



شبكة المعلومات الجامعية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





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# شبكة المعلومات الجامعية

## التوثيق الالكتروني والميكرو فيلم

# جامعة عين شمس

التوثيق الالكتروني والميكرو فيلم

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شبكة المعلومات الجامعية



بالرسالة صفحات  
لم ترد بالأصل

**TANTA UNIVERSITY  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM  
& INSTRUCTION**

**A PROPOSED PROGRAM FOR DEVELOPING  
SPEED AND COMPREHENSION IN SILENT  
READING AMONG ENGLISH DEPARTMENT  
STUDENTS AT THE FACULTY OF  
EDUCATION**

**A Thesis**

Submitted in fulfillment of the Requirements  
For the Master's Degree in Education  
(Curriculum and Methods of Teaching English)

**By**

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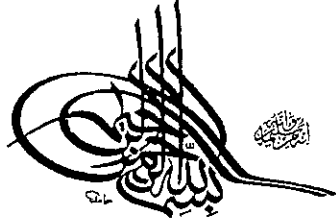
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لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا  
تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ  
عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ ۖ وَاعْفُ عَنَّا وَاعْفِرْ  
لَنَا وَارْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٨١﴾

الصلوة  
العظيمة

(سورة البقرة ، الآية ٢٨١ )



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*The researcher*





## ABSTRACT

The ultimate objective of this research was to study the effectiveness of a proposed schema-based program in developing reading comprehension and reading speed of EFL students at the Faculty of Education. For this purpose, 60 third-year EFL students were randomly selected and assigned to a treatment group ( $N = 30$ ) and a no-treatment group ( $N = 30$ ). Students in the treatment group were taught the proposed program while students in the no-treatment group only participated in pre-posttesting. The program consisted of three units. Each unit consisted of four sessions focusing on a schema-based reading strategy. In the first unit, students were taught to recognize and use text top-level structures as well as to make linguistic predictions (the structure strategy). In the second unit, they were taught to make content predictions employing background knowledge and experience (the prediction strategy). In the third unit, they were taught to approach reading with prequestions formulated on basis of background knowledge and experience (The prequestioning strategy). The t-test was performed on subjects' scores on the reading comprehension and reading speed posttests to investigate the differences between the two groups on overall comprehension, literal comprehension, critical comprehension, and reading speed. Results revealed significant differences between the two groups on all measures of comprehension and reading speed in favour of the treatment group. Thus, the proposed program proved effective in developing EFL students' reading comprehension and reading speed.

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