

Table of Contents

<u>Topic</u>	<u>Page No.</u>
Decision of The Examining Committee	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	vi
List of Figures	ix
List of Tables	x
List of Appendices	xi
English Abstract	xii
Arabic Abstract	xv
Chapter One	1
Introduction	1
The Research Problem	2
Significance of the Study	4
Purpose of the Study	5
Definition of Terms	7
Assumptions of the Study	9
Limitations of the Study	10
Chapter Two : Literature Review	12
Introduction	12
Text Simplification	13
Forms of Simplification	13
Disadvantages of Simplification	14
Simplification and Selecting Reading Materials	15
Alternatives to Simplification	16
Authenticity	18
Text Authenticity	19
Learner Authenticity	20

The Use of Authentic Texts	21
Connection between Simplification and Authenticity	23
Strategy-Use Research	23
Researchers' Definitions of Reading Strategies	25
Types of Reading Strategies	25
Strategy-Use by English native Speakers and second language Learners	26
Reading Strategies and Background Knowledge	27
Effects of Authentic and Simplified Texts on Comprehension and Reading Strategies	29
Verbal Reports	31
Thinking aloud	34
Chapter Three : Methodology and Procedures	36
Introduction	36
Population and Sample Selection	36
The Sample	38
The Research Design	38
Procedure	40
Instrumentation	42
Text Stimuli	42
Selection of Reading Texts	42
Text Simplification	44
Validation of the Text Stimuli	44
Test Questions	45
Question Types	45
Scoring of the Test	46
Validation of Test Questions	46
Reliability of Test Questions	47
The Think aloud Procedure	47
Data Collection Procedure	48

Quantitative Data	48
Qualitative Data	49
Chapter Four: Results of the Study	51
Introduction	51
Statistical Analysis	51
Phase I	51
Phase II of the Study	52
Types of Strategies Used for Comprehending Authentic and Simplified Texts	53
Testing the Hypotheses in Phase II	53
General Patterns	59
Introduction	59
General Patterns In Authentic Texts	59
General Patterns In Simplified Texts	65
Chapter Five: Discussion of Results and Recommendations	69
Introduction	69
Conclusions	70
Phase I	71
Phase II	73
Number and Type of Processing Strategies	73
Academic Orientation and Processing Strategies	75
Sex and Strategy-Use	78
General Patterns	79
Local Strategies	79
Global Strategies	80
Recommendations	84
List of References	86
Appendices	94