ABSTRACT

Language achievement, on the whole, among other things, is affected by the learner's strategies and skills. The present experimental study focuses its attention on the contribution of the "reading skills" to a better language achievement particularly among the teacher training students at the Ramallah Women's Training Centre, UNRWA/UNESCO.

In this study, special emphasis is laid on comprehension and response to the reading matter as components of the reading skill. Comprehension, as the term is employed here, encompasses the following skills: comprehending the main idea, comprehending the details of the main idea, comprehending vocabulary and structures, and supplying a suitable title. On the other hand, responding to the reading matter involves a confirmation of the content and a defence of the meanings involved.

The hypotheses to be tested in this study are:-

1. There is no significant difference at 0.05 level in language achievement between those trainees who were subjected to training in comprehension and responding to the reading matter within a programmed plan and their colleagues who had not been exposed to the same training.

2. There is no significant difference at 0.05 level in comprehension and response to the reading matter between the experimental group who underwent training in these two aspects and the control group who did not receive a similar training.

The sample for this study, 40 in size, was randomly selected from the first year trainees of the teacher training section at the Ramallah Women Training Centre. They were then subdivided into two groups of 20 each to form the experimental and the control group. The experimental group underwent training in the above mentioned skills whereas the control group did not.

An achievement test in the Arabic language was administered on the whole sample in order to measure the effectiveness of the training on language achievement. The test, in its experimental form, contained 64 items, 53 of which were retained in its final form. The test was a multiple-choice one.

The test was validated for its content and suitability by a committee of educational judges. The reliability of the test, according to Pearson's product moment correlation, was 0.75, and its internal consistency, according to K. Richardson formulae (KR-20), was 0.77.

The two null-hypotheses of the study were rejected at (P   .05). The results showed that:-

1. There was a significant difference at 0.05 level between the experimental and the control group in language achievement.

2. There was a significant difference at 0.05 level between the experimental and the control group in every skill except in deducing the meanings of words and structures.