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**The Effect of a Collaborative Strategic Reading-
Based Program on Developing Secondary
School Students' Reading
Comprehension Skills**

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Introduction:

Reading is one of the four language skills that requires special attention. One of the main purposes of reading is to comprehend the text that is being read. If comprehension doesn't take place then the activity of reading is purposeless.

The improvement of reading instruction is an important undertaking that has captured the attention of reading advocates all over the world. The pursuit of better strategies and techniques for teaching reading has taken different people in a variety of directions. All directions, despite disagreements on particulars, emphasize the primacy of comprehension as a main goal of teaching reading. Reading comprehension is an active process in which readers construct meaning before, during, and after reading by incorporating the text information with their prior knowledge (Kim, 2002: 13).

The growing knowledge of instruction for reading comprehension is rightly directed toward identifying the effective reading strategies that increase students' comprehension. Instructional research shows that students' self-efficacy for reading is enhanced when they learn reading strategies, when they have opportunities for success in reading, and when strategy training can increase students' competence in using the strategy, their awareness of the strategy, and their comprehension of text for which the strategy was intended. Klingner (2004: 291) indicates that "teaching a combination or package of reading comprehension strategies is more effective than teaching isolated strategies. In general, evidence suggests that teaching strategies in multiple combinations is superior to teaching strategies one at a time. One well developed multiple strategy approach is collaborative strategic reading (CSR)."

CSR is a model of enhancing the reading comprehension skills of students with varied ability levels in one classroom. It was designed by Klingner & Vaughn (1998). This model adopts reciprocal teaching (Palincsar & Brown, 1984) and incorporates cooperative learning (Johnson & Johnson, 1989).

During CSR, students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text. These strategies are: (1) "Preview": prior to reading, students recall what they already know about the topic and to predict what the passage might be about. (2) "Click and Clunk": During reading, students monitor comprehension by identifying clunks, or difficult words and concepts in the passage, and using fix-up strategies when the text does not make sense. (3) "Get the Gist": During reading, students restate the most important idea in a paragraph. (4) "Wrap-up": After reading, students generate questions on the most important information in the passage and summarize what they understood from the passage.

These reading comprehension strategies are research-based and have been demonstrated to be effective in enhancing students' understanding of a text. They also help in improving skills of reading for meaning for students with reading disabilities, low achievers, and students who are not native English language speakers. Furthermore, these strategies have been effective with a range of grade levels including elementary, middle, and high school students (Vaughn & Klingner, 1999: 285).

Initially, the classroom teacher presents the strategies to the whole class using modeling, role-playing, and teacher think-aloud techniques. Students learn why, when, and how to apply the strategies.

As students develop proficiency with the strategies, they are divided into small groups of four, five or six students. Each student in a group performs a different role: (1) The leader guides the group in the implementation of CSR by prompting peers to apply each strategy at the proper time. (2) The clunk expert uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept. These cards direct students to (a) reread the sentences before and after the clunk, looking for clues; (b) reread the sentence without the clunk and think about what would make sense; (c) look for a prefix or suffix; and (d) break the word into smaller parts and look for words they know. (3) The gist expert guides the group toward the identification of a main idea of a paragraph and ensures that the main idea contains the most important ideas without unnecessary details. (4) The announcer calls on different group members to read or share an idea and makes sure everyone participates. (5) The encourager evaluates the group, gives feedback, and encourages all group members to participate and assist one another. (6) The timekeeper keeps track of how much time the group members have to complete the section of the text they are reading. Roles are explicitly defined by the classroom teacher.

Initially, students use cue cards with prompts that specify how to carry out the different roles. As students become confident in how to fulfill their roles, they are encouraged to set aside the cue cards to enable more natural discussion to take place.

Students record their ideas in CSR learning logs and complete various follow up activities (semantic maps and games to reinforce

vocabulary). The essential characteristics of cooperative learning as described by Johnson and Johnson (1989) are present: (a) positive interdependence, (b) considerable face-to-face interaction among students, (c) individual accountability, (d) explicit social skills instruction, and (e) process evaluations following each session (Klingner & Vaughn, 2000: 73-74).

CSR takes advantage of the growing knowledge base which indicates that youngsters need to be taught specific strategies to enhance their understanding of a text but should not be overwhelmed with so many strategies that they are unable to decide which ones to use. Pikulski (1998) argued that "sound pedagogy in reading comprehension instruction would call for teaching four or five strategies". Furthermore, the students benefit when the strategies taught are emphasized consistently throughout the grades.

Thus, CSR provides an environment in which students, with the assistance of the teacher and their peers, increasingly become more proficient at applying comprehension strategies and constructing knowledge while reading from the content area texts (Klingner & Vaughn, 1999: 740).

Reviewing the literature, the researcher could hardly find an EFL in Egypt to show the effect of using collaborative strategic reading on developing the reading comprehension skills. Therefore, the present study is an attempt to explore the effect of using a CSR program on developing the reading comprehension skills among secondary school students.

Background of the Problem:

Learning to read English independently with understanding is one of the language skills required in the syllabus of TEFL for secondary school students. The reading passages in the textbooks are designed to train students to tackle a text and to understand it on their own. The recommended method for teaching reading comprehension is the 'quick silent reading'. This method emphasizes teaching discrete skills such as skimming, scanning, predicting and inference. However, "often individual reader may be able to perform discrete skills such as skimming and scanning, tolerating ambiguity, finding meanings from context and drawing inferences, but they face the difficulty in summoning the right strategies to gain holistic understanding of a text" (Ramaiyah, 1992: 1).

In addition, the convenient methods secondary school students are instructed to read contribute to their low level in reading comprehension skills. Teachers view the reading process as an acquisition of information from the text. They view the text as a channel along which information passes from writers to readers. Students are asked to read written texts then answer several low level questions that do not often require students to do mental effort to come up with the answers. This is asserted by Zidan (1988: 2) who stated that:

"In this particular situation, the teaching of reading comprehension has, for years, been a testing activity rather than a teaching responsibility where the students are typically assigned reading passages to read and answer the following questions".

Konare (1994: 6) states that this technique fails to give the learner any useful training in the process (comprehension). To sum up, using that technique in teaching reading does not provide students with the

skills and strategies needed to become efficient and independent readers. It does not also reflect the interactive nature of reading. In this regard, Abdalla (2004: 82) recommended that "more attention should be paid to the methods and strategies that can develop higher levels of reading comprehension and not to be strongly connected with the literal one.

Moreover, the previous studies such as AlSagheer (1988), Galal (1993), Abd Allah (2004), Waer (2004), Mohamed (2005), and Abdelhafez (2006) that have been conducted in the area of reading comprehension have treated reading as a composite of a number of sub-skills that can be separated and learned individually. Furthermore, the results of these studies asserted that secondary school students are poor readers and this is due to numerous factors: secondary school students have little experience with and little exposure to reading, the only kind of reading they have access to are short extracts presented in the text book (i. e., Hello!). They practice word-by-word reading, so they do not understand the deep meaning of the text.

It is clear that there is a need for studies that treat reading comprehension as an interactive process between the reader and the text, and give importance to what readers bring to the text as much as to what they get out of the text.

To estimate the reading comprehension level of the students, an investigative study was conducted by the researcher to identify the actual level of secondary school students. They were asked to read three passages taken from their textbooks and answer some questions that assess their comprehension. Results of this study indicated that

more than 85% of the students suffer from low level of reading comprehension.

In the light of the investigative study, it can be said that secondary school students lack adequate reading strategies to read effectively. The low level of secondary school students in the reading comprehension skills created a real need to construct and implement a program based on an unconventional approach of reading comprehension instruction to develop the students' reading comprehension skills. The researcher finds that a better approach to solve some of the problems of these students is to train them on how to read independently, by training them through the learning strategies of reading comprehension with the aim of developing good, strategic and independent readers.

Statement of the Problem:

The problem of the study could be stated as follows:

Secondary school students at El Ghanaym Secondary School for Girls, El Ghanaym City, Assiut, suffer from the low level of reading comprehension. As many studies maintain the positive effect of using collaborative strategic reading model with a widely diverse population of students, it was intended to construct and apply a program based on Collaborative Strategic Reading model and investigate its effect on developing the reading comprehension skills of the students.

Significance of the Study:

The significance of the present study stemmed from the following considerations:

1. It was expected to be useful in enhancing secondary school students reading comprehension skills. It introduced a CSR model, which uniquely differed from the other conventional models in enhancing the reading comprehension skills.
2. It provided teachers with a feasible, systematic procedure to help students with different abilities to learn the strategies they need to comprehend a text.
3. CSR intervention would increase teachers' knowledge about reading comprehension instruction and consequently affect teachers' practices inside the classroom.
4. Results of this study would inform teachers, administrators, and researchers about the effect of one of promising model to reading instruction for secondary school students.

Objectives of the Study:

The study aimed at:

1. Developing the students' acquisition of the CSR strategies.
2. Developing the students' use of the CSR strategies.
3. Developing the students' reading comprehension skills.

Questions of the Study:

1. What was the effect of implementing the suggested CSR-based program on the students' acquisition of the reading strategies?
2. What was the effect of implementing the suggested CSR-based program on the students' use of the reading strategies?
3. What was the effect of implementing the suggested CSR-based program on developing secondary school students' reading comprehension skills?

Hypotheses of the Study:

The following hypotheses were tested:

1. There would be a statistically significant difference between the mean scores of the students on the pre-post test of acquisition of reading strategies favoring the post application.
2. There would be a statistically significant difference between the mean scores of the students on the pre-post test of the use of reading strategies favoring the post application.
3. There would be a statistically significant difference between the mean scores of the students on the pre-post test of reading comprehension skills favoring the post application.

Delimitations of the Study:

The present study was limited to the following delimitations:

1. The CSR program was limited to teaching four reading comprehension strategies: “Previewing”, before reading, “Click and clunk” and “get the gist”, during reading, and “wrap up”, after reading. These strategies were highly appropriate for developing students’ reading comprehension skills they needed.
2. Thirty first year secondary school students were selected. First year secondary school students were particularly chosen due to the following reasons:
 - They nearly did not receive any training in reading strategies. The suggested CSR-based program was a good chance for them to experience a new context of learning research-based reading strategies and hence develop the major reading skills that can help them read efficiently.

- Secondary school students are supposed to read and comprehend a variety of texts independently, so they are in need to acquire reading strategies to become strategic and independent learners.
 - Being trained during first year, they will have sufficient practice in reading strategies in second and third years in order to meet the tasks required for the syllabus in the secondary stage.
3. The experimentation period lasted for only (12) periods distributed at six weeks, two periods a week, two periods (110 minutes) each. Total instructional time was (22) hours.
 4. Investigating the effect of using the training CSR-based program on developing only nine reading comprehension skills. These skills are:
 - (a) Skimming to obtain the gist of the text.
 - (b) Scanning to locate specifically required information.
 - (c) Identifying the main idea of a paragraph.
 - (d) Identifying connectors and interpreting referents.
 - (e) Deducing the meaning of unfamiliar words from context clues.
 - (f) Inferring the writer's purpose.
 - (g) Drawing logical inferences and conclusions.
 - (h) Identifying relations between sentences.
 - (i) Distinguishing between facts and opinions.

Definitions of Terms:

To facilitate reading and understanding of the study, the following definitions are presented:

1. Collaborative Strategic Reading (CSR):

Klingner & Vaughn (1998:34) define it as "an instructional approach that teaches students to use comprehension strategies while reading cooperatively. Students of mixed achievement levels apply four comprehension strategies (i.e., "preview", "click and clunk", "get the gist", and "wrap up") while reading content area text in small groups of five students each.

According to the present study, CSR is a model of reading comprehension instruction that helps secondary school students develop their reading comprehension skills. In this model students of varying ability levels work in cooperative groups of five students assuming defined roles to assist one another in applying the four strategies of CSR model (i.e., "preview" before reading, "click and clunk", and "get the gist" during reading and "wrap-up" after reading.) to facilitate their comprehension of a text.

2. Reading Comprehension:

Kim (2002:11) refers to reading comprehension as the act of thinking or processing in which the reader constructs meaning before, during, and after reading by incorporating the text information with their prior knowledge.

Roe, Stoodt-Hill and Burns (2004) define reading comprehension as a strategic process during which readers simultaneously extract and construct meaning from text.

The Current Practice Alerts (2007:1) identifies reading comprehension as "a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of the text and understand it".

According to the present study, reading comprehension is used to mean the person's ability to know and use a set of four reading comprehension strategies before, during, and after reading to solve comprehension problems and to successfully understand what is being read.

3. Reading Strategies:

Trabasso and Bouchard (2002: 177) refer to comprehension strategies as "specific, learned procedures that foster active, competent, self-regulated, and intentional reading".

Afflerbach, Pearson, & Paris (2008: 368) define Reading strategies as "deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of text"

According to the present study, reading strategies refer to specific steps groups of five students apply before, during and after reading a text to assist one another in gaining meaning from this text.

4. Cooperative Learning:

Abisamra (2001:1) states that "cooperative learning may be defined as a learner-centered instructional process in which small, intentionally selected groups of 3-5 students work independently on a well-defined learning task. Individual students are held accountable for their own performance and the instructor serves as a facilitator/consultant in the group learning process".

Yang (2005:45) defines cooperative learning as "a pedagogical technique that has students work together in small, fixed groups on a structured learning task with the aim of maximizing their own and each other's learning".

According to the present study, cooperative learning can be defined as the process in which students work together with shared goals in heterogeneous small groups of five to complete the assigned reading task to maximize their learning as well as the learning of the members of their groups.

5. Think- aloud Technique:

Cohen (1996: 7) describes Think-aloud as a “stream-of-consciousness disclosure of thought processes”.

Rosenshine and Meister (1997:94) define think-aloud technique as "the vocalization of the internal thought processes one goes through when using the cognitive strategy."

According to the present study, think-aloud technique is believed to be a vehicle that enables the teacher to verbalize the thought processes that he/she goes through when using a cognitive reading strategy. Consequently, students will be aware of the strategy and of how it works.

The Experimental Design:

The present study followed a quasi experimental pre-post group design. The study group was exposed to pre and post means of getting data. The study used only one group. The group included 30 first year secondary school students. This design was chosen to evaluate the influence of the training program on first year secondary school students by comparing the performance before and after applying the program.

Subjects of the Study:

Subjects of the study were chosen randomly among First Year Secondary School students at "El Ghanaym Secondary school for Girls", "El Ghanaym City", Assiut, to be instructed and trained in CSR strategies

using a program designed and built by the researcher to develop their acquisition and use of these strategies as well as their level of performance in reading comprehension.

Tools of the Study:

The researcher developed the following tools:

- 1- The Suggested Collaborative Strategic Reading-Based program.
- 2- The Reading Strategies Achievement Test.
- 3- Test of Reading Comprehension Skills.

Procedures of the Study:

1. Reviewing the pertinent literature related to collaborative strategic reading model and the reading comprehension skills.
2. Interviewing TEFL specialists to determine which reading skills are suitable for first year secondary school students.
3. Designing the frame for the training CSR-based program.
4. Judging the appropriateness and validity of the frame by a jury of TEFL specialists.
5. Designing the CSR-based program which consists of the Teachers' Guide and the Students' Book.
6. Building up the Reading Strategies Achievement Test and Test of the Reading Comprehension Skills.
7. Judging the appropriateness and the validity of the CSR-based program and the tests by a jury of TEFL specialists.
8. Piloting the tests and some parts of the program on a small group of students to measure their validity, reliability, and duration. Then, modifying the program and the test in the light of the jury opinions and the pilot study.

9. Administering the Reading Strategies Achievement Test and Test of the Reading Comprehension Skills prior to the treatment (pre-testing) to assess students' knowledge and use of the reading strategies and their level in reading comprehension skills before teaching the program.
10. Implementing the suggested Collaborative Strategic Reading-Based program to the group of the study.
11. Administering the Reading Strategies Achievement Test and Test of Reading Comprehension Skills after the treatment (post-testing) to measure the effect of the suggested program.
12. Analyzing the data statistically.
13. Discussing the results obtained.
14. Presenting recommendations and suggestions for further research.

Results and Discussion:

The “T-Test” was used for analyzing the data obtained from first year secondary school students’ performance on the Achievement Test and the Reading Comprehension Skills test.

Following are the results of the statistical analysis.

Testing Hypothesis One:

Hypothesis one predicted a statistically significant difference between the mean scores of the subjects on the pre-post test of acquisition of the reading strategies favoring the post application. Table (2) shows the t-test results for pre-post testing of the subjects' knowledge of reading strategies.

TABLE (1)

T-test Results of the Subjects on the Pre-Post test of Acquisition of the Reading Strategies

Administration	n.	Mean	Standard Deviation	"t" value	Degree of Freedom	Significance
Pre	3	1	1.1	11.79	29	0.01
Post	15	1	1			

Total Score of the Test = 16

Table (1) shows a comparison of the mean scores gained by the study subjects in the pre-post test of acquisition of the reading strategies. Comparing the results based on the pre-post test basis shows that the subjects achieved a high significant degree of improvement in favor of the posttest performance. The mean scores of the subjects on the post test were significantly higher than those of the pre test. The obtained "t" value (11.79) is significant at (0.01). This supports the first hypothesis and affirms that the students' acquisition of the reading strategies underwent a considerable improvement as a result of attending the suggested collaborative strategic reading-based program. Therefore, it can be concluded that the suggested program highly affected the subjects' acquisition of the reading strategies. Figure (1) shows the difference in mean scores visually.

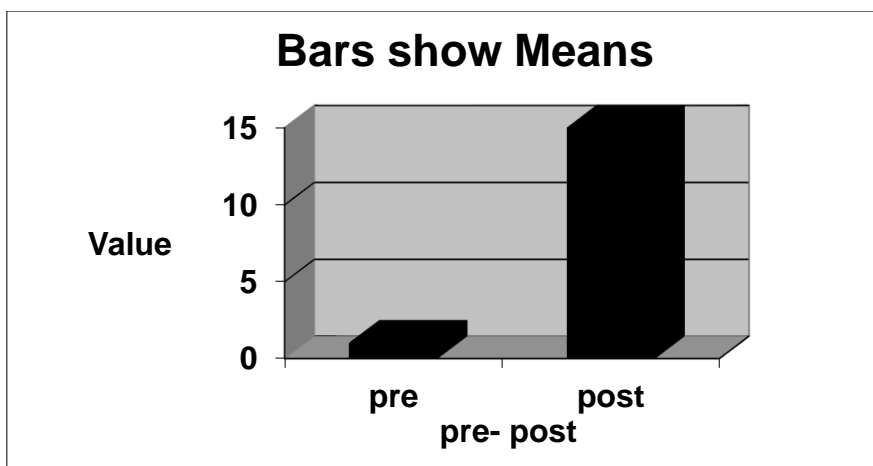


FIGURE (1)

Difference in the Mean Scores of the Students on the Test of Acquisition of Reading Strategies before and after the Experiment

Testing Hypothesis Two:

Hypothesis two predicted a statistically significant difference between the mean scores of the students on the pre-post test of use of the reading strategies favoring the post application. Table (2) shows the t-test results for pre-post testing of the subjects' use of reading strategies.

TABLE (2)

T-test Results of the Students on the Pre-Post Test of Use of the Reading Strategies

Administration	n.	Mean	Standard Deviation	"t" value	Degree of Freedom	Significance
Pre	30	14.33	2.71	8.99	29	0.01
Post		41.4	3.17			

Total Score of the Test = 48

Table (2) shows a comparison of the mean scores gained by the study subjects in the pre-post test of use of the reading strategies. Comparing the results based on the pre-post test basis shows that the students achieved a high significant degree of improvement in favor of the posttest performance. Mean scores of the students on the post test were significantly higher than those of the pre test. The obtained "t" value (8.99) is significant at (0.01). This supports the second hypothesis and affirms that the students' use of the reading strategies underwent a considerable improvement as a result of attending the suggested collaborative strategic reading-based program. Therefore, it can be concluded that the suggested program highly affected the students' use of the reading strategies. Figure (2) shows the difference in mean scores visually.

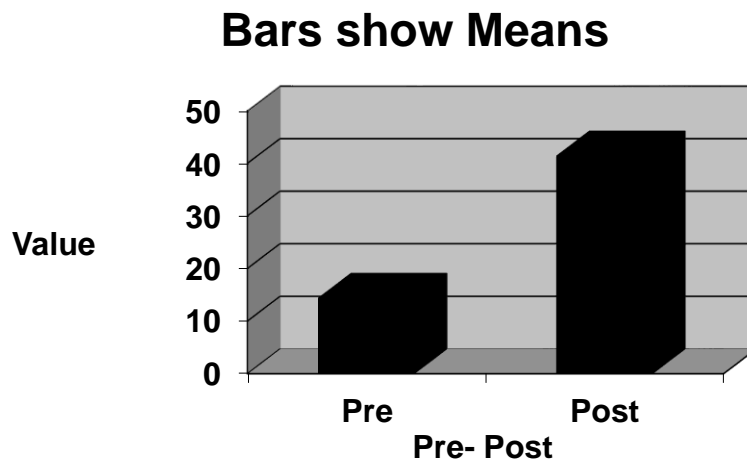


FIGURE (2)

Difference in the Mean Scores of the Students on the Test of Use of Reading Strategies before and after the Experiment

Testing Hypothesis Three:

Hypothesis three predicted a statistically significant difference between the mean scores of the students on the pre-post test of the

reading comprehension skills favoring the post administration. Table (3) shows the t-test results for pre-post testing of the students' reading comprehension skills.

TABLE (3)

T-test Results of the Students on the Pre-Post Test of the Reading Comprehension Skills

Administratio n	n.	Mea n	Standard Deviation	"t" valu e	Degree of Freedo m	Significanc e
Pre	30	14.7	2.48	8.41	29	0.01
Post		35.4	2.36			

Total Score of the Test= 42

Table (3) shows that there were statistically significant differences between the mean scores of the subjects on the pre-post test of the reading comprehension skills as t-value (8.41) is significant at (.01) level. This indicates development of the students' reading comprehension skills as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the suggested program highly affected the students' reading comprehension skills. Thus, the third hypothesis was accepted. Figure (3) shows the difference in mean scores visually.

Bars show Means

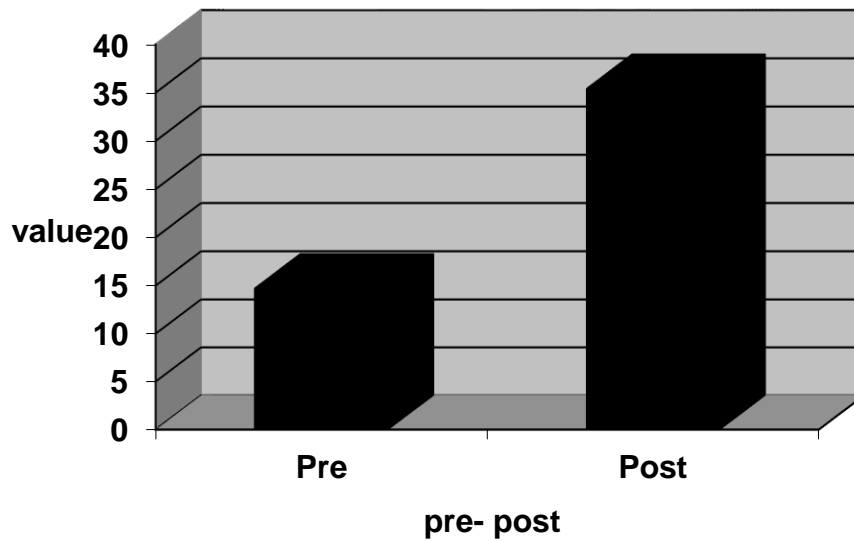


FIGURE (3)

Difference in the Mean Scores of the Students on the Test of Reading Comprehension Skills before and after the Experiment

Results of the Reading Comprehension Skills Test:

This part tackles the statistical data related to the skills of the test; skimming to obtain the gist of the text, scanning to locate specifically required information, identifying the main idea of a paragraph, identifying connectors and interpreting referents, deducing the meaning of unfamiliar words from context clues, inferring the writer's purpose, drawing logical inferences and conclusions, Identifying relations between sentences, and distinguishing between facts and opinions. The means and standard deviations of the pre and post performance on each skill are presented in the following tables.

Table (4)

**t-test Results of the Students on the Pre-Post Test of the Reading
Comprehension Skills**

	Administration	No of Ss	Mean	Standard Deviation	"t" value	Degree of Freedom	Significance	Total Score of
Skimming to obtain the gist of the text	pre	30	1.1	0.55	3.01	29	0.01	3
	post		2.7	0.48				
Scanning to locate specifically required information	pre	30	2.1	0.61	4.33	29	0.01	6
	post		4.9	0.66				
Identifying the main idea of a paragraph.	pre	30	1.7	0.6	4.012	29	0.01	5
	post		4.27	0.64				
Identifying connectors and interpreting referents.	pre	30	2.27	0.58	4.49	29	0.01	6
	Post		5.1	0.66				
Deducing the meaning of unfamiliar words from context clues.	Pre	30	2.03	0.85	2.39	29	0.05	6
	Post		4.9	0.92				
Inferring the writer's purpose	Pre	30	0.87	0.43	3.65	29	0.01	3
	Post		2.6	0.5				
Drawing logical inferences and conclusions	Pre	30	1.47	0.51	3.84	29	0.01	4
			3.43	0.5				
Identifying relations between sentences	Pre	30	0.87	0.51	3.31	29	0.01	3
	Post		2.5	0.51				
Distinguishing between facts and opinions.	Pre	30	2.23	0.63	3.94	29	0.01	6
	Post		5.03	0.76				

Table (4) shows that there were statistically significant differences between the mean scores of the subjects on the skill of "skimming to obtain the gist of the text" at (.01) level. This indicates

development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "skimming to obtain the gist of the text".

Table (4) also shows that there were statistically significant differences between the mean scores of the students on the skill of "scanning to locate specifically required information" at (.01) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "scanning to locate specifically required information".

Table (4) also shows that there were statistically significant differences between the mean scores of the students on the skill of "identifying the main idea of a paragraph" at (.01) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "identifying the main idea of a paragraph".

Table (4) also shows that there were statistically significant differences between the mean scores of the subjects on the skill of "identifying connectors and interpreting referents" at (.01) level. This indicates development of the students' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "identifying connectors and interpreting referents".

Table (4) also shows that there were statistically significant differences between the mean scores of the students on the skill of

"deducing the meaning of unfamiliar words from context clues" at (.05) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "deducing the meaning of unfamiliar words from context clues".

Table (4) also shows that there were statistically significant differences between the mean scores of the subjects on the skill of "inferring the writer's purpose" at (.01) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "inferring the writer's purpose".

Table (4) also shows that there were statistically significant differences between the mean scores of the subjects on the skill of "drawing logical inferences and conclusions" at (.01) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "drawing logical inferences and conclusions".

Table (4) shows that there were statistically significant differences between the mean scores of the subjects on the skill of "identifying relations between sentences" at (.01) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "identifying relations between sentences".

Table (4) also shows that there were statistically significant differences between the mean scores of the subjects on the skill of "distinguishing between facts and opinions" at (.01) level. This indicates development of the subjects' skill as a result of receiving the collaborative strategic reading-based program. Therefore, it can be concluded that the CSR-based program affected the students' skill of "distinguishing between facts and opinions".

For further investigation of the effectiveness of the collaborative strategic reading-based program, the researcher used Blake's Adjusted Gain Ratio. Results are presented in Table (5).

TABLE (5)

**Results of the Collaborative Strategic Reading-Based Program
Effectiveness Using Blake's Adjusted Gain Ratio**

n.	Mean Scores		Total Score of the test (pre)	Blake's Adjusted Gain Ratio.
	Pre-test	Post-test		
30	M 1	M 2	42	1.3
	14.7	35.4		

Table (5) indicates that the collaborative strategic reading-based program was effective in developing the reading comprehension skills of the students according to Blake's Adjusted Gain Ratio. The ratio of effectiveness of the program is (1.3). According to Blake (1974: 21), this value is an acceptable degree of significance as it ranges from 1 to 2. The results support the third hypothesis and assure that the program is effective in developing the reading comprehension skills of the students.

Findings of the Study:

After the present study was conducted, the 't' test was used in analyzing the data obtained. The present study revealed the following results:

- 1- The students' acquisition of the reading strategies developed after the experiment as there was a significant difference between the mean of the students' scores in the pre-post test of acquisition of reading strategies in favor of the post applications.
- 2- The students' use of the reading strategies developed after the experiment as there was a significant difference between the mean of

the students' scores in the pre-post test of use of reading strategies in favor of the post application.

- 3- The students' reading comprehension skills developed after the experiment as there was a significant difference between the mean of the students' scores in the pre-post test of reading comprehension skills in favor of the post application.
- 4- Systematic training in the knowledge and use of the reading strategies resulted in development of reading comprehension skills. Results of Blake's adjusted Gain Ratio supported the positive effect of the suggested program in developing the students' reading comprehension skills.

Recommendations of the Study:

Based on the results of the study, the researcher recommends the following:

1. More attention should be paid to the methods and strategies that can develop higher levels of reading comprehension skills.
2. Using CSR model is recommended in teaching reading comprehension instead of the conventional method of teaching reading.
3. EFL Teachers should be provided with a teacher's guide that demonstrates collaborative strategic reading strategies that help develop reading comprehension skills.
4. Using the reading models that help students be more exposed to the English language and to use it in achieving real communication purposes.
5. Providing students with a variety of reading strategies for developing their ability to comprehend what they read.

6. Students' knowledge of what, when, where and how to use a strategy should be an important component of any strategy training.
7. Using the "think-aloud" technique in modeling the use of reading strategies.
8. Teachers should be trained to apply collaborative strategic reading strategies in their classes through video conferences and training sessions.
9. Teachers should monitor students' comprehension performance on a regular basis and make instructional plans to reflect students' needs.
10. Teacher's role should be changed from being the sole source of information to become a facilitator, a monitor and consultant.

Suggestions for Further Studies:

In the light of the results of the study, the following topics are suggested areas that need further investigation:

1. Conducting other studies to investigate the effect of other reading models on reading comprehension.
2. Investigating the effect of a collaborative strategic reading-based program on developing the writing skills of EFL students at the secondary stage.
3. Investigating the effect of a collaborative strategic reading-based program on developing the oral fluency at the secondary stage.
4. Investigating the effect of a collaborative strategic reading-based program on vocabulary skills at the secondary stage.
5. Investigating the effect of a collaborative strategic reading-based program on improving learners' attitude towards learning English at the secondary stage.

6. Investigating the effect of a collaborative strategic reading-based program on developing the reading skills for students with special needs.
7. Evaluating the strategies used for developing reading comprehension in the Egyptian schools.
8. Conducting a similar study in other educational stages.
9. Investigating whether learners of different age levels benefit equally from different instruction in reading strategies.
10. Further studies are needed, other than collaborative strategic reading, to examine the most effective models for teaching reading strategies.

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