questionnaire and assured its validity.

Table (5)

The correlation rates of the score of each dimension of the scale and the total score of the scale (N=20)

Variables	R
The emotional aspect	0.98**
The cognitive aspect	0.94**
The behavioral aspect	0.97**

**significant at (0.05)

** significant at (0.01)

3. The Scale Reliability:

Alpha–Cronbach Method:

Alpha–Cronbach formula was used to establish the reliability of the scale. As shown in Table (5) , the reliability coefficient was (0.94) which showed a high statistical significance. Therefore, the reliability of the scale was proved.

Table (6)

Alpha–Cronbach's Reliability Value of the Scale

Variables	Alpha -value	P-value
The emotional aspect	0.78**	0.000
The cognitive aspect	0.87**	0.000
The behavioral aspect	0.83**	0.000
Total	0.94**	0.000

** significant at (0.05)

** significant at (0.01)

Discussion

Results of study data analysis lead to the following major findings:

_ The treatment group outperformed the non-treatment group in all reading comprehension skills due to the implementation of the proposed E-previews program.

_ The effect size of the proposed E-previews program was evident in the overall reading comprehension skills and reading motivation.

Results of the study are in line with (Shen Zhaouha.et al 2004) that the analysis of data relevant to research hypotheses by using the Krushall-Wallis test was used to test the hypotheses to determine whether there were significant differences among the three groups and showed that there were significant differences among the three groups , which provided a relatively balanced image of the effects of previewing and providing background knowledge on EFL reading comprehension.

The researcher has noticed the following points during the treatment:

_ The attractive and enjoyable animated photos motivated pupils to learn and helped them to acquire the reading comprehension skills more easily.

_ Pupils are motivated to learn when they use all senses during the learning process.

The proposed E-previews program offered animated colored photos, instant responses and feedback tickets which encouraged pupils to learn and develop their reading comprehension skills.

_ Visual demonstrations in the program had great impact on developing reading comprehension skills as pupils read and

comprehended correctly. _ Pair and group work encouraged collaborative learning and motivated pupils to learn.

_ To empower pupils to learn at their own pace at home, in classroom or anywhere is very beneficial . Pupils had to decide how they can learn they can install the program on the computer , lab top , mobile or I Pad.

In addition pupils decided when and where to learn. This supported autonomous learning.

Recommendations :

- It is recommended to redefine the teachers' role with regard to reading comprehension as coach responsible for monitoring pupil comprehension and encouraging pupil self-monitoring.
- Learners centered approach and autonomous learning should be adopted in the learning process. Therefore , teaching materials, tasks, activities and games should be developed in terms of learners needs.
- The program, the treatment and findings of the current study should be available to course designers and English language specialists interested in developing teaching and learning of the English language.

Suggestions for Further Research

- 1) The present study can be replicated on a larger sample of EFL pupils.
- 2) Investigating the effectiveness of a suggested program based on the Four-Dimension Model in developing reading comprehension skills.

- 3) Investigating the effectiveness of using E-previews program in developing pupils' critical thinking skills.
- 4) Investigating the effectiveness of using E-previews program in developing pupils' meta-cognitive skills.
- 5) Investigating the effectiveness of using E-previews program in developing pupils' reading comprehension.
- 6) Investigating the effectiveness of using E-previews program in developing pupils' reading motivation.

References

- Ahmed, A.S. (2006). *The Effect of Planned Use of Arabic VS: Exclusive Use of English on the Achievement in English as a Foreign Language for the Fnnnnourth Graders, Primary School*. Unpublished M.A. Thesis, Faculty of Education, Minia University.
- Ahmed, Y.A.(2007). *The Effectiveness of a program for the integration between the English language and the academic content in developing language skills and motivation towards learning the English language of the experimental schools students*. Unpublished M.A. Thesis, Faculty of Education, Tanta University.
- Alexander Miller, Adam Fisch, Jesse Dodge, AmirHossein Karimi, Antoine Bordes, and Jason Weston. (2016). Key-value memory networks for directly reading documents. In Proceedings of the 2016 Conference on Empirical Methods in Natural Language Processing (EMNLP).
- Allen, J. (2008). *More Tools for Teaching Content Literacy* (2008). United States of America: Stenhouse Publisher.
- Anılan, H. (2004). *Bazı deęışkenler açısından Türkçe dersinde okuduęunu anlama*. AKÜ Sosyal Bilimler Dergisi 6(2), 89–102.
- Anselmo Pe ˆnas, Eduard Hovy, Pamela Forner, Alvaro ´ Rodrigo, Richard Sutcliffe, Corina Forascu, and Caroline Sporleder.(2011). Overview of qa4mre at clef 2011: Question answering for machine reading evaluation.
- Anselmo Pe ˆnas, Eduard Hovy, Pamela Forner, Alvaro ´ Rodrigo, Richard Sutcliffe, Caroline Sporleder, Corina Forascu, Yassine Benajiba, and Petya Osenova.(2012). Overview of qa4mre at clef 2012: Question answering for machine reading evaluation.

Bas, Ozlem. (2019). *The Evaluation of Reading Motivation of Pre – Service Teachers*.

Binalet, C.B. & Guerra, J.M. (2014). *A Study on the Relationship between Motivation and Language Learning Achievement among Tertiary students*. International Journal of Applied Linguistic & English Literature, V.3, Pp:

Ciampa, K. (2012). *Electronic Storybooks: A Constructivist Approach to Improving Reading Motivation in Grade 1 Students*. Canadian Journal of Education / Revue Canadienne De L'éducation, 35(4), 92–136. Retrieved June 4, 2021, from <http://www.jstor.org/stable/canajeducrevucan.35.4.92>

Chen, J & Brown, K. (2012) *The Effects of Authentic Audience on English as a Second Language (ESL) Writers : a task Based , Computer – Mediated approach*. University of Maryland , USA. Retrieved from <https://doi.org/10.1080/09588221.2011.606224>

Dasena, P., Hardian, A., & Susilowati, R. (2019). *The Effect Of Using Preview Question Read Summarize And Test (PQRST METHOD) TOWARDS STUDENT'S READING COMPREHENSION AT THE ELEVENTH GRADE STUDENT'S OF SMAN 4 KOTABUMI ACADEMIC YEAR 2018/2019*. Journal of English Education, Literature and Linguistics, 2(2), 37–41.

Dehqan, Mahmoud. (2016). *Teaching E-content Based Pre-reading Strategies to Iranian Third –Grade High school EFL Learners, VI.2*

Eason, S. H., Goldberg, L. F., Young, K. M., Geist, M. C., & Cutting, L. E. (2012). *Reader-Text Interactions: How Differential Text and Question Types Influence Cognitive Skills Needed for Reading Comprehension*. Journal of educational psychology, 104(3), 515–528. <https://doi.org/10.1037/a0027182>.

- Eric Breck, Marc Light, Gideon Mann, Ellen Riloff, Brianne Brown, and Pranav Anand. (2001). *Looking under the hood: Tools for diagnosing your question answering engine*. In Association for Computational Linguistics (ACL) Workshop on OpenDomain Question Answering.
- El-Gendy, I.N. (2014) *The Effectiveness of Using Some Student-centered dLearning strategies in Developing 5th Graders Elementary Stage English Language Achievement, Language Motivation and Reducing of Disruptive Behavior*. Unpublished M.A. Thesis, Faculty of Education, Minia University.
- Felix Hill, Antoine Bordes, Sumit Chopra, and Jason Weston. (2016). The Goldilocks principle: Reading children's books with explicit memory representations. In International Conference on Learning Representations (ICLR).
- Gambell.(2013) . *A Study of students' Reading Interests in a Second Language*. International Education Studies (6) , 160–170, 2013
- Grabe, W. and Stoller, F. (2002). *Teaching and Researching Reading*. Great Britain: Pearson Education.
- Guokun Lai, Qizhe Xie, Hanxiao Liu, Yiming Yang, and Eduard Hovy. (2017). *Race: Large-scale reading comprehension dataset from examinations*. In *Empirical Methods in Natural Language Processing (EMNLP)*.
- Jason Weston, Antoine Bordes, Sumit Chopra, Alexander M Rush, Bart van Merriënboer, Armand Joulin, and Tomas Mikolov. (2016). *Towards ai-complete question answering: A set of prerequisite toy tasks*. In International Conference on Learning Representations (ICLR).

-
- Jonathan Berant, Vivek Srikumar, Pei-Chun Chen, Abby Vander Linden, Brittany Harding, Brad Huang, Peter Clark, and Christopher D Manning. (2014). *Modeling biological processes for reading comprehension. In Empirical Methods in Natural Language Processing (EMNLP)*.
- Karl Moritz Hermann, Tomas Kocisky, Edward Grefenstette, Lasse Espeholt, Will Kay, Mustafa Suleyman, and Phil Blunsom. (2015). *Teaching machines to read and comprehend. In Advances in Neural Information Processing Systems (NIPS)*.
- Kanu, D.A. (2011). *Faculty Development Programs: Applications in Teaching and Learning (2011)*. United States of America: Certain Stock imagery.
- Khodadady, E& Khajav, G (2012). *Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A structural Equation Modeling Approach (2013)*. Ferdowsi University of Mashhad Iran: Porta Linguarum.
- LeAnn.(2014). *A New Way to Read:Will Implementing Literacy Strategies in the Science Classroom Increase Motivation and Understanding*. M.A thesis, Montana State University , Bozeman, Montana.July (2014)
- Lynette Hirschman, Marc Light, Eric Breck, and John D Burger. (1999). *Deep read: A reading comprehension system*. In Association for Computational Linguistics on Computational Linguistics (ACL).
- Matthew Richardson, Christopher JC Burges, and Erin Renshaw. (2013). *Mctest: A challenge dataset for the open-domain machine comprehension of text*. In Empirical Methods in Natural Language Processing (EMNLP).

-
- McNamara, D. S., Ozuru, Y., Best, R., & O'Reilly, T. (2007). *The 4-pronged comprehension strategy framework*. In D. S. McNamara (Ed.), *Reading comprehension strategies: Theories, interventions, and technologies* (pp. 465–496). Mahwah, NJ: Erlbaum.
- Melissa Fogarty, Nathan Clemens, Deborah Simmons, Leah Anderson, John Davis, Ashley Smith, Huan Wang, Oi-man Kwok, Leslie E. Simmons & Eric Oslund (2017). *Impact of a Technology-Mediated Reading Intervention on Adolescents' Reading Comprehension*, *Journal of Research on Educational Effectiveness*, 10:2, 326–353, DOI: [10.1080/19345747.2016.1227412](https://doi.org/10.1080/19345747.2016.1227412)
- Meltzer, J.& Hamann, E.(2004). *Meeting the needs of adolescent English Language Learners for Literacy development and content area learning*, Part one: Focus on motivation and engagement. Providence, RI: Education Alliance at Brown University.
- Mengqiu Wang, Noah A Smith, and Teruko Mitamura. (2007). *What is the jeopardy model? a quasisynchronous grammar for qa*. In *Empirical Methods in Natural Language Processing and Computational Natural Language Learning (EMNLP-CoNLL)*.
- Moftah, N.A.(2012). *The Effectiveness of a Blended Learning Program for Developing Phonological Awareness Skills and Achievement in English As a Foreign Language For Primary school Student*. Unpublished M.A. Thesis, Faculty of Education, Suez Canal University.