Teaching Reading Comprehension Skills to Saudi Female Students at the University Levels: A Handbook for Teachers

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Teaching Reading Comprehension Skills to Saudi Female Students at the University Level: A Handbook for Teachers

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements of the Degree
Masters of Arts in International and Multicultural Education

by
Dina Sofi
May 2015

Teaching Reading Comprehension Skills to Saudi Female Students at the University Level:
A Handbook for Teachers

In Partial Fulfillment of the Requirement for the Degree

MASTERS OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Dina Sofi
May 2015

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all members, this field project has been accepted in partial fulfillment of the requirements for the degree

Approved:

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Instructor                                                                      Date
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CHAPTER I
INTRODUCTION

Statement of the Problem

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CHAPTER I
INTRODUCTION

Statement of the Problem

English as a foreign language was introduced to Saudi schools in 1925 (Alnofai, 2010). Since then, the government has paid attention to the development of English textbooks, training teachers, and providing learning materials to schools. However, the English language education in Saudi Arabia has been treated, for years, as a subject to study rather than a way of communication. Although the Saudis’ view towards the English language has changed because of social networks and scholarship programs, the way in which language education takes place does not facilitate successful learning process.

In Saudi female universities, learning English is mandatory in the first year. The program includes four levels and all language skills. One of the language skills, which is not receiving much attention by Saudi teachers and schools, is reading comprehension. Despite the many innovative teaching reading approaches developed around the world, most Saudi teachers have reported, according to Assalahi (2013), tendencies to teach by the traditional way. In other words, the classroom is usually teacher-centered and students learn by rote. For example, students are asked to read a passage silently. Then, the teacher explains the whole passage mostly in L1 before she checks her students’ comprehension orally or in writing. The teacher, then, writes all the answers on board. Furthermore, most Saudi EFL teachers at Saudi universities use L1 as a tool in explaining word meanings, ideas and as a instructions. The use of L1 is employed mostly when teaching vocabulary and grammar. The students are given a selection of new words along with their meanings to memorize. If a word is not clear or too abstract to be shown in pictures, the teacher supplies the meaning in Arabic. In the case of
teaching grammar, L1 is usually used to explain the grammatical rules. According to Assalhi (2013), one of the teachers justified the use of L1 in the classroom as follows:

"I can't give the grammar in English, all in English, because they will not know very well. But, to make things easier, I write the rule in Arabic (pronoun + verb + complement)" (p.594)

Moreover, teachers employ exercises that focus on the bits and discrete details of reading passages. Therefore, the linguistic performances of these students are “exceptionally shocking” (Aldera, 2011). Saudi female students at the university levels can hardly write a paragraph and their English skills remain low. The problems in teaching EFL reading, as well as other skills, at Saudi female universities should be addressed and solved. No matter how other apparatuses recognize Saudi women’s achievements, the recognition would be of no use if it did not start in the educational institutions.

**Purpose of the Project**

The purpose of the project is to create a reading handbook for teachers that will serve as a guide to teach reading effectively. By using innovative language teaching techniques and methodology based on different language theories and beliefs, this project aims to develop a handbook for EFL female teachers in Saudi Arabia. The handbook serves as a guide for teaching reading comprehension to Saudi female students at the university levels. It will illustrate different teaching methods that will activate different learning modalities. It will also include sample lesson plans that will serve as models to teach reading, integrate different language skills and enhance the students’ communicative skills.

The handbook will provide the teacher with some lesson plans and reading exercises to support the students’ learning process by activating different learning styles. Finally, the
handbook will allow the teacher to empower her students through the use of innovative teaching approaches, like the communicative approach that encourages the student to speak up and engage in activities.

**Theoretical Framework**

This field project is based on two language-teaching theories: The Communicative Language Teaching Approach (CLT) and the Multiple Intelligences Theory (MI).

The first approach that this project is based on is the Communicative Language Teaching Approach. According to Brown (2007), the Communicative Language Teaching Approach is a model that is interpreted and manifested in many ways. There is no fixed definition for the CLT. However, Brown has offered some characteristics to describe CLT:

1. Communicative competence is the main focus in CLT.
2. Teaching strategies aim to involve the students in the “pragmatic, authentic, functional use of language” (p. 46).
3. CLT provides learners the chance to explore their own learning styles.
4. The teacher plays the role of an orchestra leader, not the source of knowledge. They facilitate, guide and coach the classroom. Whereas students are “active participants in their own learning process, [not just passive recipients]” (p.47).

Celce-Murcia (2001) states that language skills in CLT are integrated. In other words, an activity must include reading, speaking, listening and writing. (p.8).

Implementing procedures and techniques of CLT in the project at hand allows for better EFL teaching process in Saudi Arabian universities. In other words, the handbook to be developed will focus on teaching reading interactively. The teaching guidelines and the
sample lesson plans will demonstrate teaching EFL reading with other skills being integrated.

The second framework this project is based on is the theory of Multiple Intelligences. The theory was first presented in 1983 by Howard Gardner in his book *Frames of Minds: The Theory of Multiple Intelligences* (Ghosh, 1997). According to the Gardner (1983), intelligence is “the ability to solve problems or fashion products that are valued in one or more cultural settings” (p. 87). People are able to know the world around them by eight systems of intelligences. These are linguistic analysis, logical-mathematical analysis, visual-spatial representation, musical sensitivity, bodily-kinesthetic intelligence, an understanding of other individuals, and an understanding of ourselves.

In his 2000 book *Multiple Intelligences in the Classroom*, Thomas Armstrong adapts Gardner’s intelligence model. He introduces practical applications of the theory of Multiple Intelligences in the classroom. He also presents teaching strategies and classroom management techniques that are based on Gardner’s theory. Through the recognition and application of these intelligences, educators can provide lessons and activities that taps their students’ learning processes (Bas, 2008).

The project will adapt both Gardner’s theory, Armstrong and other scholars’ application of it in order to develop a reading handbook. The handbook will include teaching strategies that EFL Saudi teachers can use to address their students’ intelligences in class.

**Significance of the Project**

The project has a great significance in changing how language skills, especially reading, are being taught in Saudi female universities. The project equips the Saudi female EFL
teachers with new approaches to teach reading comprehension and other language skill dissuading them from using the old and traditional ways of teaching like the grammar-translation method, which proved to be weak and insufficient.

The handbook will mark the beginning of the change in EFL education at Saudi universities. Through the use of CLT, the role of the teacher will be altered into that of a maestro who guides the interaction between the students. CLT will also give authenticity to the learning process, and will have an impact on the students’ communicative competence. As for the use of MI, Saudi female students’ different modalities will be addressed to enhance their language learning process.

**Limitations of the Project**

The only limitation this project might encounter is that it is perhaps not designed for teachers who teach low-level students. The project is designed to teach reading comprehension to university students in intermediate and higher levels. Therefore, lower level students and their teachers may not benefit from this project. The reason why this project is restricted to teachers who teach high levels is because of the students’ linguistic competence. Lower-level students may still lack the competence to comprehend abstract concepts presented in the reading passages that this project includes.
Definition of Terms

**Advanced English Language Learners:** The California Department of Education (1992) has published *The ESL Model Standards Document* in which Advanced English Language Learners are defined as students who excel in routine social and work contexts confidently. They can comprehend abstract topics, engage in casual conversations, and can read authentic materials and produce descriptive essays and summaries.

**Communicative Competence:** It is the speaker’s linguistic knowledge of grammar, sounds and the like, as well as the social skills about how, when and why to use language appropriately (Ellis, 2011, p.6).

**EFL Education:** It refers to English as a foreign language. It is the teaching of English in a non-English-speaking country such as China or Saudi Arabia.

**Grammar-translation Method:** It is a teaching method which includes several characteristics, which Diane Larsen-Freeman has presented in 1986. These characteristics are the use of L1 in teaching, translating literary passages as the main drill, deductive application of grammar and memorizing vocabulary (p.19-20).

**High Intermediate English Language Learners:** The California Department of Education (1992) has published *The ESL Model Standards Document* in which High Intermediate English Language Learners are defined as students whose skills allow them to handle tasks that involve oral instructions or simplified written directions. They also can engage in
conversations beyond the survival needs, and can perform basic writing tasks in familiar contexts, as defined in the Model Standards for Adult Education Programs.

**Schemata:** It is “the student’s knowledge of and beliefs about events, situations and actions based upon their experiences” (Celce-Murcia, 2001, p.156).

**Teacher-Centered Environment:** It is, according to Thomas B. Fordham Foundation (2003), a classroom where knowledge is transmitted from the teacher to the students who receive the information passively without participating in their learning process.
CHAPTER II
REVIEW OF THE LITERATURE

Overview

Review of the Literature

Summery
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

In Saudi Arabia, gender segregation is practiced across many domains (Alhazmi & Nyland, 2013). One of these segregated domains is education. Female students have their own separated campuses with all-female academic faculty staff and workers while men are not in any way allowed inside the campuses. Same as the female students, male students study in all-male schools. This has molded the economic, social and educational fabric of the Saudi citizens. This field project is concerned with female EFL education in Saudi Arabia.

EFL education was introduced to Saudi schools in 1925 (Alnofai, 2010). Realizing its significance, the Ministry of Education has introduced EFL courses in female universities as a mandatory subject to be taken in the orientation year (Liton, 2012). Students are taught basic language skills of reading, writing, listening and speaking. However, the way in which EFL instructors teach language skills, especially reading, is yet to be developed and improved. According to Saudi scholars (Khan, 2011; Aldera, 2011; Alshammari, 2011; Liton, 2012), for example, there are four main characteristics that define the EFL reading classroom in Saudi female universities:

1. The classroom is teacher centered in which the teacher is the source of information while students are passive recipients.
2. The approach in which the reading is taught is the monolingual approach i.e. Grammar Translation Method. The teacher resort to L1 frequently and for many purposes, such as explaining grammar, vocabulary and giving instructions.

3. The course is form-focused which focuses on syntactic structures and discrete points of the language.

4. The reading passages are often non-authentic that students cannot relate to.

The two Second-language-teaching approaches on which the project is based are the Communicative Language Approach and the Multiple Intelligences Theory. The project will create an avenue to effective EFL teaching in Saudi universities. The handbook will provide different teaching methods that will address the students’ different intelligences. It will also include sample lesson plans presented as models to teaching reading communicatively, as well as integrating other language skills.

The literature review will present an overview of different second language teaching approaches that the project is based on. More specifically, the literature review will examine studies and articles that center on the following themes:

1. Communicative Language Teaching in Theory and Practice

2. Implementing Multiple Intelligences in EFL Classrooms

**Review of the Literature**

**Communicative Language Teaching Approach in Theory and Practice**

According to Savignon (2001), Communicative Language Teaching Approach presented to the world as the best way Language Teaching (CLT) has been y to teach English as a second/foreign language since the late 1970s. The goal of teaching English by using CLT is to teach students how to use language for different purposes and in different contexts (Richards,
2006). As a result, schools curriculums, teacher training programs, classroom activities and objectives were designed to enhance the learner’s communicative competence.

Communicative Language Teaching Approach is described as the sum of interconnected features (Brown, 2007). Among these characteristics, Abdullah Coskun focused in his 2011 study on four CLT characteristics to measure the relationship of CLT application in English Language Classrooms. The four characteristics are: pair/group work activities, fluency and accuracy, error correction, and the role of the teacher. Coskun aimed to find whether EFL teachers’ practices overlap with these CLT characteristics. The researcher, therefore, observed two English teachers’ classes, analyzed their beliefs about CLT as a theory and to what extent CLT was reflected in their classrooms. The researcher developed three instruments for data collection. He created an open-ended questionnaire, which included open-ended questions for the teachers to give in details their teaching beliefs and attitudes towards CLT. The second instrument was the researcher’s own observation checklist. He used it to “validate the teachers’ attitudes towards CLT by comparing whether what they said was consistent with what they applied in their classrooms” (Coskun, 2011). Moreover, Coskun developed a questionnaire in case of a discrepancy between the teacher’s CLT beliefs and their classroom practices. The questionnaire aimed to explore some of the challenges an EFL teacher might face when implementing CLT in class, such as, large class size, grammar-based standardized tests... etc. Upon his observation, Coskun found that both teachers favored group/pair work in the given open-ended questionnaires. However, while teaching, they ignored the book’s group/pair work activities and preferred to forward the activities to the whole class by calling on students to answer. Furthermore, whereas both teachers believed fluency must be emphasized over accuracy and grammar should be contextualized, the teachers lectured grammatical rules in their native
language, and listed the verbs on the board for students to memorize as homework. Both teachers also had no tolerance to linguistic errors; they corrected their students right away explaining the correct form in L1 although they both were in favor of self-correction in the questionnaire they were given before the class (Coskun, 2011).

The discrepancy between language teachers’ attitudes towards CLT and their actual classroom practices is evident in other research studies. Karavas-Doukas believed that CLT has revolutionized second language teaching in theory more than it did in actual classroom teaching. He opens his article stating “communicative language teaching principles in classrooms are rare, with most teachers professing commitment to the communicative approach but following more structural approaches in their classrooms” (Karavas-Doukas, 1996, p.187). The researcher of this study has developed a scale to measure the degree of implementation of CLT in Greek EFL classrooms. The scale consisted of 24 statements to which 14 teachers responded expressing the degree of agreement to each statement. A particular score is given depending on the teacher’s response. The higher the score, the more favorable the teacher’s attitude towards CLT. The statements centered around some Communicative Language Teaching principles, such as, group/pair work, the role of the teacher, the importance of grammatical rule and the like. Karavas-Doukas has found that the majority of the teachers were in favor of CLT. However, when they were observed during their classrooms, their methods of teaching deviated from their views of CLT. For example, they featured more traditional approaches. In other words, their lessons were teacher-centered and form-focused. Furthermore, the 14 teachers never implemented group work in the classroom. This mismatch between the teachers’ attitudes towards CLT and their practices in classrooms is, according to Karavas-Doukas, the fault of teacher training programs which focus on “transmitting information about the new approach and
persuading teachers of its effectiveness” (1996, p. 194). Therefore, when the teachers return to their classrooms, they misunderstand the new approach and translate it to fit their traditional classroom practices thinking they are applying what CLT advocates.

In Saudi Arabia, Hussein Assalahi conducted a study to find out why Saudi EFL teachers still use the grammar-translation methods despite the introduction of Communicative Language Teaching Approach in Saudi schools and teacher-training programs (2013, p. 590). The researcher interviewed four EFL teachers who obtained BA degrees in English Language Teaching. The interview questions addressed the teachers’ demographic information and their foreign language teaching beliefs. All four teachers reported similar classroom practices. They begun their lessons with writing the grammatical rule on the board and they explained it using L1, corrected errors immediately, and employed recognition, substitutions and repetition drills. (p. 594). These classroom’s practices have many justifications according to what the participants explained:

1. All four teachers believed that teaching grammar entails language acquisition. One teacher strongly opposed contextualized grammar when the interviewer mentioned it to him.

2. The participants used L1 when they believed it was necessary. They reported using L1 in giving instructions, explaining grammatical structures, and clarifying the meaning of new vocabulary.

3. All four teachers considered errors as signs of poor linguistic performances that should be corrected right away.

The author of the project has explored the relationship between teachers’ attitudes towards Communicative Language Teaching Approach and the application of it in their
classrooms. The literature in this matter presents an evidence for the discrepancy between the teachers’ positive views on CLT and the methods they use in class. The reason for such discrepancy, according to Karavas-Doukas, is the lack of teachers’ training and teaching handbooks that demonstrate how CLT is best employed in the classroom.

**Implementing Multiple Intelligences in EFL Classrooms**

Armstrong (2000) opens his Chapter “MI and Teaching Strategies” with a quote by Abraham Maslow, “if the only tool you have is a hammer, everything around you looks like a nail” (p. 51). The statement calls for the variety of tools people use to deal with life matters because employing one tool will give the same outcome, which might not be a good thing. The main focus of this project is to adopt a variety of teaching reading strategies and present them to Saudi female EFL instructors, so that they are equipped with more than just “a hammer”.

The Multiple Intelligences Theory recognizes that it is not useful to use one way or one tool to teaching because students “have different proclivities in the eight intelligences” (Armstrong, 2000, p.51). Therefore, MI offers a variety of teaching strategies which teacher can device in their classrooms. It also allows teachers to be creative to develop strategies they believe would suit their students. Consequently, many scholars and educators have studied the application of the theory in classrooms in general, such as Armstrong, and in EFL settings, for instance, Bas and Behan (2010), Hou (2010), Gallavan and Kottler (2002), Hajhashemi (2011) and many others.
In his 2000 book *Multiple Intelligences in the Classroom*, Thomas Armstrong presents forty teaching strategies, five for each type of intelligence. The different strategies address different learning modalities in the classroom. From Armstrong’s strategies, the author of this project has selected nine strategies that can be implemented while teaching EFL reading:

1. Brainstorming for linguistic intelligence: when students brainstorm (about any topic), they produce their thoughts in the form of vocabulary, phrases in different grammatical structures. These thoughts can be put on board in front of the class, so students read them and have a sense of acknowledgement for their thoughts (p. 52).

2. Journal writing for linguistic intelligence: having personal journals would give students the opportunity to practice the language in its written form, produce as many words as they can, and write their own thoughts and opinions about any matter in life or class-related topics. The journal can be private or shared. Moreover, allowing students to draw, sketch or write songs… etc. would incorporate different intelligences (p. 53).

3. Socratic questions for logical-mathematical intelligence: when students discuss stories, exchange opinions, and/or debate different views, they are developing their critical thinking skills and practicing their second language. The role of the teacher here is to facilitate this kind of dialogue and orchestrate the class’ discussion (p. 54).

4. Graphic Symbols for spatial intelligence: teachers who support their teaching with drawing and using pictures deliver their lessons to wider range of students (p. 57).

5. The Classroom Theatre for bodily-kinesthetic intelligence: role-play facilitate as an excellent strategy to teach students the content of the lesson. Body movements, dramatizing and acting help students engage in the learning process. It also helps reducing anxiety in the classroom (pp. 57-58).
6. Peer Sharing for interpersonal intelligence: one of the way to address students’ interpersonal intelligence is by having them share their thoughts and opinions with the one sitting next to them. This allows them to engage and interact with others, thus, enhancing their learning process by activating their social competence (p. 60).

7. Cooperative Groups for interpersonal intelligence: just like peer sharing but with a larger group, students work together in order to accomplish a certain task. According to Armstrong, cooperative groups can be designed to include al types of intelligences. For example, giving students a project where they videotape a presentation might include social intelligent students to organize the group, linguistic intelligent students to write the project, spatial intelligent students to create the visuals …etc (p. 61).

8. Personal Connection for Intrapersonal intelligence: in order for some students to get certain information, they have to make connections between the lesson and their own life. Therefore, it is the teacher’s role to make such connections. These types of connections are established by continually asking questions. For instance, when introducing a topic about world’s geography or holiday destinations, a teacher might ask “What countries did you visit?” or “How many of you have travelled to Dubai?” This way, students identify with the lesson on a personal level and contribute on their own learning process (p. 62).

9. Choice Time for intrapersonal intelligence: a teacher might give the opportunity to their students to make decisions about their learning experiences, and grant them the responsibility to make choices for themselves. Therefore, helping them prosper on personal and academic levels. The choices given to students may relate to the content of the lesson or the tasks they are required to complete (p. 63).
Lazear has suggested a guide for teachers who wish to foster their students’ multiple intelligences in the classroom. The guide includes “awakening the intelligence” by employing activities that address the senses, intuition and meta cognition. Then, teachers should amplify students’ different intelligences through continuous practice. The last step in the guide is for the teacher to teach for/with the intelligence. This can be done through developing lessons that emphasize the use of students’ intelligences (as cited in Christison, 1996).

In 2010, Gokhan Bas and Omer Beyhan conducted a study to explore the effects of MI-supported classrooms and traditional EFL environment on students scores and attitudes towards learning English. The researchers developed an EFL education program to be taught in four weeks. The subjects of the research were 50 students divided into two groups:

1. The experimental group which included students who were taught through MI-supported project-based method.

2. The control group which included the students who were taught English in the traditional ways.

Students of both groups were given a pretest to measure their achievements and attitudes before the study, as well as, a post test to be taken by the students after the study to measure their levels of achievement. For four weeks, the experimental group was learning English through a variety of strategies that activate different modalities, while in the control group, the students were taught with “traditionally designed learning materials” (2010, p. 371). In other words, the instructor lectured while the students listened and answered comprehension questions when asked by the teacher.

After the study, Bas and Beyhan compared the pretest scores of the experiment group and the control group. The average scores of the experiment group was 33.6 and the average scores
of the control group was 32.2. Therefore, the scholars believed that prior to the study, the scores of both groups are equal. However, when the researchers measured the post test scores of both groups, they found a statistical difference between both groups. The average post-test score of the experiment group was 74.6 while the average score of the control group was 60.2. (Bas & Beyhan, 2010, p. 375). Based on the study’s findings, Bas and Bayhan concluded that there is a difference between the levels of achievements of the both groups. In other words, the students who have been taught by the MI supported methods have become more successful than those who have been taught in the traditional classroom.

In 2010, Hou conducted a study in an attempt to investigate the role of Multiple Intelligences in foreign language behavior and performance. He carried out the study on 2545 Taiwanese EFL college students. English as a foreign language was a mandatory subject taught to all participants in their first year of college. In the beginning of the semester, Hou gave the participants a General English Proficiency Test which included 35 listening items and 40 reading items. He also utilized a 170 item questionnaire to explore the students’ multiple intelligences.

Hou found that MI plays a major role in students’ EFL learning process. Particularly, musical, interpersonal, visual and intrapersonal intelligences are related to students’ learning behavior and performance. In other words, Students are best motivated to learn English when it’s taught instrumentally.

Nancy Gallavan and Ellen Kottler have published a paper in 2002 suggesting after-reading assignments based on different approaches. One of the assignments they suggest is using The Multiple Intelligences Theory as a structured strategy to “revisit an assigned text and to create a student centered responses” (p. 267). Gallavan and Kottler describes the assignment as follows:
The teacher explains Gardner’s MI to their students having a description of each of the intelligences on cards or handouts. An MI card has one type of intelligence written on one side, and its description and application is on the other side. For instance, a card has Musical intelligence written on one side, and the description says the ability to translate sounds and create musical rhythms. The suggested application, therefore, would be to write songs, create chants, imitate sounds or design beats. The teacher divides the classroom into eight groups. Each group is handed an MI card. Students read their cards, and brainstorm to draft their responses. After that, students share their responses with each other as they are illustrated via the specified intelligence. The teacher observe and orchestrate the students’ participation. After the activity is done, the teacher can reshuffle the cards to activate different modalities in the same group.

Hajhashemi, Akef, and Anderson conducted a study to find out the relationship between multiple intelligences and reading proficiency among Iranian EFL students. The subjects were 128 pre-university students who were randomly selected. Three instruments were utilized. First, the researchers handed out demographic questionnaires for students to compete. Then they distributed the Persian version of McKenzie’s MI inventory that include 90 Likest-Type statements developed to measure students’ MI. A week later, a paper-based TOEFL reading comprehension test was given to the students. The test included five reading passages. Each followed by 9 to 11 MCQs. After analyzing the participants’ scores, the researchers concluded that there was a significant relationship between MI and reading proficiency among EFL learners of Iran (2012, pp. 1475-1483).

**Conclusion**

It is evident in the themes explored in the literature review that reading is more effective when it is taught by interactive methods and by addressing students’ multiple intelligences. The
articles outlined within the first theme investigate the relationships between teachers’ beliefs on Communicative Language Teaching Approach and their actual teaching practices in the classroom. The first study was done by Abdullah’s Coskun’s in 2011 examining EFL teachers in Turkey. The second study was conducted by Evdokia Karavas-Doukas in 1996. Although it is an old study but it showed in details why there was an overlap between teachers’ attitude towards CLT and their classroom teaching in reality. The last article within the first theme is a Saudi study directed by Hussein Assalali who aimed to explore how and why Grammar translation method is still alive in the Saudi Arabia. All three articles recommend developing teachers’ handbooks and/or teaching programs that show EFL teachers how to employ CLT in the classroom.

The articles explored within the second theme suggest teaching strategies based on Gardner’s theory of Multiple Intelligences. First, the author of the project selected nine out of forty teaching strategies presented in Armstrong’s 2000 book *Multiple Intelligences in the Classroom* to be employed in the project at hand. The usefulness of these strategies were examined in the following studies presented within the theme. Bas and Beyhan (2010) conducted a study to measure the effects of MI-based teaching strategies on 50 EFL students in Turkey. The results of the study showed that there is a relationship between the students’ success and MI-based approaches. Also in 2010, Hou investigated the role of MI-based approaches in foreign language behavior and performance. He conducted his study on 2545 EFL college students in Taiwan. He found that among this large sample, MI-based strategies have positive effect on the student's’ foreign language learning process. Furthermore, Gallavan and Kottler (2002) outlined strategies to conduct post-reading activities. Among these strategies, they developed an MI-based strategy that a teacher can employ in the classroom after a reading
assignment. The strategy aims to address the students’ different intelligences. This way giving a chance to every student to benefit from the reading passage. Finally, Hajhashemi et al (2012) conducted a study on pre-college-level Iranian students. They aimed to find out the relationship between MI and the students’ reading proficiency. The results presented in the study show that there is a significant relationship between them.

In conclusion, the benefits of employing both CLT and MI-based teaching strategies have been reviewed and carefully studied in the literature review. The literature explored the previous studies in order to develop a handbook for teachers that will alter the way in which they teach English Language skills in Saudi female universities.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The field project consists of three units of teaching reading comprehension strategies. The strategies include three main categories: pre reading, during reading and post reading. The intent of the handbook is to equip Saudi EFL teachers with practical ways to teach comprehension strategies. Included in the project are three lesson plans that illustrate the application of the strategies in class. Communicative Language Teaching Approach and the Multiple Intelligences Theory are the basis of the activities included and the lesson plans developed in the project. Moreover, Bloom’s taxonomy is explained in the handbook as a model
for teachers to develop the students’ critical thinking skills and teach Reading Comprehension interactively.

Section 1: First, a brief description of Bloom’s taxonomy is presented. Then the section introduces the three steps to effective reading: Pre-reading, during reading and post reading. The section explains thoroughly the strategies of teaching each step. First, the author mentions what prior knowledge is. It also states the importance of exploiting prior knowledge to help students read effectively. Moreover, the first section suggests that finding the main idea and its significant details while reading is the best way to comprehend a reading text. It starts with a definition of the main idea. Then it states the significance of encouraging the students to find it. The section also includes a sample main idea sheet that students can use to locate main ideas of the reading passages. Furthermore, the section introduces retelling and summarizing as post reading comprehension strategies that teachers need to develop among their students. It first states the importance of retelling and what is required for this specific skill. A diagram then is presented for the teacher. The diagram includes questions that a teacher might find useful in teaching retelling activities. In addition, section 1 teaches summarizing as a post reading strategy; summary writing is presented as a way to show comprehension of the reading text. A diagram of how to teach summary is also included.

Section 2: This section is designed for teachers to utilize in their classrooms. It presents four units that teach pre-reading, while reading and post reading strategies through different activities.

Unit 1: The topic of the unit is divorce. The unit starts with a listening exercise as a warm up for the reading passage. While listening to the song, students are required to fill in the blanks in the lyrics sheet present in the unit. After listening to the song, they discuss some
questions about the song and its topic. A reading passage entitled “Long After Divorce, the Question of Family Photos Lingers” is presented to the students. The students are also asked to answer some questions while reading. As a post-reading activity, the students are required to play a game of role play. The role play’s topic is divorce. Finally, assessment is included as writing prompts.

Unit 2: The unit discusses online addiction. As a warm up activity, the unit starts with discussion questions for students to discuss in pairs or in groups. A picture is also included (see page 43) in the warm up activity. The reading passage follows the discussion questions. It is entitled “Hooked on the Internet”. Students read the text and are required to fill in the main idea sheet (see page 45). After that, they are asked to do a vocabulary exercise. A summarization activity is included as a post reading activity. As the homework, students are required to make a presentation about online-addiction-related topics.

Unit 3: The unit is entitled “Siblings”. It opens with watching a video as a pre reading activity. The video is followed by discussion questions about the content of the video as well as about families and siblings in general. Furthermore, a table of vocabulary is presented before the reading passage. The suggested text is entitled “Birth Order Theory”. It is followed by a Reading Comprehension sheet which includes five reading comprehension questions. As post-reading activities, discussion questions and criss-cross game are presented. Finally, the assessment include a prompt that asks students to use the medium they prefer to document their weekend with their families.

Unit 4: The unit is entitled “Life Goals”. It starts with a Listening comprehension activity. The students are required to watch a short lecture and then answer some comprehension questions. The activity is a warm up for the reading passage. Next, the reading passage is a story
about John Schnatter, Papa John’s Pizza founder, and how he achieved his life goal. The passage is followed by a Narrative Framework Sheet where students fill out the part of the story. The unit’s purpose is to familiarize students with the story’s structure. As for the after reading activity, Students play a game of drawing. Each student describes a photo and their partner draws the description. Finally, for assessment, students are required to conduct an interview with a family member or a friend and ask them about their life dreams and goals.

Section 3: This section consists of the Answer Key of the previously mentioned units.

**Development of the Project**

The field project was developed to meet the needs of the EFL Saudi female students. English as a foreign language is taught in traditional ways in Saudi universities although the textbooks provided are designed to be taught interactively. There seems to be a discrepancy between teaching philosophy and actual teaching practices. Many of the studies discussed in the literature review state that the reason for this discrepancy is the lack of teaching programs and teaching handbooks that teach EFL teachers how to teach students communicatively.

I was inspired to develop the handbook because of my personal learning/teaching foreign language experiences. I acquired my first and second languages simultaneously. I was exposed to English through communication and through different mediums like songs, movies and novels. However, my formal EFL schooling started when I was thirteen. I was taught by rote. The teacher provided the information as my peers and I listened passively. I was taught four skills in Arabic. Teaching English was form focused and the students were instructed to memorize vocabulary lists.
In 2011, I taught English as a foreign language in King Abdulaziz University. Unfortunately, grammar translation was the only method I taught with although I was well aware that I did not prefer grammar translation as a student. Moreover, I knew that mastering English was not the result of the formal education I had rather the result of communicating with my nanny in English as a child and listening and watching American songs and films. However, I continued to focus on form and on discrete units of the language when I taught. I have always known that if I was equipped with a handbook that would show me how to teach language skills, I would be a more successful teacher.

As an EFL teacher who has had the opportunity to be exposed to different teaching methodologies, I believe it is my duty to guide Saudi EFL teachers through their teaching journey. It is important to present to them a variety of techniques and strategies they can apply in their classrooms so that they address different intelligences in order to enhance their students’ linguistic competence. This field project encompasses the gist of what I have learned as an MA TESOL student as well as the teaching skills that help Saudi female teachers to teach reading strategies interactively.

The Project

(Please see subsequent pages for the contents of the project.)
Reading Strategies

A handbook for Teachers
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SECTION 1: An Introduction

Target Students and Classroom Setting

The handbook is designed for Saudi EFL teachers who teach Intermediate and Advanced levels. If you decide to use the suggested activities and lesson plans, you will need the following:
Framework and Rationale

“Effective reading involves a complex processes that vary with specific contexts including proficiency level, age, motivation, and reading purposes, such as content mastery, general language development, or the improvement of specific reading skills” (Evans et al, 2010, p.131). English language teachers encounter the challenge of how to teach second language readers the skills of effective reading. Through interaction and communication-based instructions and practices, teachers can bring their students to read effectively.

A Letter to the Teacher

You have the exciting task of teaching university students the strategies they need to use effectively in reading. I am pleased to introduce you to Reading Strategies: A Handbook for Teachers. The goal of the handbook is to assist you in your teaching journey and to help you empower your students.

The handbook includes three units. Each unit presents one or two reading strategies followed by three sample activities. These activities illustrate how to develop the reading comprehension strategies in an interactive way. They are
developed according to Bloom’s taxonomy (explained in the following section). Also, in the handbook, you will find three complete reading lesson plans.

You can use the suggested activities and lesson plans presented in the handbook. However, I do encourage you to be creative and try to develop extra activities of your own.

At last, I would like to thank you for using the handbook as a guide.

Sincerely,

Dina A. Sofi

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**Goals and Objectives**

The handbook is visioned to achieve the following goals and objectives:

- To discontinue using the traditional methods of teaching reading, and to make the Saudi Arabian EFL classroom more lively and interactive.
- To activate Saudi Arabian students’ different learning modalities in order to maximize learning potentials.
To develop students’ awareness of reading procedures through a set of different communicative activities.

To allow teachers to teach the full repertoire of reading strategies through using authentic materials that Saudi students relate to.

To develop reading skills and the use of reading strategies by encouraging the Saudi EFL teachers to use the target language to give instructions and content in class.

Bloom’s Levels of Cognitive Complexity

In 1956, Benjamin Bloom developed the “taxonomy of educational objectives” (Armstrong, 2000, p.117). The taxonomy presented a framework for educators to focus on their students’ cognitive development. It consists of six levels of complexity by which teachers design performance tasks, create questions to confer with students and measure students’ progress. The six levels are as follows:
When EFL teachers incorporate Bloom’s taxonomy in teaching language skills such as reading comprehension, they will develop their students’ critical thinking skills, address their modalities, improve their attention to details, and increase their comprehension and problem solving skills.

**SECTION 1:**

**WAYS TO TEACHING PRE-READING**

**PREVIEW & PREDICTION:**

Students preview graphics, texts, pictures, and personal experiences to predict what the passage they will be reading is about. These predictions help in
connecting the students prior knowledge to the information presented in the reading passage.

Activating the students’ prior knowledge facilitate better comprehension of the reading passages, motivates students’ to learn when they understand the connection between their pre-existing experience and the new information in the text, and it enhances the learners’ reading skills (Chastain, 1988).

The prereading strategy starts with the instructor presenting a keyword, graph, picture or a song related to the text to stimulate a discussion. The teacher then writes on the board whatever the students think about. By guiding the students’ discussion and asking them questions like “what made you think of...?” the teacher facilitates the connection between the students’ background knowledge with the language and the content of the reading text.

In the following table you will find some steps for pre-reading teaching. In front of each step, a column for what students will able to do is presented for you:

<table>
<thead>
<tr>
<th>Teachers’ Role</th>
<th>Students’ Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss Predictions and how people predict.</td>
<td>Understand predictions.</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Ask</strong></td>
<td><strong>Form questions and answers.</strong></td>
</tr>
<tr>
<td>“What do we need to predict?”</td>
<td></td>
</tr>
<tr>
<td>“What things can we predict?”</td>
<td></td>
</tr>
<tr>
<td><strong>Ask students general questions about basic knowledge of different topics like the weather tomorrow, university’s president elections, and the time when parents call.</strong></td>
<td><strong>Make inferences about daily events.</strong></td>
</tr>
<tr>
<td><strong>Employ several pictures and ask what is happening.</strong></td>
<td><strong>Be able to tell a story from a sequence of pictures, and form sentences to give information.</strong></td>
</tr>
<tr>
<td><strong>Have students listen to a song and ask them to discuss its theme, use cloze reading for the lyrics</strong></td>
<td><strong>Listen carefully for details and discuss themes. Use semantic and syntactic knowledge to form complete sentences.</strong></td>
</tr>
<tr>
<td><strong>Have students watch a video and ask them about the details of the video and encourage them to make assumptions about what the topic is.</strong></td>
<td><strong>Use visuals information to predict and assume.</strong></td>
</tr>
</tbody>
</table>
Bring a novel/book, read their titles and ask students what they are about, and what will happen in each book.  

| Have students read from several texts and ask them to predict the next paragraph and the previous one. (Use both fiction and factual) | Understand vocabulary. Reflect on presented information and make logical predictions Notice the difference between the passage format of fiction and academic articles. |

**OBJECTIVE ACCOMPLISHED:**

Students activate their prior knowledge and use the information to make logical predictions which motivate them to read more and improve their comprehension.

---

**WAYS TO TEACHING DURING READING STRATEGIES**

**FINDING THE MAIN IDEA & ITS DETAILS:**

The main idea is the gist of a reading text or article. It is the most important thought about a reading passage. Determining the main idea helps students to remember significant information while reading a text. It also facilitates better understanding of the passage’s details. Finally, identifying the
relationship between the main idea and the details improves the learners’ comprehension

A teacher can help their students locating the main idea of the text by handing out a main idea sheet, and ask students to read the first paragraph of the passage. After locating the main idea, the teacher discusses it with the students, then asks them to find out details related to the main idea. The teacher also might have this activity in pairs or groups of 3 to 4 where students together identify the main idea and discuss it with each other as the teacher orchestrates their discussion.

In the following table you will find some steps for pre-reading teaching. In front of each step, a column for what students will able to do is presented for you:

<table>
<thead>
<tr>
<th>Teachers’ Role</th>
<th>Students’ Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teach vocabulary</td>
<td>Understand concepts and vocabulary related to the reading passage</td>
</tr>
<tr>
<td>Ask questions like:</td>
<td>Be able to determine the main idea and its supporting details.</td>
</tr>
<tr>
<td>Who is doing....?</td>
<td></td>
</tr>
<tr>
<td>What happened to....?</td>
<td>Use graphs and diagrams as a tool to show details. Incorporate colors and pictures.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How did the character....?</td>
<td>Be able to “see” the main idea and visualize the details</td>
</tr>
<tr>
<td>Why did .... happen?</td>
<td></td>
</tr>
<tr>
<td>Present Main Idea Sheet</td>
<td>Identify the main idea of each paragraph</td>
</tr>
<tr>
<td>Present Reading Comprehension Handouts that contain comprehension questions about the reading passages’ details.</td>
<td>Look for significant details. Comprehend the text.</td>
</tr>
</tbody>
</table>

**OBJECTIVE ACCOMPLISHED:**

Students acquire the skills to identify the main idea of the text whether it is stated directly or implicitly. They also develop the ability to look for and recognize significant details.
Ways to Teaching POST READING Strategies

1. RETELLING:

Retelling the events of a text makes students aware of their own understanding of the text. It also helps to develop the skills for writing summaries. Working on retelling requires previewing the text generally and looking into the main ideas and details. In order to prepare students to orally paraphrase the reading passage, the teacher asks students the following questions:
2. SUMMARIZING:

Summarizing is a reading strategy that students are expected to use in their academic years. It is one of the most challenging skills to learn and teach. Instruction and practice of summary writing improves the learner’s overall comprehension of a text as well as their writing skills.

It is suggested that you use a segment of a popular song, movie or written text as a first step to develop students’ summarizing skills.
After reading a passage, the teacher asks students to discuss in pairs or groups what they understood from the text. The teacher then employ different activities in order to help the students summarize the passage.

SECTION 2: THE TEACHING UNITS

(See subsequent Pages)
Activity 1: Listening to Music.

BEFORE YOU READ: As you listen to the song’s lyrics carefully, fill in the blanks.

Song: Bye bye bye - Nsync

Lyrics Source: http://www.azlyrics.com/lyrics/nsync/byebyebye.html
I'm doing' this tonight,
You're probably gonna ______ a fight.
I know this can't be right.
Hey baby come on,
I loved you ______
When you weren't there for me.
So now it's ______ to leave and make it alone
I know that I can't take no more
It ain't no lie
I wanna see you ______
Baby, bye, bye, bye...

Bye Bye
Don't wanna be a ______ for you
Just another player in your ______ for two
You may hate me but it ain't no lie,
Baby, bye, bye, bye...
Bye Bye
Don't really wanna make it ______,
I just wanna tell you that I had enough.
It might sound ______.
But it ain't no lie,
Baby, bye, bye, bye

Just hit me with the truth,
Now, girl you're more than ______ to.
So give me one good reason,
Baby come on
I ______ for you and me,
And now I really come to see,
That ______ would be much better once you're gone.

I'm giving up I know for sure
I don't wanna be the ______ for your love no more
Bye Bye
I'm ______ out
I'm signing off
Don't wanna be the loser and I've had ______

(See Answer Key for complete answers)

Discuss the following question in pairs or as a group:

1. What is the title of the song?
2. What is the song about?
3. What does the singer mean when he sings the following phrases. Circle the correct answer:

   A. “Game for two”
   1. Love is between two people.
   2. Love is not serious.
   3. They are playing a game of cars.
   4. The singer is playing a game.

   B. “Make it alone”
   1. Leave the house.
   2. Live in the forest for a year.
   3. Leave her and live by himself.
   4. Make her life lonely.

   C. “Hit me with the truth”
   2. Shoot him.
   4. Shock him.

   4. What is happening in the song?
5. Why do you think the singer is singing this song?

6. Can you think of other songs that discuss the same topic?

7. What do you think are good reasons for divorce?

Activity 2: Do While Reading

WHILE YOU READ: Answer the following questions:

1. Identify the main idea.

2. Underline words that you don’t understand.

3. Write down your feelings as you read each paragraph.

4. Write one word to describe “DIVORCE”.

Long After Divorce, the Question of Family photos Lingers

My parents split suddenly when I was 18, mere weeks before I went to college. Now that I’m 40, the last stinging tentacles of their divorce have largely dissolved, though some still linger. They tug and burn when I least expect it. I’m sure it’s a grass-is-greener kind of thing, but I wonder if children whose parents divorce when they are very young have it easier in one very particular respect: family photographs.

All of the photographs from my entire childhood were taken while my parents were married. The lens through which we all viewed our lives together did not crack until I became an adult. Until that breaking point, there was happiness in the home. My parents loved each other and us, and you can see it in the
yellowing photographs. However, something happened to those old photographs when my parents divorced: In an instant they became outdated and irrelevant. As a result, it feels inappropriate to display these pictures in my home. I instead hide my history under the bed. The lack of visible memories renders my childhood as, well, fake. Yet the photos are the physical proof of something that was, at least at one point in time, very real.

Our family life together was as real as the DNA that binds me and my brother to our parents, the two people at the center of our world who are now divorced. Blowing out birthday candles, opening Christmas gifts under the glowing smiles of our mom and dad, first days of school and family vacations — it was all captured on 110-cartridge film. Though ephemeral, they were not falsified events, at least not then. Those were times that we were happy together. It all took place. It was all real.

That happiness, ultimately, was not enough to sustain their marriage. I’m now wise enough to know that not all love is forever. There are very good reasons for couples to disengage. Still, this truth is extremely hard to grasp and reconcile as the child of two people who no longer speak to each other, but who equally contributed to my very existence.

So what should I do with these photos now? Throw them away? Let them suffocate in a box under a veil of dust, parsed through only when my parents are no longer alive or my daughter is old enough to understand what
happened? To do either seems akin to erasing the past, or at least altering my personal truth for the convenience of others.

Do I display them despite knowing that they don’t represent our family now and would cause discomfort for certain people who see them? I’ve thought about putting out only those photographs that show me with my parents individually. But when I remember who must have been behind the camera lens of whatever memory we were trying to preserve, I talk myself out of it. If my mom was sitting with us in her lap at Christmas, it could only have been my father who took the picture. If my dad was running with us on the beach, it could only have been my mother acting as photographer.

It feels unfair that I cannot openly look back at those moments. Those photos memorialize my childhood, my history and my family, at least for a time. They are me, and yet I cannot showcase them without triggering pain for myself or someone else. I envy those who can hang photos in their living room because their parents’ marriage is still intact.

They say a picture is worth a thousand words, but I often wonder whose words, exactly? Does it matter if they are sometimes uttered with sweet nostalgia or mumbled in bitter, hushed tones? No matter where I ultimately place these photographs — whether on a shelf in my living room or in a dark pocket of my closet — I now realize that there is intrinsic value in both the “before” and “after” words that give meaning to these bygone scenes. Inevitably, their worth
will fluctuate, and ultimately remain at the mercy of the bulls and bears that move along the exchange of a family’s lifetime.


Activity 3: Role Playing

AFTER YOU READ: Imagine you are judges. YOU are responsible for divorce cases where the husband and wife cannot agree.

Today you have been presented with another
difficult case: Wife vs. Husband. Read about the case below.

The wife is a forty-year-old advertising executive. She works very long hours and earns a lot of money. Since their daughter (name) was born four years ago, Cristina has worked and supported the family.

The husband is an unemployed forty-two year old man. He worked for many years in a bookshop. At the moment, he is trying to write a novel. He stopped working when their daughter was born, and has stayed at home to take care of her for the past four years.

The Divorce

The husband and wife got married ten years ago. They began to have problems in their marriage after their daughter was born. They have decided to get divorced, but are now very angry with one another.

<table>
<thead>
<tr>
<th>The wife wants:</th>
<th>The husband wants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Full custody of the daughter.</td>
<td>· Full custody of the daughter.</td>
</tr>
<tr>
<td>· The family house, a three-bedroom</td>
<td>· The family dog.</td>
</tr>
<tr>
<td>house in a nice part of town.</td>
<td></td>
</tr>
<tr>
<td>· The family dog.</td>
<td>· The summer beach apartment so he can write there.</td>
</tr>
<tr>
<td>· The wife wants to sell the summer beach apartment and share the money. She refuses to give the husband any money at all. She does not want any money from her husband. The husband can see his daughter every two weeks and have her for the summer holidays.</td>
<td>· The husband wants to sell the family house in the city and share the money. He also wants his wife to pay $1000 a month for child support. His wife can see her daughter every two weeks and have her for the summer holidays. The husband also wants $25 000 compensation because he feels he sacrificed his work to raise his daughter.</td>
</tr>
</tbody>
</table>

Assign the role of the wife, husband, their lawyers and the judge. The rest of the class is the jury who must hear the the participants and reach a decision and recommendations.

**Assessment**: Write an essay about one of the following topics:
A. Tell the story in your own words. Include How
Kristine feels about her family photographs.
B. Think of a situation where you had to cope with a
loss. Write about it in your journal.
happens to the children when their parents get a divorce?
D. Is it easier to get a divorce now that in the past? Why?
Unit 2: Online Addiction

Activity 1: Discussion Questions (Speaking)

BEFORE YOU READ: Discuss in pairs the following questions:

- How many of you have a smartphone?
- For what purposes do you use your phone?
- Do you use your phone as an alarm clock? reminder? video game? music player? watch movies?
- Can you live without your smartphone? Can you live without your smartphone for one week? day? Why - why not?
- How would you group the following words:

Apple - Text - Twitter - Broadband - Computer - Mobile - Email - Facebook - Google -
Smartphone - Android - Tweet - Snapchat - Path - Letter - Instagram - Youtube - Blackberry
- Look at the photo below. What is it trying to say?

![Internet](image)


**Activity 2: Finding the Main Ideas**

While you Read: In the Main Idea Sheet, Write the main idea of each paragraph and write its supporting details.

---

**Hooked on the Internet**

Would you rather give up your toothbrush or your cellphone for an entire week? According to TeleNav Inc, a mobile app company, 22% of people said they'd **forgo** brushing. At a time when 66% of people sleep next to their smartphones, and 20 percent would go shoeless for a week rather than temporarily release their phones, experts are worried about how **hooked** people are on their phones.
"We're only seeing the tip of the iceberg," said David Greenfield, author of *Virtual Addiction*. "We haven't even begun to see the impact that this technology has — it will become a worldwide epidemic. It's not here yet, but it will be."

Symptoms of Internet addiction include a general disregard of one's health, personal needs, nourishment and hygiene. It can result in the "cyber shakes," which is typing motions of the fingers while away from the keyboard. In several studies, young adults have reported physical and mental *withdrawal symptoms* when they have been separated from their phones, said Susan Moeller, director of the International Center for Media and the Public Agenda. “They start to hear phantom ringing, they become jittery and they get headaches”, she said.

American Psychiatric Association doesn't formally recognize Internet addiction or cell phone addiction, experts are worried that the addictions will *snowball* out of control and soon become much more severe than other addictions just like substance addiction.
<table>
<thead>
<tr>
<th>Paragraph number</th>
<th>Who/what the paragraph is about</th>
<th>Most important details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 3: Vocabulary Bank

Match the phrases from column A with their meanings in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip of the iceberg</td>
<td>Unpleasant physical reaction when someone stops using drugs</td>
</tr>
<tr>
<td>Hooked on</td>
<td>Increase rapidly in size, intensity or importance</td>
</tr>
<tr>
<td>Snowball</td>
<td>A small part of a large problem or issue</td>
</tr>
<tr>
<td>Withdrawal symptoms</td>
<td>Addicted to</td>
</tr>
</tbody>
</table>

(See Answer Key for complete answers)

Activity 4: Summarization of the Reading Passage:

AFTER YOU READ: In pairs, answer the following questions:

1. Retell the information of the reading passage.
   (Your friend can take notes).

2. What is the main idea of the whole reading passage.

3. Paraphrase the most important sentences.
4. Connect the paraphrased sentences and make a one complete paragraph.

5. Exchange the paragraphs and peer edit.

Assessment: In groups, prepare a 5-7 minute presentations about the following topics:

A. 1. How to treat your online addiction
B. 2. The advantages of the internet
C. 3. Food addiction
D. 4. Shopping addiction
Activity 1: Watching a video

BEFORE YOU READ: Watch the following video and answer the following questions:

- Name the characters in the clip.
- Write down three facts about the story.
- Where does the story take place?
- Why is Lily upset?
- How does Lily describe herself?
- Why did Jimmy tell his sister she is wrong?
- How does the story end?

Video: Good Big Sister (Grounded for Life).

URL: [https://www.youtube.com/watch?v=Tph4gw2UmDU](https://www.youtube.com/watch?v=Tph4gw2UmDU)
### Vocabulary Bank: New Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conscientious</strong> (adj)</td>
<td>very careful about doing what you are supposed to do</td>
</tr>
<tr>
<td><strong>Entrepreneur</strong> (n)</td>
<td>a person who starts a business and is willing to risk loss in order to make money</td>
</tr>
<tr>
<td><strong>Flexible</strong> (adj)</td>
<td>willing to change or to try different things</td>
</tr>
<tr>
<td><strong>Impact</strong> (v)</td>
<td>To have a strong effect on something</td>
</tr>
<tr>
<td><strong>Intellectual</strong> (adj)</td>
<td>smart and enjoying serious study and thought</td>
</tr>
<tr>
<td><strong>Perfectionism</strong></td>
<td>A tendency for being perfect and having high standards.</td>
</tr>
<tr>
<td><strong>Spoiled</strong> (adj)</td>
<td>to give (someone, such as a child) everything that he or she wants : to have a bad effect on (someone) by allowing too many things or by not correcting bad behavior</td>
</tr>
</tbody>
</table>
Activity 2: Using Comprehension Handouts

WHILE YOU READ: Read the following passage and answer the comprehension questions in the handout:

**Birth Order Theory**

Some of the earliest studies of siblings focused on how birth order influences personality and fate. Alfred Adler first put forth the idea. He has founded the birth order theory. The theory states that that the order of a child in their family impacts their personality.

According to Adler, eldest children are socially dominant, highly intellectual, and extremely conscientious. Unfortunately, they’re also less open to new ideas, and prone to perfectionism and people pleasing. This is the result of losing both parents’ attention at an early age, and working throughout their lives to get it back.

Middle children, sandwiched between older and younger siblings, often develop a competitive nature. This makes them natural entrepreneurs later in life. They tend to be the most diplomatic and flexible members of the family. Moreover, they are often eager for parental praise and they usually develop musical or academic gifts.
Youngest children, according to birth order theory, tend to be dependent and selfish as they’re used to others providing for them. However, despite the negatives, they’re also quite often the life of the party: fun, confident, and comfortable entertaining others.

Only children Like last borns, they are regularly **spoiled**, according to Adler. Furthermore, they have a hard time when they do not get their own way. School can be a particularly difficult transition, as they are used to being the center of the familial universe. However, only children are often mature for their age. They wow people with their vocabulary. They are also comfortable in adult circles.

Adler’s theory has been debated for generations whether it is scientifically **sound** not. However, regardless of when children are born, parents should help each of their kids recognize what makes them unique. They also should resist the urge to compare them to their siblings. That is sure to make every member of their family thrive.

## Reading Comprehension Handout

1. Who developed the theory of Birth Order?

2. Write four characteristics to each sibling:

<table>
<thead>
<tr>
<th>Eldest Child</th>
<th>Middle Child</th>
<th>Youngest Child</th>
</tr>
</thead>
</table>

3. Read the following sentences about siblings, and put T for true statements & F for false ones:

   A. Alfred Ashford is the first to introduce the theory of Birth Order   (   )
   B. Birth order affects the child's personality and fate                  (   )
   C. Eldest children tend to please people                                (   )
   D. Middle Children are not competitive                                (   )
   E. Middle children are spoiled                                         (   )
F. Only children are like youngest children (  )
G. Young children and middle children are fun (  )
H. Only children are mature for their age (  )

4. How should parents raise their children?

5. Choose the correct description for the following pictures.
   Impact - Entrepreneur - Middle Child - Order - Perfectionism - Intellectual -
   Selfish - Flexible - Spoiled

A.  
B. 
Activity 3: Discussion Question (Speaking)

AFTER YOU READ: In pairs or groups, Discuss the following questions:

- How many siblings do you have?
- What is your role in your family?
- Who is the closest family member to you. why?
- Who is the most spoiled sibling in your family?
- How does it feel to be a lonely child? A twin sister?
- What do you do in family gatherings?
- Are you close to your grandmother and grandfather?
- How frequently do you visit your cousins?
- Do you prefer spending time with family or going out with friends? why?
Activity 4: Play a Game

GAME
Family

ACROSS
4 To be different from your siblings
9 Sisters and Brothers
10 When everyone of your family comes to your house
12 A man or boy in relation to other sons and daughters

DOWN
1 A child with no siblings
2 A woman or girl in relation to other sons and daughters
3 Parents and their children
5 The older child
6 Your aunts and uncles' children are your
7 Your siblings' sons
8 Angry argument or disagreement
11 Your siblings' daughters

(See Answer Key for complete answers)
**Assessment:** Write about, draw, videotape or record your weekend with your siblings and family. Bring it next week to class.
Unit 4: Life Goals

Activity 1: Watching a short lecture

BEFORE YOU READ: In groups, discuss the following questions:

- If you were someone else, who would you be? And why?
- What is your dream job? Do you think you can have the job? Why/why not?
- Do you think people have fewer dreams as they get older? why?
- What is something you never learned to do but you wish you had?
- What do you need to be a successful and happy person?

Video: The Last Lecture

URL:  https://www.youtube.com/watch?v=BODHsU3hDo4
Now that you have watched the video, answer the following comprehension questions:

1. What is a Last Lecture?

2. What has the lecturer been fighting?

3. What are the lecturer childhood dreams?
   A. ____________________________
   B. ____________________________

4. Did he achieve all of his childhood dreams? What did he achieve?

5. What did the lecturer love about Disney World?

6. What is the name of the Disney project the lecturer worked in?

7. For how long did the lecturer try to work for Disney?
8. Circle the letters of the true statements:
   A. Randy had good parents
   B. Randy's father fought in World War I
   C. Randy's nephew is named Mark
   D. Randy spill soda in his back car seat on purpose
   E. People who are like Tigger are energetic and fun
   F. Jackie Robinson is the first black soccer player

9. Why did Randy give the lecture?

(See Answer Key for complete answers)

Vocabulary Bank: Expressions & Idioms

<table>
<thead>
<tr>
<th>“Can’t change the cards I’m dealt with”</th>
<th>Unable to change fate and destiny.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Keep me in check”</td>
<td>Keep (someone) under control</td>
</tr>
<tr>
<td>“Old school”</td>
<td>Traditional</td>
</tr>
<tr>
<td>“Rode me hard”</td>
<td>Force (someone) to work hard</td>
</tr>
<tr>
<td>“This stinks!”</td>
<td>This is a bad/unpleasant situation</td>
</tr>
</tbody>
</table>
Activity 2: Using idioms in sentences

A. Fill in the blanks with the proper expression.
   1. Super Mario is an ____________ video game.
   2. Sara’s English teacher ____________ to be an A students.
   3. I’m ill and I cannot go to the party. ______________!

B. Now practice using different expressions in different sentences with your teacher.

(See Answer Key for complete answers)

Activity 3: Using narrative framework

WHILE YOU READ: Use the narrative framework sheet (See page 65) to identify the parts of the story.

A Dream Made of Pizza

Like every other college kid, John Schnatter loved pizza. However, his interest ran deeper than most. From high school, he worked in pizza restaurants, starting as a dishwasher at a family-owned place in his hometown of Jeffersonville, Ind. As a student at Ball State University, he worked at a local Greek’s Pizzeria and almost quit school to buy his own
Instead, he waited and began dreaming of his own national pizza franchise. Another student who lived in his dorm helped him with the name: Papa John's. After earning his business degree, Schnatter started business in 1984 on his own terms; selling his prized, 1972 Camaro to buy $1,600 worth of used restaurant equipment, and serving pizzas out of a renovated broom closet in the back of Mick's Lounge, co-owned by his father in his hometown.

When a retail space opened next door to the bar, he opened his own restaurant. "We built a sit-down restaurant, but the people wanted the pizza delivered," he told an interviewer. "The customer kind of told us that was the way we needed to go; we just listened to the customer." In his heart, Schnatter knew pizza delivery was the way to go, too.

In the next 15 years, Papa John's saw tremendous growth, becoming the third-largest pizza chain in the country. Benchmarks came in 1993 with the 300th store and an initial public stock offering netting $18 million. The following year, the Louisville based chain opened its 400th
restaurant and made its second public offering, with $22.4 million in proceeds. Today, there are more than 3,000 Papa John's with $1 billion in sales in 2007. Even Schnatter says he did not see it getting quite so big—as he sold pizza out of that broom closet at Mick's Lounge, he imagined maybe 100 stores. Today he thinks, why not 5,000?

Source: http://www.success.com/article/chasing-down-their-dreams

### Narrative Framework Sheet

<table>
<thead>
<tr>
<th>Story Title:</th>
<th>Story Part</th>
<th>Main Idea</th>
<th>What happens?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The beginning</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>The Middle</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>The End</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>
Activity 4: Drawing Game

Choose a partner as your teacher passes to each pair a photo of your dream (something/someone). ONLY one of you will see the photo and describe it to your partner. Your partner should listen carefully to your description and will draw your dream (something/someone).

Example:

<table>
<thead>
<tr>
<th>The photo you describe: My dream House</th>
<th>The drawing your partner would draw</th>
</tr>
</thead>
</table>

(See Answer Key for sample photos)
Assessment: Conducting an Interview

Choose a person from your family or friends and ask them 10 questions about their dreams and life goals. You can record, videotape or transcribe your interview. Come up with your own questions and you may want to use the following questions:

Questions Box

1. Is your current job your dream job?
2. What did you want to be when you were a child?
3. Describe your dream house?
4. Is being rich the most important thing in life?
5. Does money buy happiness?
6. Who is your biggest supporter?
7. What do you do when you fail in your work/school/text?
Answer Key
Unit 1: Divorce

Activity 1: Listening to Music
Song: Bye bye bye

I'm doing' this tonight,
You're probably gonna start a fight.
I know this can't be right.
Hey baby come on,
I loved you endlessly
When you weren't there for me.
So now it's time to leave and make it alone
I know that I can't take no more
It ain't no lie
I wanna see you out that door
Baby, bye, bye, bye...

Bye Bye
Don't wanna be a fool for you
Just another player in your game for two
You may hate me but it ain't no lie,
Baby, bye, bye, bye...
Bye Bye
Don't really wanna make it tough,
I just wanna tell you that I had enough.
It might sound crazy,
But it ain't no lie,
Baby, bye, bye, bye

Just hit me with the truth,
Now, girl you're more than welcome to.
So give me one good reason,
Baby come on
I lived for you and me,
And now I really come to see,
That life would be much better once you're gone.
I'm giving up I know for sure  
I don't wanna be the reason for your love no more  
Bye Bye  
I'm checking out  
I'm signing off  
Don't wanna be the loser and I've had enough

**Unit 2: Online Addiction**

Activity 3: Vocabulary Bank

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip of the iceberg</td>
<td>A small part of a large problem or issue</td>
</tr>
<tr>
<td>Hooked on</td>
<td>Addicted to</td>
</tr>
<tr>
<td>Snowball</td>
<td>Increase rapidly in size, intensity or importance</td>
</tr>
<tr>
<td>Withdrawal Symptoms</td>
<td>Unpleasant physical reaction when someone stops using drugs</td>
</tr>
</tbody>
</table>

**Unit 3: Siblings**

Activity 2: Reading Comprehension Handouts

1. Alfred Adler
2. [Table]

<table>
<thead>
<tr>
<th>Eldest Child</th>
<th>Middle Child</th>
<th>Youngest Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual, Perfectionist, Hardworking</td>
<td>Flexible, diplomatic, competitive</td>
<td>Spoiled, fun, energetic</td>
</tr>
</tbody>
</table>

3. A. (F)  B. (T)  C. (T)  D. (F)  E. (F)  F. (T)  G. (F)  H. (T)
4. They should help their kids recognize what makes them unique.
5. A. Intellectual  B. Entrepreneur  C. Perfectionism  D. Flexible

Activity 4:
1. Lonely child  
2. Sister  
3. Family  
4. De Identify  
5. First Born  
6. Cousins  
7. Nephews  
8. Quarrel  
9. Siblings  
10. Gathering  
11. Nieces  
12. Brother  

**Unit 4: Life Goals**

**Activity 1: Watching a short lecture:**
1. An academic tradition. A professor gives his last lecture hypothetically.  
2. Pancreatic cancer  
3. A. NFL player B. Disney Imagineer  
4. No. He became an imagineer at Disney  
5. Aladdin's Magic Carpet Ride  
6. 15 years  
7. A. D. E  
8. He wants to tell people how to live their lives.

**Activity 2: Using Idioms in sentences:**
1. Old school  
2. Rode her hard  
3. This stinks

**Activity 4: Drawing Game**  
(Sample photos for students to describe)
<table>
<thead>
<tr>
<th>Dream Job</th>
<th>Dream Car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dream City</td>
<td>Dream Wedding Dress</td>
</tr>
<tr>
<td>Dream House</td>
<td>Dream Daughter</td>
</tr>
</tbody>
</table>
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions
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Conclusions

When English as a foreign language was implemented in Saudi schools in 1925, the Ministry of Education developed textbooks and teacher training programs. Moreover, the Ministry of Education introduced EFL courses in Saudi female universities as mandatory subject for the students’ first year. However, the way in which English is taught does not improve students’ learning process. In other words, Saudi female instructors use traditional methods in teaching the target language. For example, they lecture in their classes making themselves the source of knowledge while their students remain passive recipients of that knowledge. They also use L1 to explain the content of their lessons and to give instructions.

By Exploring Communicative Language Teaching Approach and employing The Multiple Intelligences Theory in this project, the author of the project has developed a handbook
for Saudi female EFL teachers to teach EFL reading interactively. The handbook presents ways to teach reading strategies. It also includes four units of different topics: Divorce, Online Addiction, Siblings and Achieving Dreams. Teachers can adapt these units in their classrooms.

The handbook has a great potential to change how language skills, especially reading, are being taught in Saudi female universities. The role of the teacher will shift from a lecturer to an orchestrator of students’ interaction as CLT will be employed in the classroom. Furthermore, by implementing MI in Saudi classrooms, Saudi female students’ different learning modalities will be activated to enhance their language learning abilities.

**Recommendations**

The handbook is designed for female Saudi EFL teachers to teach EFL reading strategies in Saudi universities. Therefore, I suggest that teachers should adapt the units presented in the handbook effectively. In other words, before employing the activities and exercises, they should have a solid background on Communicative Language Teaching Approach. Moreover, if the university wishes to use the handbook in teaching programs, I recommend that the university must give intensive courses on interactive teaching, and use the book as part of a larger curriculum. Furthermore, the audio files and video clips are included in a CD. The handbook includes several activities that can be enhanced and better illustrated with the use of supporting websites. Therefore, I suggest that the university provides a fast and full access to the Internet.

The handbook teaches Reading Strategies in a communicative way. It addresses all four skills. Grammar is not taught explicitly in the units presented in the handbook. Therefore, I recommend that Saudi students, in advanced levels, should be constantly reminded of grammar
rules and to provide them with the basic linguistic knowledge needed to carry out their EFL courses. The teacher is not required to give a separate grammar class. However, I suggest she observe her students’ use of grammar, spot grammatical errors and explain the rules explicitly to her students.

In conclusion, I hope that by creating this handbook, I have made English instruction easier and more enjoyable to female Saudi University students.

References


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http://eric.ed.gov/?id=ED438713


doi:10.5539/ies.v4n1p242


