Table of Contents

Acknowledgement

Chapter One: Reading Comprehension: Theory and Practice
1. Reading and Comprehension 2
2. Reading 3
3. Reading Models 4
   3.1. Process Models 5
   3.2. Componential Models 7
4. Comprehension 7
   4.1 Characteristics of the reader 11
   4.2 Characteristics of the reading material 13
5. Vocabulary and Text Readability 15
6. Text Function and its Structure 17
7. Schemata and Background Knowledge 19
   - Functions of Schemata 21
8. Metacognition 24
9. Reading Strategies 26
   9.1 Variables of Reading Strategies 28
   9.2 Good Readers 31
   9.3 Poor Readers 31
10. Fast Reading 33
11. Reading Skills 35
12. Perspectives of Reading and Comprehension 39
13. Aims and Purposes of the Present Study 41

Chapter Two: Reading Programmes and Teaching Methods
1. Introduction 45
2. Approach, Method and Procedure 46
   2.1 Approach 47
   2.2 Design 49
   2.3 Procedure 51
3. Factors and Conditions Affecting Learning 53
4. Training and Development of Meaning 56
   4.1 Construction for Meaning 56
   4.2 Interpretation of Meaning 57
   4.3 Evaluation of Meaning 58
5. Teaching Reading Comprehension 61
   5.1 The teaching of reading strategies:
      the meta-cognitive elements 62
      5.1.1. Pre-Reading Activities 64
      5.1.2. While-Reading Strategies 65
      5.1.3. Post-Reading Strategies 66
   5.2. The teaching of reading strategies:
      the cognitive elements 66
      5.2.1. Individual tasks at the word -level 67
      5.2.2. Individual tasks at the global level 70
6. Expeditions Reading Skills
   6.1 Skimming
   6.2 Search Reading
   6.3 Scanning
7. Extensive Reading
8. Conclusion

Chapter Three: Research Methodology
1. Background on research methods 84
2. The present study and pedagogical concerns 89
3. Hypothesis and research questions 90
4. Subjects 92
5. Variables and Control 93
   5.1 Subjects: variables and control 96
   5.2 Materials: variables and control 97
6. Elicitation procedures and instruments 97
   6.1 Secondary sources 98
   6.2 Primary sources 100
      6.2.1 Questionnaire 101
      6.2.2 Reading Comprehension Test 104
      6.2.3 Language Ability Test 108
7. Analytical Procedures 110
   7.1 Questionnaire 111
   7.2 Reading Comprehension Test 112
   7.3 Language Ability Test 114
8. Statistical Analysis 117
9. Limitations of the Study 118

Chapter Four: The Results
1. General Overview 122
2. Hypothesis Testing 123
3. Reading Comprehension 125
   3.1 Time spent in reading 125
   3.2 Paragraphs covered 130
   3.3 Comprehension 133
      3.3.1 Performance distribution 133
      3.3.2 Item analysis 135
   3.4 Reading speed 138
4. Language Ability 142
5. Statistical Analysis 146
   5.1 Correlation 146
   5.2 Linear regression 149
6. Reading Strategies 152
   6.2 Questionnaire: Part I 153
   6.2 Questionnaire: Part II 161
      6.6.1 Habits of reading 161
      6.6.2 Arabic influence 162
Chapter Five: Discussion and Recommendations

1. Overview
2. Language and Comprehension
3. Comprehension Speed and Language Ability
4. Text and Purpose
5. Recommendations
   5.1 Academic Recommendations
   5.2 Organisational Recommendations

Bibliography

Appendices

Appendix A Reading Comprehension Test
Appendix B Questionnaire
Appendix C Language Ability Test
Appendix D1 Raw Data of the Questionnaire: Education
Appendix D2 Raw Data of the Questionnaire: Arts
Appendix E1 Item Analysis: Education Group
Appendix E2 Item Analysis: Arts Group
Appendix F1 Language Ability Test: Education Male Group
Appendix F2 Language Ability Test: Education Female Group
Appendix F3 Language Ability Test: Arts Male Group
Appendix F4 Language Ability Test: Arts Female Group
Appendix G1 Reading Comprehension: Arts Male
Appendix G2 Reading Comprehension: Arts Female
Appendix G3 Reading Comprehension: Education Male
Appendix G4 Reading Comprehension: Education Female
Appendix H1 Faculty of Education Language Programme
Appendix H2 Faculty of Arts Language Programme