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The Effect of Summary Pair Writing Technique on Iraqi EFL Preparatory School Students' Reading Comprehension and Anxiety

A B S T R A C T

The present study aims at measuring the effect of using Summary Pair Writing technique on Iraqi EFL Preparatory School Students' Reading Comprehension and Anxiety. The aim is achieved by the following null hypothesis which states that There is no statistically significant between the mean score of the experimental group who are taught according to summary pair writing technique and the control group who are taught conventionally .The study is limited to (٦٤) students of the fifth preparatory school / Baghdad during the academic year ٢٠١٧/٢٠١٨.Result shows that there is a statistically significance difference between the mean scores in achievement of the experimental group students who are taught by summary pair writing technique . Based on the above result, some conclusions, pedagogical recommendations and suggestions for future research have been put forward.

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**أثر أسلوب كتابة الموجز الثنائية في الاستيعاب والقلق القرائي لدى طلبة المدارس الإعدادية العراقية
دارسي اللغة الانكليزية لغة أجنبية**

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الخلاصة

تهدف الدراسة الحالية إلى قياس أثر "كتابة الموجز الثنائية" في الاستيعاب والقلق القرائي لدى طلبة المدارس الإعدادية العراقيين دارسي اللغة الانكليزية لغة أجنبية. ولتحقيق هذا الهدف وضعت النظرية الصفرية والتي تبين أنه لا توجد فروق ذات دلالة إحصائية بين المتوسط الحسابي بين المجموعة التجريبية التي تم تدريسها بتقنية "كتابة الموجز الثنائية" والمجموعة الضابطة التي تم تدريسها بالطريقة التقليدية . وقد شملت حدود البحث (٦٤) طالبة من الصف الخامس الإعدادي في محافظة بغداد للعام الدراسي

المجموعة التجريبية الذين تم تدريسهم بتقنية " كتابة الموجز الثنائية " وعلى ضوء النتائج أعلاه تم وضع الاستنتاجات والتوصيات والمقترحات للدراسات المستقبلية.

Chapter one: Introduction

١,١ Statement of the Problem

Nowadays, English is an important language all over the world as it is the language of commerce, science, technology communication. So using this language for learning as well as communication is a factor at developing the English language skills. To master English language, as well as our native language, a great attention must be paid to the four language skills that we need to complete communication, listening, speaking, reading, finally writing (Mubarokah, ٢٠١٦:٣٥).

Among these skills, reading can play a very important role in successful language learning. It can develop speaking skills. Through reading, Learners can develop both fluency and accuracy of expression in their speaking (Mart, ٢٠١٢:٩١).

Many students face problems while trying to understand texts which are written in English. Taking into consideration that reading comprehension in English can be problematic for Iraqi students, as the education system does require reading English for students. In Iraq schools, teachers normally instruct their students to read passages and memorize difficult and new vocabularies. Teachers and students do not pay much attention to reading comprehension. Generally, due to how reading in English language is taught and learned in Iraqi schools, students face difficulties in reading comprehension (Abdualameer, ٢٠١٦:١٠).

Khoii (٢٠١١: ٤٩٣) indicates that writing is the most difficult skill for L₂ learners to master and this difficulty lies not only in generation and organizing ideas, but also in translating these ideas into readable text.

Anxiety is an important issue which requires attention to increase success in education, the student with high anxiety and language anxiety could recall less content of the article. Anxiety has been seen as a major obstacle in foreign language learning that learners need to overcome and it is one of the most affective factors influencing

one's success and achievement in the target language(Sheu, ٢٠١٧: ١٧٥).

١.٢ Aims of the Study

The current study aims at;

١. Developing the EFL reading comprehension skills which are necessary for the Iraqi EFL Preparatory School Students.
٢. Controlling the Iraqi EFL Preparatory School Students' reading Anxiety problems.
٣. Measuring the effect of using Summary Pair Writing technique on Iraqi EFL School Students' Reading Comprehension and Anxiety.

١.٣ Hypotheses of the Study

١. There is no statistically significant differences between the mean score of the experimental group who are taught by to summary pair writing technique and the control group who are taught by the traditional technique in reading comprehension post-test.
٢. There is no statistically significant difference between the mean score of the experimental group who are taught by summary pair writing technique and the control group who are taught by the traditional technique in reading anxiety post-scale.

١.٤ Limits of the study

This study is limited to :

١. A sample of Iraqi EFL fifth Preparatory School Students enrolled in the academic year ٢٠١٧/٢٠١٨ in Baghdad governorate.
٢. The 'summary Pair Writing' technique and its effect on reading comprehension and reading anxiety

١.٥ Definitions of Basic Terms

١,٥,١ Effect

It means "something produced on action or cause which produced usually more or less immediately" (Patric, ١٩٧١: ٤٢).

١,٥,٢ Summary Pair Writing Technique

A summary is a shortened passage, which retains the essential information of the original. It is a fairly brief restatement in own words of the contents of a passage (Seow, ٢٠٠٢: ٦٠). While Pair Writing is viewed as a situation in which

two students interact with each other to accomplish a writing task, it also creates a safe educational environment in which students feel relaxed as they share the responsibility of carrying out the task ((Abbas & Abdulbaqi, ٢٠١٨:٢٥).

١,٥,٣ **Technique**

Durukan (٢٠١١:٤٥) states that technique is " a particular procedure of doing an activity, usually a procedure that involves practical skills.

١,٥,٤ **Iraqi EFL students**

Al-Shboul (٢٠١٣:٦) defines EFL as " An English materials which is taught as a school subject to give students a foreign language competence which they may use for communication and for some other purposes".

١,٥.٥ **Reading Comprehension (RC for short)**

RC is "the process of decoding and constructing meaning through interaction and involvement with a written text" (Abu Shamla, ٢٠١٠: ١٩).

١,٥.٦ **Anxiety**

Anxiety is "a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill". Students who experiencing academic anxiety often feel apprehensive over academic tasks. So, anxiety may relate to everyday academic task or may relate to test taking or other specific tasks (Capan & Karaca ,٢٠١٣:٧٠).

Chapter Two: Theoretical Background

Section one: Reading Comprehension Skills

٢.١.١ The Concept of Reading Skills:

Reading skill is the first and the only skill that has the religious value as Al-Quran pressures the significance of reading, studying, reflecting and investigating. The first Surah reveals in Al- Qur'an to our prophet Muhammad "SAW" is Surah "Al-Alaq", which begins its verses by saying 'IQRA' which means in our language "Read".

So, reading is an important skill, if not the most, of the four language skills(writing, speaking and listening) . It is the barrier between one's being literate and illiterate. It is unlike the speaking and writing skills that is called a productive skill, it is as like as the listening skill that

is called a receptive skill. Reading has its effect on all characteristics of people's life whether academically, socially, economically, and psychologically (Haboush, ۲۰۱۰:۱۳).

۲,۱,۲ **Types of Reading**

There are two well-known types of reading, namely intensive reading and extensive reading. Below is a detailed overview of the two types that are proposed by Seif (۲۰۱۲: ۱۴-۱۵) as follows:

۱) Intensive reading: is an accurate activity which contains short reading texts with emphasizing details such as (specific names, dates, places, or numbers) in order to arrive at an understanding, not only of what the text means, but of how the meaning is produced and extract specific information that support the main points picked out at the skimming level. For success in this type of reading, students must use the following SQ۳R methods which stands for Survey, Question, Reading, Reciting and Reviewing.

۲) Extensive reading: is essentially a private activity that can be described as the "relatively rapid reading of long texts for getting the main ideas, interest and pleasure and developing the learners' reading habit through which learners read a large quantity of books and other materials that are within the learner's linguistic competence.

۲,۱,۳ **The Importance of Reading Skills**

Reading plays a critical role generally in studying since the learners can acquire a great deal of knowledge through reading activities. It is stated that reading can be viewed as a skill that can be decomposed into a component set of sub-skills involved in both decoding and comprehension. Examples of these sub-skills include sequencing, identifying main idea, identifying conflicts, and making connections (Kennedy, ۲۰۱۰:۲۵).

Gilakjani and Ahmadi (۲۰۱۱: ۱۴۲-۱۴۴) mention that "achieving the correct message from a text which the writer seek to through writing is considered to be the main goal of reading".

۲,۱,۴ **Characteristics of the Process of Reading**

Reading is an active process which has the following characteristics:

۱- A form of communicative process.

۲- This communicative process goes into two directions (authors' ideas and readers' comprehension).

۳- Readers try to comprehend the written symbols while reading using their linguistic knowledge, then they use background knowledge about

the topic to understand authors' intended message.

ξ- Readers in such activity can use different strategies for getting the meaning, the more strategies are used, the more information they will retrieve later (ibid).

Section Two: Anxiety

٢,٢ Anxiety

٢,٢,١ The Concept of Anxiety:

Kakabra (٢٠١٥:٥٥) states that "Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. Even though anxiety is a combination of emotions, which may seem insignificant to some, the fear and nervousness that it generates in turn lead to worry, which occupies cognitive areas that are used for memory and processing".

٢,٢,٢ Reading Language Anxiety

Sparks et al. (٢٠٠٠:١٦) argue that there are three problems with this work of as cited in Alghothani, (٢٠١٠:٢٨) as follow:

(١) participants' native reading skills were not determined; (٢) the questions on the FLRAS may have measured FL reading anxiety; (٣) the study's internal validity is weak because there is no randomization;

participants' FL reading skill is neither measured nor controlled.

These arguments and asserts that although anxiety may be the result of linguistic difficulties for some learners.

FL reading anxiety is not easily detected by teachers since reading does not involve spontaneous communication in the same way as speaking does. In contrast, FL reading anxiety is the anxiety that learners experience during the FL reading process and thus is related to the specific language skill of reading (Zhao, et al. ٢٠١٣:٧٦٥).

Section three: Summary Pair Writing Technique

٢,٣ Writing Skills

٢,٣,١ The Concept of writing Skills:

Writing is "a means of communication between people. It should follow some conventions that are unique of all which relate letters towards and words to sentences and which must be well organized to have a coherent whole called text" (Bader, ٢٠٠٧:١٠).

Writing is defined as a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. So it is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task (Sagban, 2016: 270-271).

2.3.2 Elements of Writing Skills:

Writing is a complex cognitive activity which requires some elements Mekki(2012: 10) lists these elements as follow:

- Complete acquisition of the Alphabet.
- Understanding how letters combine to form words and the relationship between the word and its meaning.
- Knowledge of the mechanics of writing: speaking, capitalization, punctuation and other writing conventions.
- Mastery of the most frequent rules that governing the structure of sentences.
- Ability of combining sentences to build an effective paragraph and combining them to produces says.
- Formalization with transitions to achieve coherence.

2.3.3 The Basic Rules of Writing:

Writing is an effective means of communication and self-expression; good writing requires certain criteria like clarity, coherence, simplicity and brevity. Mekki(2012: 12-14) mentions these rules as follow:

- 1) Clarity
- 2) Coherence
- 3) Brevity and simplicity

Chapter Three: Procedures

3.1 Experimental Design:

According to Christensen(1980: 30), the term experiment refers

To" an objective observation of a phenomenon which is made to occur in

Strictly controlled situation in which one than one factor is varied and

the others are kept constant".

In order to achieve the goal of the present study, the researcher has selected the non-randomized, equivalent- groups design. This design needs two groups of equivalent called experimental group and control group. Both groups are given the same pre-test of reading comprehension , then the experimental group is exposed to the independent variables (SPW) technique as a processing where as the control group is taught according to the traditional technique.

At the end of the experimental period, both groups are given the same post test . To present a clear picture of the experimental design. (see table ٣,١).

Table(٣,١)
Experimental design

The groups	The test	Independent variables	The test
Experimental group	Pre-test	SPW Technique	Post-test
Control group	Pre-test	Traditional Technique	Post-test

٣,٢ Population of the Study

The present study will be applied to the fifth Preparatory School for girls in the city of Baghdad /Al-Rusafa al aula during the academic year ٢٠١٧-٢٠١٨.

Table (٣,٢)

Total population

Name of the directorates	Name of the preparatory schools for girls

Baghdad /Al-Rusafa al aula	Baghdad
	Al-bunuk
	Al-Wazirya
	Al- Admiya
	Entsar
	Balqis

٣,٣ Sample of the Study:

The word sample refers to "any small group or population of individuals which is selected to represent a population" (Best and Kahn,٢٠٠٨:١٣٠) . For conducting the following study, the researcher selects randomly a sample of ٦٤ students of Baghdad Preparatory School for girls, then the sample is divided into two groups equally ٣٢ students for each group during the academic year(٢٠١٧/٢٠١٨). See table (٣,٣)

Table (٣,٣) Sample of the Study

Groups	No. of Students
Experimental	٣٢
Control	٣٢
Total	٦٤

٣.٤ Instruments of the Study

To achieve the objectives of the study, the researchers used the following instruments: a post test and foreign language reading anxiety scale have been constructed.

٣.٤.١ Construction of the Test

Post test was given to the students who had been included in the pretest. It was conducted in the end of the research. It was done after giving treatments and exercises to the experimental group. The result of the post-test used to compare the data of the pre-test and made conclusion that SPW technique could increase students' skill in reading comprehension. The procedure of the post-test and the kind of test was the same as pre-test.

After reviewing the previous tests which are used to measure reading comprehension skills and in order to compare the mean scores of the control and the experimental groups in the reading comprehension, a post- test has been conducted.

3.4.1.1 The Teaching Material

Two reading texts were selected from the text book (Students' book) for the fifth preparatory classes and one unseen reading text to be the material for the present study. (See table 3,4).

Table(3,4) The Teaching Material

No	No. Unit	Title of the text	Type of text	No. Page
1	Unit Two	The Internet	Website page	26
2	Unit four	Bakkar	Article	48
3	Unseen	Water	Short Article	-----

3,4,1,2 Validity and Reliability of the test

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure". (Bynom, 2001:13). There are two important types of validity : face validity and content validity. The final form of the test is given to a jury of specialists in order to obtain its face validity. The jurors have approved the appropriateness of the items of the test and put forward some modifications which have been considered.

Reliability refers to the consistency of the results when the researchers give the same test to the same group of testees on two different occasions(Brown,2004:20). The test of the study is considered reliable because the calculated coefficient is 0,81 which is considered an acceptable according to the formula of Cronbah's Alpha test.

٣.٤,١,٣ Pilot Administration of the Test :

Richard et al.(١٩٩٢:١٣٨) mention that "the purpose behind pilot administration is to try to materials before application or further development in order to determine their suitability or effectiveness and to determine the reactions of teachers and learners for such materials". In order to estimate the time needed and to have an idea about the requirement of the final administration of the test,(٦٤) students have been chosen randomly from Baghdad Preparatory School for Girls.

The aims of the pilot administration are:

- saving the clarity of the test items and instructions .
- analyzing the test items to find out the difficulty level and discrimination of each item.
- determining the reliability of the test and time effort.

The time needed by the students to respond to the test ranges between ٤٠ to ٦٠ minutes. So, the average length of time required for answering the test is ٥٣ minutes which means that the time of one lesson and ٨ minutes is enough for achieving the test. Also, the findings of the pilot administration of the post -test has shown that the instructions of the post-test are clear.

٣.٤,١,٤ Item Analysis:

The aim of item analysis is to reveal the difficulty and easiness level of each item and to make the necessary modification or reformulate it to exclude the unsuitable one . So there is a need to analyze the test items according to their level of difficulty and discriminating power. For item analysis, the researcher should arrange the final scores of the test sheets from the highest to the lowest. Then the researcher should separate these scores as the upper group of the highest scores as well as the lower group of the lowest scores are ٢٧% of the total scores, in order to meet the statistical conditions of the difficulties and discriminates analysis.

٣,٤,١,٥ Difficulty Level (DL)

The DL refers to the proportion of the examiners who passed the test. It is studied d by determining the proportion of students who answered the item correctly divided by the total number of students. The aim behind this procedure is to select the items whose difficulty is proper to students' level (Madsen,١٩٨٣:١٨٢).

٣.٤,١,٦ Discrimination Power

It has been used to measure the discrimination power. Moreover, difficulty level has been used to measure the difficulty level of the post achievement test items (Madsen, 1983: 181). Ebel (1972: 399) states that when the administering power is 0.3 and above the item is acceptable; less than 0.3 then the item is weak, the teacher should change them. All the test items have proved to have satisfactory discrimination power of acceptable difficulty level. There are only some items which are modified and changed to be satisfactory.

3.4.1.7 Scoring Scheme for the Achievement Test:

Scoring scheme is the way according to the obtained result interpreted properly. The whole mark is given to each passage of reading comprehension test is 100 which is distributed among items of the test.

The researcher presents three passages for reading comprehension, question number one contained (A) and (B), each of them was scored (30) marks while (C) included (2) items, each of them was scored (2) so the total was scored out of (30) marks. Question number two contained (2) items, each of them was scored (2), so the total was scored out of (30) marks. Question number three consist of (2) items, each one was scored (2), so the total was scored out of (30) marks. The total would be (100) marks.

3.4.2 Post-Scale

A scale is one of the appraised instruments that could be used in some educational and psychological studies (Van Dalen, 1962: 334). The (FLRAS) elicits students' self-reports of anxiety over various aspects of reading, their perceptions of reading difficulties in their target language, and their perceptions of the relative difficulty of reading as compared to the difficulty of other language skills (Sparks, 1991: 3).

3.4.2.1 Identifying Foreign Language Reading Anxiety Scale

After reviewing the previous scales and questionnaires which are used to measure Foreign Language Reading Anxiety. It is clear that Foreign Language anxiety is most clearly associated with the oral performance aspects of language use: listening, reading, and speaking (Aida, 1994: 100).

The researchers identified the factors that cause students' foreign language reading anxiety: Comfortableness with the foreign language, fear of negative attitude, language difficulties and teacher's behavior. Based on that, the researchers have reached to construct (FLRAS) to be the instrument of collecting results to the present study.

3.4.2.2 Constructing Foreign Language Reading Anxiety Scale

After identifying the factors that causes students' reading anxiety, the scale

comprises (ξ) main factor, three of them internal related to the learner and one external related to the teacher.

Each factor consists of (ϕ) items, so the total will be (ϕ ξ) items as follows

- ١- Comfortableness with the foreign language ϕ items
- ٢- Fear of Negative attitude ϕ items
- ٣- Language Difficulties ϕ items
- ξ- Teacher's behavior ϕ items

To be answered according to a three- point Likert scale, ranging from Agree, Neutral to Disagree.

The scores that are given to each response are:

- Agree ٣ scores
- Neutral ٢ scores
- Disagree ١ scores

٣,٤,٢,٣ Pilot Administration of Reading Anxiety Scale

In order to compute the clarity of the items, time allotted for responding to the scale and the scale reliability . A sample of (ϕϕ) students have been chosen randomly drawn from the population of a school in Al-Rusafa al-Aula to conduct the pilot administration. It has been found that the time required for answering the scale is ϕ٠ minutes.

٣,٤,٢,٤ Reliability of the scale:

According to Nitko (١٩٨٣: ٣٩٥) stats that a reliable measure in one that provides consistent and stable indication of the characteristic being investigated. The researchers assumed that reliability referred to extend the test was consistent in score and gave an indication of how accurate the test score.

Alpha Cronbach Formula is used to obtain the internal consistency among the factors of the scale. The reliability of the reading anxiety scale was ٠,٧٦ and this indicate considerably as high reliability level.(See table ٣,٥).

Table (٣,٥)

Reliability of the Reading Anxiety Factors of the Scale

Reading Anxiety Factors	Reliability
	In Alpha Cronbach
Comfortableness with the Foreign Language	٠,٨٤
Fear of Negative Attitude	٠,٨١
Language Difficulties	٠,٧٨

Teacher's Behavior	٠,٧٩
Total Scale	٠,٧٦

٣,٤,٢,٥ The Final Administration of the Post-Scale and the Scoring Scheme

After attaining the validity and reliability of the scale , It has been administrated at the end of the experiment to both groups at the same time. The allocated time for answering the test is ٧٥ minutes. The testees are instructed to read carefully the factors and their items and give their reaction to each statement and mark an answer for every statement .

This scoring scheme consists of three components to be rated and series of rating which have numerical values and as the following : Agree ٣, Neutral ٢, Disagree ١. The scoring scheme has allocated ٣ marks for each component. Thus, the highest mark the students could get ٧٢ while the lowest mark is ٢٤.

٤,١ The Analysis of the Results:

٤,١,١ Results Related to the first hypothesis :

There is no statistically significant differences between the mean score of the experimental group who are taught by to summary pair writing technique and the control group who are taught by the traditional technique in reading comprehension post-test.

In order to clarify this, the post- test was applied for the study groups.

Table(٤,١)

The Mean Scores, Standard Deviation and T-test Value for both groups in the reading comprehension skills Post-test

The group	No of students	Means	S.D	df	T. value		Level of Sig.
					Tabulated	Calculated	
The experimental	٣٢	٨٠,٩٦	٦,٢٣	٦٢	٨,٣	٢,٠٠	٠,٠٥
The control	٣٢	٦٥,٩٧	٨,١٩				

Using the T-test formula for two independent groups, it is found out that the calculated t-value which is (٨,٣) is greater than the tabulated t-value which is (٢,٠٠) at ٦٢ degree of freedom and ٠,٠٥ level of

significance between the mean scores of the experimental group which has been taught by (SPW) technique. Also the mean score of the experimental group which is (80,96) is higher than the mean score of the control group which is (70,97) , therefore, the stated hypothesis is rejected and the alternative one is stated which reveals that there is a statistically significance difference between the mean score of the achievement of the experimental group students who are taught by (SPW) technique and the control group who are taught by the traditional technique in the RC post-test.

4,1,2 Results related to the second hypothesis:

There is no statistically significant difference between the mean score of the experimental group who are taught by summary pair writing technique and the control group who are taught by the traditional technique in reading anxiety post-scale.

In order to clarify this, the post-scale was applied for the study groups.

Table(4,2)

The Mean Scores, Standard Deviation and T-test Value for both groups in the reading anxiety Post-scale

The group	No of students	Means	S.D	df	T. value		Level of Sig.
					Tabulated	Calculated	
The experimental	32	49,22	7,00	62	8,92	2,00	,00
The control	32	58,23	4,36				

The results in the table above reveal that all the reading anxiety factors are statistically significant. The calculated t-value is found to be higher than the tabulated t-value at 0,00 level of significance. The mean score of the experimental group Which is (49,22) lower than the control group (58,23), this indicate that students reducing their anxiety during reading . This means that the technique of (SPW) was effective in reducing the students' reading anxiety .Therefore, the stated hypothesis is rejected and the alternative one is stated that There is a statistically significant difference between the mean score of the experimental group who are taught by (SPW) technique and the control group who are taught conventionally in reading anxiety post-scale.

4,2 Discussion of the Results

Based on the results mentioned above and that concluded from the statistical analysis, it is very clear that using summary pair writing technique reveals certain effectiveness on the students' achievement at reading comprehension skills and a clear effectiveness in reducing their anxiety during reading.

In order to accept or reject the stated hypotheses, the researcher conducted the experimental study on a sample of (٦٤) preparatory school students at Baghdad school.

The present study concluded the following results:

١- There is a statistically significant at (٠,٠٥) between the mean score of the experimental group who are taught according to summary pair writing technique and the control group who are taught conventionally in the reading comprehension post-test. The technique of summary pair writing was effective in developing the preparatory stage students' reading comprehension skills.

٢-All differences between the experimental and the control group were significant at(٠,٠٥) level in all the factors of the reading anxiety scale. This means that the technique of summary pair writing was effective in reducing the students' anxiety. Therefore the stated hypothesis is rejected and the alternative one is stated which reveals that "There are statistically differences between the mean scores of the experimental group who are taught according to summary pair writing technique and the control group who are taught conventionally in the anxiety scale".

٥,١ Conclusions

With reference to the results of the current study, the following points were concluded:

١. The current study stressed the possibility of using the summary pair writing technique to develop the students' reading comprehension skills.

٢. This study also enhanced the critical thinking and creativity skills for the students as this was clear in reading the text and analyzing it so as to get the main points or ideas of the text.

٣. Applying this technique enhances working cooperatively inside the classroom. This will be a factor of reducing selfishness among students as each one of pairs of the students will be helpful for the other.

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