The Effect of Using PORPE Strategy on Improving Iraqi EFL Students' Reading Comprehension Skills

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Abstract

The present study aims at finding out the effect of using PORPE Strategy on improving EFL college students' reading comprehension skills. To attain the aim of the study, an experiment has been conducted on a sample of (60) EFL students at the Department of English, College of Education, University of Wasit during the academic year 2016-2017. The sample has been distributed into two groups with (30) students in each, a control group taught according to the conventional techniques and an experimental one taught by using the proposed strategy. The two groups have been equalized according to age, levels of parents' education and pre –test scores.

At the end of the experimental instruction period, an achievement test has been administered to both groups. The findings of this test reveal that the results of the experimental group are significantly superior to the results of the control group.

Pedagogical recommendations and suggestions for further research are presented in the light of the results at the end of the study.

اثر استخدام استراتيجية التنبؤ، التنظيم، التدريب، التمرين، التقويم على تحسين مهارات القراءة الاستيعابية لطلبة اللغة الإنجليزية لغة أجنبية العراقيين

الملخص

استراتيجية التنبؤ، التنظيم، التدريب، التمرين، التقويم (PORPE Strategy) هي أداة مفيدة لتطوير العديد من المهارات التعليمية وخاصة مهارات القراءة الاستيعابية. تستخدم هذه الإستراتيجية لتدعيم التعلم ألابتكاري عن طريق توفير الفرص للطلبة للمشاركة الفعالة في المواد التعليمية لتساهم في بناء الفهم. وهي طريقة راسخة لتشجيع المتعلمين لتبادل وتعلم مادة معينة ، يمكن استخدامها لمساعدة الطلاب على تعلم التعاون كأعضاء فريق وتقاسم مسؤولياتهم التعليمية من خلال استخدام التفكير النقدي والمهارات الاجتماعية لتحليل ووصف مهمة ما ، كذلك فإن هذه الإستراتيجية تساعد على تحسين القراءة التواصلية، ومهارات حل المشكلات.

تبدأ استراتيجية التنبؤ، التنظيم، التدريب، التمرين، التقويم (PORPE Strategy) من خلال جعل الطلاب يراقبون سلوك ثقافي و لغوي أو قراءة نص التعليمي، ثم وصف ذلك. الوصف هو أفضل محطة للبدء لأنه يشجع الطلاب على مراقبة السلوك بعناية من خلال الامتناع عن الإدلاء بالتفسير والحكم الشخصي الفوري .لذا فان من خلال الأسئلة الوصفية ربما يجد الطلاب المزيد من المعلومات التي تساعدهم في تشكيل التفسيرات والتقييمات اللاحقة (Beckman & Klinghammer 2006:38).

تعتبر القراءة الاستيعابية واحدة من الأهداف الرئيسية لمدرس اللغة الحديث فهي أكثر من النطق بالكلمات بصوت عال وهي كذلك أكثر من التمعن طويلا للنظر بروية في كل كلمة او كل جملة. بل هي عملية معقدة تتألف من عدة مستويات ومهارات تعمل معا لإنتاج الهدف النهائي الذي هو المعنى. الاستيعاب يؤدي إلى الإنتاج حيث ان من دون الاستيعاب لا يمكن للطلاب التعبير عن أنفسهم بشكل جيد .

تهدف هذه الدراسة إلى معرفة أثر استخدام استراتيجية التنبؤ، التنظيم، التدريب، التمرين لتقويم (PORPE Strategy)على تحسين مهارات القراءة الاستيعابية لطلبة الجامعات العراقيين الدارسين

للغة الانكليزية لغة أجنبية.

تنتمي هذه الدراسة إلى تصميم البحوث التجريبية التي تدرس فيه المجموعة الضابطة وفقا للطريقة التقليديـــة، فــــي حــــين يــتم تـــدريس المجموعـــة التجريبيـــة وفقـــا إســـتراتيجية التنبؤ،التنظيم،التدريب،التمرين،التقويم .(PORPE Strategy) وقد اختار الباحث عينة الدراسة عشوائيا. بيانات هذه الدراسة هي إجابات الطلاب المستمدة من أوراق الاختبار .

يتكون الاختبـار مـن (٢٠) سـؤالا يستغرق (٦٠) دقيقة. افترضت الدراسة أن اعتمـاد إسـتراتيجية التنبؤ،التنظيم،التدريب،التمرين،التقويم (PORPE Strategy) في تدريس اللغة الإنجليزية كلغة أجنبيـة لطلبـة الجامعـة العـراقيين ليست لـه آثـار إيجابيـة كبيـرة على أدائهـم في مهـارات القراءة الاستيعابية.

لتحقيق أهداف الدراسة، أجريت تجربة على عينة قوامها (٦٠) طالبا وطالبة يدرسون اللغة الإنجليزية لغة أجنبية في قسم اللغة الإنجليزية، كلية التربية، جامعة واسط خلال العام الدراسي ٢٠١٤–٢٠١٥. وقد تم توزيع العينة إلى مجموعتين، مجموعة ضابطة تدرس وفقا للتقنيات التقليدية وأخرى تجريبية تدرس باستخدام الإستراتيجية المقترحة (٣٠) طالبا وطالبة لكل منهما. وقد تمت مكافئة المجموعتين وفقا للسن، ومستويات تعليم الوالدين وكذلك نتائج الاختبار القبلي. في نهاية مدة التدريس أقيم اختبارا تحصيليا لكلا الفريقين. أظهرت نتائج هذا الاختبار أن متوسطات درجات المجموعة التجريبية هي (١٤. ٦٣) والمجموعة الضابطة هي (٨.٨٠). باستخدام اختبار (تي) في درجة حرية (٥٨) ومستوى دلالة (٠.٠٥) . حيث يشير ذلك الى تفوق نتائج المجموعة التجريبية بشكل كبير قياسا الى نتائج المجموعة الضابطة. وبالتالي، تم رفض فرضية الدراسة .

على ضوء نتائج الدراسة تم عرض التوصيات والمقترحات لمزيد من البحوث التربوية.

Introduction

PORPE is an abbreviation of Predict , Organize , Rehearse , Practice , and Evaluate. PORPE Strategy is a pedagogical tool to develop these five skills, help to build the difference between Prediction and evaluation, and enhance reflection on the politics of the educational works. It usually involves preparing students to deal with the intercultural experience, and then interactively work with the prediction ,organization , rehearsing ,practising and evaluation of this experience. PORPE Strategy can also be seen as a more general heuristic for the (interpretative) social and cultural sciences and for enhancing the level of students' proficiency in any educational field (Beckman &Klinghammer 2006:38).

Section One: Introduction
Statement of the Problem

The problem of the present study circles around the development of reading comprehension skills of EFL students at English departments in Iraqi universities. Students at these departments are reported by different studies to be poor readers and/or most of them either fail or get low marks in the items that measure their ability of comprehension and interpretation in their academic exams.(Bany Weis,2004 andAl-Bazzaz,2005).

One possible reason behind this weakness in the Iraqi EFL students is their teachers' ignorance of the important role of reading comprehension as a significant factor in developing students' ability and learning of English. This, in turn, makes them teach reading comprehension through traditional procedures rather than on by new trends of language teaching.

The researcher in this study tries to experiment the PORPE Strategy as an effective alternative orientation in teaching reading comprehension skill.

Aims

The study aims at finding out the effect of using PORPE Strategy on Iraqi EFL students' reading comprehension skills.

Hypothesis

It is hypothesized that there is no statistically significant difference between the mean score of the experimental group which is taught reading comprehension according to PORPE Strategy and that of the control one which is taught according to the conventional procedures in their achievement on the reading comprehension test.

Limits

The study is limited to EFL students at the Department of English / College of Education / University of Wasit during the academic year 2016-2017.

Procedures

To achieve the aims of the study, the following procedures are adopted:

1. Selecting a representative sample.
2. Constructing pre and posttests of reading comprehension.
3. Designing teaching plan of reading comprehension according to the experimented strategy.
4. Assigning the sample into experimental and control groups.
5. Teaching the experimental group according to the designed teaching plans.
6. Administrating the post test of reading comprehension and statistically manipulating the results.

Values of the Study

It is hoped that this study will be of value in introducing the PORPE Strategy to EFL teachers to be acquainted with the modern concerns of teaching EFL students. Textbook designers are also hoped to pay more attention to including more effective reading comprehension activities and prescribing new teaching strategies for teaching such activities.

Section Two: Review of Literature

PORPE Strategy

It is necessary to know what POPRE Strategy is , what it means , and where it is used .

Simpson (1986 : 407) states that PORPE Strategy is a strategy that uses essay tests to assess students' learning . It is also used to assess any kind of exams that promote high level of thinking . For example , synthesis , application , and evaluation .

"POPRE Strategy is an independent study strategy which operationalizes the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content area maternal" . (Baker and Brown , 1984 : 354)

POPRE Strategy is an excellent study strategy which allows students to produce and answer essay questions . It can be regarded as a reading comprehension process that is prepared by teachers . PORPE strategy is an abbreviation of Predict , Organize , Rehearse , Practice , and Evaluate . (Simpson . et al , 1989 : 22)

Steps of PORPE Strategy

PORPE strategy has six steps which are Predict , Organize , Rehearse , Practice , Evaluate . It is necessary to follow them in order and know what is meant by each .

Baker and Brown (1984 : 356) describe the effective readers as those who have the ability to deal with these met a cognitive skills : "clarify their purpose for reading by understanding the explicit and implicit demands of the task , identify the important aspects of a message , focus attention on the major content and not the trivia , monitoring their ongoing activities to ascertain whether comprehension is occurring , engage in self-questioning to determine if their purpose is being achieved , and take corrective action when failures in comprehension are identified ."

1. Predict

It is the first step of PORPE which inquires the students to notice most influential part of information in the text , that is why it is regarded as involving in the encoding processes of selection . After the student finish reading the text , they are required to predict suitable essay questions and clarify the aim of their study . This will help them to deal with the text actively and in more elaborative way (Simpson et al . 1988 : 154).

Baker and Brown (1984 : 357) state in the predict step students from questions that look for "a synthesis and discussion". "a comparison and contrast" or "an evaluation of the key concept from a unit of study" .

"To say that something will happen in a particular way . Predict deals with students" ability to predict questions based on the text"(Longman , 1995 : 1107).

Simpson et al (1989 : 23) mention that WH questions can be used to predict possible essay questions . Such type of questions require essay answers but do not require analysis . Some important question forms are "explain" , "discuss" , "criticize" , "contrast" and "compare" . They also mention that this step is considered very important because it combines the remaining four steps but it is regarded as independent study strategy by itself.

2. Organize

Cook and Mayer (1983 : 88) clarify that students are involved in organizing pieces of information that will help them answer their predicted essay questions .The students can build a map or outlines that are considered to be useful to form a completely coherent arrangement of the material . "Make the necessary arrangements so that an activity can happen"(Longman , 1995 : 999) .

Simpson et al (1988 : 155) state that students are concerned in selecting , attaining , and building the critical encoding processes while they organize the important ideas of the text . Moreover , they need to use their

own words , structure m methods in arranging the key points of essay questions .

3. Rehearse

It is the third step in which students recite the information loudly . After summing up the key ideas , they have to share the information from the text with the rest of the class . Students transfer the information , ideas , examples , and the overall organization into the long term memory to be recalled in examinations"Practice something that you plan to say to someone"(Longman , 1995 : 1196) .

4. Practice

Simpson et al (1988 : 157) stat that students have to write answers to their self-predicted essay questions from the memory . This step is regarded as "an integrative encoding process" and it is the validation step of learning ."Repeated regularly to improve one's skill" (Longman ,1995: 323) .

5. Evaluate

It is the final step which demonstrates whether students have understood the content and created meaning text or they still need to go back to the organizing or rehearsal step of PORPE strategy . They need to revise their essays putting six questions in mind : (a) "Did I answer the question directly ?" (b) "Did my essay have an introductory sentence?" (c) "Was my essay organized with major points or ideas which were made obvious to the reader ?" (d) " Did my essay include relevant details or examples to prove and clarify each point?" (e) " Did I use transitions to cue the reader ?" (f) " Did my essay make sense and show my knowledge of the content?" (Simpson et al , 1988 : 159) .

"Decide the value or quality" . (Longman , 1995 : 142)

Benefits of Using PORPE Strategy

Simpson (1986 : 410) states that PORPE strategy is , in the first place , made for students who need to know to study and prepare for essay examinations . It is assumed that students who use PORPE strategy are expected be "effective readers" . It is a useful strategy of developing the cognitive and met a cognitive processes which students need to use that writing would be a device of learning and studding for objective or essay tests . Sometimes it is considered as a time consuming process and not essay job because it needs analysis and days for the students to be well – prepared . However . , it is an excellent mean to help students fully understand the material or the text and encourage class discussion .

PORPE Strategy can motivate students to "synthesis" , "analysis" , and "think about key concepts" . It also helps students to be ready for "multiple – choice exams" particularly in the questions that ask them to conclude something and use the information to new situations and contexts . One of the greatest advantages of PORPE strategy is that it has long – lasting and long – period influence upon the students learning . It is used in content area material and can be combined into teachers instructions . The class-room teachers directs students through the five steps by "modeling the process and structuring classroom activities to monitor and aid students in their first uses the strategy" . By itself it does not help students become successful independent learners rather they need a collection of strategies . (Simpson , et al , 1988 : 170)

Simpson et al (1982 : 26) declare that the aims of PORPE method are enlarge students' comprehension in dealing with text , increase their "conceptual learning" , help them answer the "Why" and "How" questions , judge and critical the text , and aid students to think and prepare well – organized writing essays for any exams , articles , and tasks .

Reading Skill

Reading is the skill of getting the meaning of a text; the message, the writer intended to say employing textual features and common presuppositions with the reader.

Ur (1996: 148) compares between efficient and inefficient reading in terms of the criteria of language, background knowledge ,concept, attention, incomprehensible vocabulary, speed , prediction, perception ,motivation, purpose, attitudes and strategies.

To sum up these definitions, many writers have arrived at the conclusion that reading is the translating of graphic symbols into their corresponding from whether spoken or written. While, adherents of the definition of reading regard it as extracting meaning from text andas the central to all reading(Brown, 2004:173).

These definitions try to be more global so they endorse the point of view that comprehension is the core of reading, without which no reading can take place.

Comprehension is the essence of all types of reading. The reader must grasp what the author has meant and reflect upon it. Besides, he must evaluate it critically and apply what he has learnt and gained in a useful situation(Brown, 2004:173).

Reading and writing skills are considered the most important ways in saving and restoring meanings and ideas so as not to be lost. Without reading and written texts, it is very difficult to accumulate knowledge based on what has been already known (ibid).

There is a great significance of reading skill for education planners, curricula developers, teachers, and researchers in teaching and learning. (Armbruster et al, 2003: 1).

Day &Bamford (2002: 138) put the principle "Reading is its own reward" among the most important ten principles related to reading in EFL,

this indicates the genuine function of reading related to culture and knowledge (Brown, 2004:185).

Reading for knowledge in general and for pleasure depends on the level of reading comprehension, weaknesses in basic levels of reading and insufficient understanding or speed will limit the quantitative and qualitative scopes of reading, while developing these levels enables readers to read more materials with more complicated contents.

Basic levels of reading start with literacy where the relationships between the articulated phonemes and the written letters are identified (Chastain, 1988:218; Huffstetter, 2005: 24). This develops to build accumulated knowledge of reading words, sentences, and texts. Rules of spelling, pronunciation, and grammar are learnt in parallel during the basic levels of learning skills of reading, writing, listening, and speaking which establish second language learning. Reading efficiency develops depending on mastering these basic linguistic skills employing cultural and societal knowledge. Kim (2002: 2) believes that the rationale for emphasizing the importance of reading instruction such as phonological awareness, decoding, and word identification is that this makes a kind of struggling readers reduced. Moreover, instruction on early reading skills must precede instruction in comprehension.

Reading Comprehension Skills:

Long and Richards (1971:202) assert that reading comprehension is an important skill in teaching and learning English as a foreign language. The level of students' proficiency in reading comprehension decides their progress in academic fields and in the general knowledge. Teaching and learning reading comprehension skills are graded from simple words and statements to texts with different sizes and complexity levels. they aim to enable students to understand the meaning of new texts with suitable levels of speed and efforts ,thus , reading comprehension skills are skimming, scanning , extensive reading and intensive reading .

1-Skimming is one of the skills can be used in reading more in short time, it also refers to searching for the r main ideas, and engages with the factual data (ibid:198).

2-Scanning is an important skill for speeding up students reading. Unlike skimming, in scanning skill, the students look for a specific notion without searching the whole text for general idea or to read everything (Long and Richards ,1987:76).

3- Intensive reading is achieved, according to Brown (1989:84) by giving attention to grammatical structure, discourse markers, and other surface form details for the aim of comprehending literal meaning, implications, rhetorical relationships, and the like." Long and Richards (1987:55) define intensive reading as a "detailed in-class" analysis, led by the instructor, of vocabulary and grammar aspects, in a short passage."

4-Extensive reading , according to Brown (1989:17) is carried out "to achieve a general understanding of a text."

Problems in Teaching Reading Comprehension

Arabic reader considers reading word by word as not being reading at all , that through the words the readers are dealing or trying to deal with objects while the objects are gone by present to come for eternal. So, students grew to be no more than parrot readers who read sentences and even paragraphs without going deep into the ideas expressed behind them. Arabic readers concentrate on pronouncing the words written in their textbooks with little attention on the meaning which a series of words convey(Miller and Lairds, 1972: 15).

Gowers (1975: 66) points that reading comprehension widens the gap to understand the meaning between attaining satisfactory level of comprehension and learning the language.

Pronouncing words is considered as one of the aspects of reading skill, but that does not mean the foreign language students should be only trained in this skill. They have to get meaning from them. They should

familiarize themselves with the code of the foreign language as they know it in their own language (Weekley, 1926: 23).

Careful reading results from wide reading and gaining reading experience because "there is so much emphasis on understanding the meaning of new words, new idioms and new grammatical structures, that the students cannot enjoy its reading.

Teaching reading comprehension aims to enable students to enjoy (or at least feel comfortable) with reading in the foreign language, and to read without help unfamiliar authentic texts at appropriate speed, silently, and with adequate understanding" (Nuttall,2000:31).

Teaching reading comprehension faces serious problems because of weaknesses inherited from previous stages. "many students arrive in school at-risk for reading difficulties due to a lack of exposure to the types of early experiences with language and reading activities that are presented in schools" (Huffstetter, 2005: 43).

Section Three: Methodology

Method

A pre-post tests experimental - control group design has been used as the experimental design. In this design , the experimental and the control groups are selected randomly and the independent variable (PORPE Strategy)is administered only to experimental group .Both groups are measured by pre-post tests on the dependent variable(reading comprehension tests).

Population and Sample

The population of the current study is the second year college students at Wasit university ,college of education. The total number of students ' population at second stage is (111) students distributed into three classes. Two classes out of three were randomly selected from the population to be the sample of this study.

The total number of the sample subjects was (60) , (30) students (8 males and 22 females) of the sample have been chosen randomly as an experimental group while (30) students (5 males and 25 females) have been selected as a control group, repeaters have been excluded. Their average age is twenty years old.

The Pre-post Tests

In order to achieve the aim of the study, a pretest (appendix I) is conducted to ensure the equalization of the two groups and posttest (Appendix II) to evaluate the effectiveness of PORPE Strategy on students reading comprehension skills. Thus, a reading comprehension tests have been constructed. Both groups are exposed to the same pre and posttests.

The extracts of the pre-post tests are chosen by the researcher from their textbook (Sixty Steps to Précis by L.G. Alexandra) , units (9 and 10) have been selected for testing students and (40) questions are designed related to the adopted passages ,(20) questions for each one .

The researcher has allocated (1) mark for each correct answer and (0) for the wrong answer. Thus ,the highest mark the student could get is (20) ,while the lowest mark is (0).

Validity

Since the researcher's main concern in this study is to measure the effect of using PORPE Strategy on students reading comprehension skills, the items are carefully constructed so as not to give space to other aspects to be tested other than PORPE Strategy. Brown (1996: 231) indicates that validity is "the degree to which a test measures what it claims, or purports, to be measuring." Face validity and content validity are very important types of validity which are considered standards to measure test validity.

According to Harris (1969: 7), face validity is "the way the test looks to the examinees, test administrations, educators, and the like." Therefore, the test has been exposed to the jury members .

Face validity are most often determined on the basis of expert judgment (Burns, 2000: 352), therefore, the tests have been submitted to a jury of experts. The jurors have shown their approval of the tests as being valid to measure the purposes for which they are designed. The jurors have given some suggestions which have been taken into consideration by replacing some sentences and modifying some items.

Pilot Administration

A pilot administration of the test has been carried out in order to ensure the clarity of the test , to estimate the time allotted for responding and to compete the reliability coefficient of the test. Therefore , the test has been given to (30) students from department of English . Consequently, no ambiguity is found concerning the items of the test. As for the time required for answering the test , it has been found that the students need (60)minutes to answer the test.

Reliability

One of the characteristics of a good test is reliability. It is defined by Brown (1996: 192) as "the extent to which the results can be considered consistent or stable." To ensure that, a definite scoring scheme has been used. Furthermore, the instructions of the test have been clearly explained to the subjects.

There are different methods for estimating the reliability of a test, as Burns (2000:340-344) says, such as: test-retest, two equivalent forms, split-half, and Kurder-Richardson method.

Kurder-Richardson is the method adopted to estimate the reliability of the present test and the computation of this formula has yielded that the reliability coefficient of the present test is (0.96) which is a highly positive correlation (ibid:235).

Equalization of the Sample Subjects

To increase the sensitivity of the experiment , and thereby increase the probability of detecting the effect that actually occurs , both groups have been equated on some of the variables which may affect the findings of the experiment. These variables are : age , level of fathers education , level of mothers education and the subjects pre –test score . Relevant information is taken from the students themselves .

Using the t-test for two independent samples , it is found out that the subjects of the experimental and control groups are matched in all the above mentioned variables since there are no statistically significant differences between the two groups at 0.05 level of significance and under 58 degree of freedom . Table (1) summarizes the results.

Table (1)
t-test Statistics for the Variables of Age , Level of Parents Education
Pre –test scores

Variables	Groups	No	Mean	Standard Deviation	t-value Computed	table
Age in months	Experimental Group	30	195.5	5.668	0.644	2.000
	Control Group	30	194.7	3.194		
Level of fathers education	Experimental Group	30	5.533	1.008	1.246	2.000
	Control Group	30	5.133	1.432		
Level of mothers education	Experimental Group	30	5.133	1.196	1.127	2.000
	Control Group	30	4.733	1.530		
Pre –test scores	Experimental Group	30	7.33	2.040	1.339	2.000
	Control Group	30	8.10	2.383		

The Instructional Material

The instructional material in this research depends on the Sixty Steps to Précis by L.G. Alexandra(1970) , which is taught in the second year of study at the English Department of the College of Education/ University of Wasit .The textbook consists of 60 units . The researcher has chosen The first eight units have been chosen to be taught to the experimental group by using PORPE Strategy.

Procedures of PORPE Strategy

Prediction

- Read the passage in pairs , small groups or individually.
- Predict suitable essay questions.
- Clarify the aim of their reading, what did the student feel at the time.
- Avoid the interpretation and evaluation in the prediction phase

Organization

- Organizing pieces of information that will help answer the predicted essay questions.

- Organize the students ideas.

- Build a map or outlines that are considered to be useful to form a completely coherent arrangement of the material.

- Make the necessary arrangements so that an activity can happen.

Rehearsing

- Recite the information loudly.

- Sum up the key ideas.

- Share the information from the text with the rest of the class.

- Transfer the information , ideas , examples , and the overall organization into the long term memory

Practising

- Write answers to the self-predicted essay questions from the memory.

- Organize the students ideas.

- Repeated regularly to improve one's skill.

Evaluating

- Think of possible explanations for what the student reads.

- Organize the students ideas.

- Identify linguistic forms the students use to describe the passage.

- Find four or more different interpretations for the events.

Procedures of the conventional method

- Read the passage by the teacher.

- Read the passage by the students.

- Explain the difficult words by the teacher.

- Correct the pronunciation mistakes.

- Translate the difficult words to Arabic language.

- Answer the exercises related to the passage.

Experiment Application

The instruction has started on the 1st of October , 2016 , in order to control the teacher variable , the two groups have been taught by the researcher himself . The teaching lessons are arranged to both groups on Monday each week. The control group has been taught by the conventional way (teacher-centered method), while the experimental group has been taught by using PORPE Strategy.

Test Design

The test consists of twenty questions used for measuring the subjects ability to read and understand passages. These tests contain reading passages and questions about these passages. The tests are designed to cover the four directions of reading comprehension: scanning**,** skimming**,** intensive and extensive reading**.**

The first five questions are designed to measure the subjects' responses at the scanning skill by asking subjects to find a particular piece of information. The second five questions are designed to evaluate subjects skimming **s**kill by telling subjects to gather the most important information as quickly as possible. The third five questions are formulated to test subjects intensive reading skill by finding the details of a specific information . The last five questions measure extensive reading skill when the subjects are asked to find general information of a passage.

The Scoring Scheme

The test has been scored out of 20. The scores have been divided in an equal way so as to give one score for each correct answer in all questions and (zero)for the incorrect answer. The item which is left without answer by the subjects has been considered incorrect and given zero since the subject hasn't recognized or produced any answer.

Final Administration

On the twelfth of January during the academic year (2016-2017), the final version of the post-test has been conducted on (60) of the students of the English Department at University of Wasit. The subjects have taken one hour for responding to the items, which is the time allotted for the test. According to Carroll (1980: 16), a good test is expected to "provide as much information as is required with the minimum expenditure of time, effort and resources."

The researcher taught the experimental group the passages selected according to PORPE Strategy, while the control group has been taught the same passages by the researcher according to the traditional method then he distributed the test papers. Any question, the subjects have asked, the researcher answered. The subjects have been assured that the test was purely for research purposes and did nothing with their marks by informing them not to write their names on the test sheets.

Moreover, the subjects are asked to give their responses on the test papers so as not to waste time and effort. Brown (1996: 205) remarks that " a good test should be economic both in time and stationary."

After collecting the test sheets, the researcher himself has scored those papers.

Section Four: Results and Conclusions

Results and Discussion

In order to determine whether there is any statistical significant difference between the mean scores of the experimental and the control groups in their achievement on the reading comprehension test , t –test formula for two independent samples has been used (see table 2).

Table (2)

Mean , Standard Deviation , and t-test values of the subjects achievement on the reading comprehension test

Group	No.	Mean	*Standard Deviation*	*t-test values*	
				Computed	**Table**
Experimental	30	14.63	3.146	7.171	2.000
Control	30	8.80	3.156		

The results, as shown in table (2) indicate that there is a significant difference between the two groups in their achievement on the reading comprehension test . The mean score of the experimental group is found to be higher than the mean score of the control group. The computed t-test value is found to be higher than the table t- value under 58 degree of freedom and at 0.05 level of significance. This finding reveals that the experimental group achieves better than the control group on the reading comprehension test .Thus , the study hypothesis is accepted.

This finding , proved that the incorporation of PORPE Strategy in teaching reading comprehension skills produced significantly positive outcome. This could be due to the fact that PORPE Strategy provides a platform for students to analyze and synthesize ideas which could lead to a higher level of thinking and understanding. PORPE Strategy had helped students in terms of describing , interpreting and evaluating any material.

Conclusions

This study shows that PORPE Strategy enhances students reading comprehension skill. Their scores indicate that the using of PORPE Strategy will improve the students four reading comprehension skills (scanning , skimming , intensive and extensive reading). Thus , it is important to adopt PORPE Strategy in teaching English language. Not only on the students achievement but also enhancing their critical thinking .

The use of PORPE Strategy has been proven to culminate positive outcome in students` reading comprehension achievement.

Recommendations:

The following recommendations are suggested:

1.Language learners need strategies such as skimming , scanning , intensive and extensive reading, which provide them with abilities to comprehend academic texts .

2. The teachers should be engaged in practising and testing reading skills necessary for academic success.

3. ELT teachers should be encouraged to use the strategies used for developing language skills and enhancing comprehension.

4.Teachers should be acquainted with modern trends in teaching in general and in foreign language teaching in particular and they should be advised to be aware new methods in language teaching.

5. In –service training programmes should last for a long period rather than four or five days that such programmes should cover the most important new methods and offer more time to teachers' training.

6. Departments of training in General Directorates of Education should make use of the techniques used in reading comprehension for training teachers to adopt these techniques.

7. Syllabus designers have to include activities or exercises help in developing reading comprehension skills .

8.Departments of English in Iraqi colleges of education are invited to use modern techniques in teaching in order to increase Iraqi EFL teachers' abilities in English teaching . They are also required to involve teachers in various intensive courses in respect to acquiring good teaching skills and to teach reading comprehension skills .

9. It is hoped that this research study encourages teachers to investigate the phenomenon of PORPE Strategy in foreign language adult learners and to

develop more teaching techniques to achieve a better foreign language learning

Suggestions for Further Studies

The following studies are suggested:

1. Implementing a similar study in the another college stages, and another academic subjects .

2. Measuring the effects of administrating PORPE Strategy on EFL Reading Comprehension and listening Comprehension tests in the Iraqi intermediate and secondary schools.

3. Investigating the effect of adopting PORPE Strategy on the achievement of EFL college students in another skills like writing and listening. 4. Designing programmes involved the procedures of PORPE Strategy for facilitating the use of this strategy to the EFL teachers.

5. Conducting a comparative study in assessing the differences of using two or more modern strategies in the different academic skills.

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Appendix I

Reading Comprehension Pretest

Read the passage and choose the best answer

Ever since a prisoner had escaped because a sentry had fallen asleep while on duty, especial   instructions had been issued by the prison-camp authorities. The sentry in the watch-tower had been ordered to give the alarm the moment anything even slightly suspicious occurred.

On the night following this escape, the sentry guided the powerful searchlight across the grounds of the prison-camp. He looked down from the watch-tower wearily as the light lit up huge patches of deserted ground. The prisoners were all asleep and the windows of their sleeping quarters often reflected light as the lamp shone on the grey, gloomy walls. Suddenly, the sentry jerked the lamp round and directed it on a small clump of bushes. He was sure he had heard leaves rustling and there was no wind at all that night. The bushes were quite still and after a time the light of the lamp drift across to the building.

The lamp continued its monotonous path up and down the camp. But when the sentry tried to focus the light on the bushes again, he found that they were no longer there! All he could see was dry, bare ground. He swung the lamp violently from side to side and then held it still as soon as he saw more bushes. For fifteen minutes nothing happened; the sentry kept watch the whole time. Then a small tree seemed to fall sideways and he heard twigs snapping in the darkness. He immediately raised the alarm and saw four figures dart into the shadows. Lights went on all along the enclosure. The sentry just caught a glimpse of two figures crouched against the wire fence and two others running in opposite directions. He then saw five guards rushing towards the prisoners. They were shouting loudly and from where he was, he heard the crack of a pistol shot.

A

1. The term" Jerked" is closest in meaning to which of the following?
>   a. lifted.
>   b. carried.
>   c. moved suddenly.
>   d. moved gently.

2. The term "attempt" is closest in meaning to which of the following?
>   a. try.
>   b. burglary.
>   c. effort.
>   d. jailbreak.

3. The term" rustling" is closest in meaning to which of the following.
>   a. whish.
>   b. murmur.
>   c. moving.
>   d. staying.

4. The word" bushes" could best be replaced by which of the following?
>   a. wood.
>   b. fire.
>   c. sapling.
>   d. shrub.

5. The term" crouched" is closest in meaning to which of the following?

>   a. stop.
>   b. start.
>   c. squat.
>   d. lie face down.

B

1.The sentry in the watch-tower
>   a. had fallen asleep.
>   b. had fallen asleep the night before.
>   c. was particularly careful because he wanted to prevent another escape.
>   d. had been punished for falling asleep.

2.What first made the sentry suspicious was
>   a. the clump of bushes.
>   b. the disappearance of the clump of bushes.
>   c. the sound of leaves rustling.
>   d. the sight of a small tree falling sideways.

3.They had ordered……

a. the alarm the sentry to give.
b. the sentry to give the alarm.
c. to give the alarm the sentry.
d. the sentry the alarm to give.

4.The sentry noticed five guards…towards the prisoners
a. rush.
b. to rush.
c. to rushing.
d. in rushing.

5.Huge patches of deserted ground means
a. large deserts.
b. pieces of farm land.
c. places where nothing grew.
d. large areas of empty land.

C

1.The word "he" in line 7 refers to which of the following?
a. the sentry.
b. the prisoner.
c. the driver.
d. prison figure.

2.Prisoner had escaped because.
a. the sentry had fallen asleep while on duty.
b. there is no sentry there at the moment .
c. the sentry was killed.
d. the sentry took a bribe from him .

3.How many figures did the sentry see .
a. two on the fence and another two are running..
b. glimpse of two figures only .
c. three figures.
d. two figures are running.

4.The sentry looked down from…..
a. high tree.
b. watch - tower.
c. the building .
d. prison camp.

5. It can be inferred from the last line that.
a. the prisoners were arrested.
b. the prisoners were escaped.
c. the prisoners were killed.
d. the sentry was killed .

D

1.Which of the following best expresses the main idea of the passage?
      a. some prisoners escaped while the sentry had fallen asleep.
      b. the decision of the authorities of the prison.
      c. the description of the jail.
      d. describing the prison - camp.

2. The author's purpose in writing this passage is to.
      a. present the suffering of the prisoners.
      b. present the suffering of the sentries.
      c. warn the others from the dangerous of escaping   .
      d. describe the jail and sentries .

3. The second paragraph discuss?
      a. the description of the grounds of the prison camp.
      b. the description of the environment .
      c. the author's point of view.
      d. the author's purpose in writing this passage.

4.What is the main topic of the passage?
      a. the biography of sentry.
      b. describing the attempt of escaping .
      c. the coming back of the prisoners after successful escaping.
      d. describing the behaviors of people in the jail.

5.The suitable title to the passage is.
      a. the escape.
      b. the sentry .
      c. the prisoners.
      d. the prison - camp.

Appendix II

Reading Comprehension Posttest

Read the passage and choose the best answer

A

1.The term" piloted" is closest in meaning to which of the following?
    a. drove.
    b. steered.
    c. pulled.
    d. guided.

2. The word" cheered" means.
    a. joyance.
    b. praise.
    c. hurrah.
    d. delight.

3. The word decked is closest in meaning to which of the following.
    a. brocaded.
    b. deck.
    c. the back of the boat.
    d. embroidered.

4. The term "twirled "is closest in meaning to which of the following?
    a. cycle.
    b. wheel.
    c. rotation.
    d. twist.

5. The word" mounted" could best be replaced by which of the following?
    a. confirmed.
    b. proved.
    c. carried.
    d. riding.

B

1.One of these statements is true . Which one ?
    a. The ship arrived at the time it was expected.
    b. The ship was late arriving.
    c. The ship was three-quarters of an hour late.
    d. They had been waiting for a long time , but the ship hadn't appeared.

2.From the description , it is clear that the crowd consisted

a. mainly of women.

b. mainly of men.

c. mainly of children.

d. mainly of elderly people.

3.We didn't need …and cheered more loudly than ever

a. to tell.

b. to be told.

c. to be telling.

d. for telling.

4.It came ….for us to make out its name.

a. so near.

b. enough near.

c. near enough.

d. too near.

5.Had come into view means

a. was a wonderful sight .

b. was a spectacle.

c. could be seen.

d. was a scene.

C

1.The word "Candia" in line 14 refers to which of the following?

a. the name of one of the passengers.

b. the name of the sea.

c. the name of the ship.

d. the name of the harbor.

2.They are wearing gay summer frocks because.

a. they will be very nice with that.

b. some of them suggest that.

c. the day was warm.

d. the harbor manager asked them to wear that .

3.Why the people were jumping up and down because.

a. they are sad.

b. they are happy for coming back there relative.

c. it is very hot in the harbor.

d. practicing sport.

4.The two young men were holding a big banner with …..

a. waiting for you.

b. I love you.

c. I'm waiting dad .

d. welcome home.

5. It can be inferred from the last line that.

a. the passengers unshipped soon.

b. the passengers stayed in the ship for eight hours.

c. the ship changed its way.

d. the passengers couldn't disembark .

D

1.Which of the following best expresses the main idea of the passage？

 a. disappearance of the ship.

 b. waiting for the coming back of the ship.

 c. an accident in the harbor.

 d. meeting in the harbor.

2. The author's purpose in writing this passage is to

 a. present the suffering of the strangers.

 b. discuss the difficulties faced the passengers .

 c. shed a light on the procedures of the travelling .

 d. describe the sea and the harbor .

3. The second paragraph discuss?

 a. the description of the event.

 b. the description of the setting and the environment .

 c. the author's point of view.

 d. the author's purpose in writing.

4.What is the main topic of the passage?

 a. the feelings of the passengers.

 b. the time of waiting the coming back of the strangers .

 c. the coming back of the relatives.

 d. describing the behaviors of people in the harbor.

5.The suitable title to the passage is.

 a. the departure.

 b. the revenant .

 c. the coming back.

 d. waiting in the harbor.