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The role of remedial teaching in improving reading comprehension skills of second-intermediate classes

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Abstract

This study primarily aimed to investigate the effectiveness of remedial teaching in developing reading comprehension skills and ensuring equitable educational outcomes among second-intermediate students. It was a study designed to examine the effect of remedial teaching in reading comprehension with the performance of such students, and it hoped to assist these low-achieving readers have a real shot at academic success by helping them achieve basic reading skills. The focus of this study was English reading comprehension: ideally, providing insights into how we can build equity in our schooling systems. It was providing teachers information on remedial teaching, an integral part of the teaching spectrum that will greatly help aid students in their future academic endeavors. The researcher applied a semi-experimental design with experimental and control groups, the former of whom received remedial instruction while the latter followed up on standard curriculum lessons. The reading comprehension was evaluated using pre- and post-read tests. Remedial strategies included activating prior knowledge, vocabulary development, guided reading, peer teaching and private teacher as well as one-on-one tutoring. The increase in pre-test to post-test means of the experimental group was much greater (8.62) to (16.57) than for the control group and is statistically significant: ($p < 0.0026$). Struggling readers also benefited with improved confidence and motivation from the remedial lessons. The researchers urge education leaders to factor remedial reading programs into efforts to foster equity. They should be trained in how to do remedial teaching. Long-term sustainability, ideal length of the program, and spillover effects require further investigation.

Keywords: Remedial Teaching, Reading comprehension, second intermediate

Introduction

Remedial teaching is an educational approach that was designed to provide additional support and instruction to students who were struggling to keep up with the standard curriculum. The goal of remedial teaching was to help these students catch up and develop the necessary skills and knowledge to succeed in their academic studies. Remedial teaching was starting with the identification of specific areas where a student was falling behind. This was being done through diagnostic assessments, classroom observations, and teacher feedback. Remedial teaching was focusing on tailoring the instruction to the student's unique needs. This might have involved breaking down concepts into smaller, more manageable steps, using alternative teaching methods, or providing one-on-one attention.

Remedial teaching aiming to address the root causes of a student's learning difficulties. This might have involved strengthening foundational skills, such as reading comprehension, mathematics, or study habits. Remedial teachers were often utilizing specialized materials, such as targeted workbooks, computer-based learning programs, or hands-on activities, to support the student's learning. Effective remedial teaching was often involving a collaborative effort between the student, the classroom teacher, and any other educational professionals, such as special education teachers or school counselors. Remedial teaching was an ongoing process that was requiring regular assessment of the student's progress and adjustments to the instructional approach as needed. Remedial teaching could be beneficial for students who had fallen behind for various reasons, such as learning disabilities, language barriers, or gaps in their educational background. By providing targeted support and personalized instruction, remedial teaching could be helping these students catch up and develop the skills they needed to succeed in their academic pursuits.

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The problem of the study

The texts in the thought experiment proved to EFL students a difficult part with reading comprehension. They could not concentrate when they read and had trouble remembering why they were reading something. Some of these challenges included a small vocabulary. This was especially true of the Iraqi students, who simply did not have occasion to read English texts very often. Also, Students depended on dictionaries very much whenever they got confronted with unfamiliar words because English was not part of their daily lives. As a result, students struggled to answer questions about any text and struggle to identify the main ideas/messages that the text should convey. So, the researcher used remedial teaching to develop reading comprehension in second-intermediate classes.

Objectives of the study

The overall goal of this research is to explore the implications of remedial teaching on reading-comprehension skills, and the quality of education student achieve in terms of equity,) for 2nd-intermediate level students The present study aimed to evaluate the effectiveness of remedial instruction on improving the reading comprehension skills of some second-intermediate students. To further educational equity by identifying effective practices that will close the achievement gap, so all students can develop reading comprehension skills regardless of their starting level. As such it attempts to challenge remedial teaching and looks into that smoothening of the education process culture, whereby each student who is going through the rough path of growing up is provided tools for better academic performance thus welcoming them into a normal life space along with their standard counterparts.

Questions of the study

1. Are there any statistical differences at ($\alpha \leq 0.05$) in the reading comprehension pre -test (between the experimental group (EG) and the control group (CG)?
2. Are there any “statistical differences” at ($\alpha \leq 0.05$) in the reading comprehension pre-posttest in the experimental group by using remedial teaching approach?

Significance of the study

This study tried to improve Students' Reading English Comprehension Pedagogy towards Equity It also affirmed many previous studies on the practice of remedial teaching in the upper grades. It gives educators lessons on remedial teaching, which was considered crucial to the chain of teaching.

Remedial Teaching

Remedial teaching was a technique used for low-achieving students to enhance their performance to the expected level and promote Equity in Education (Melton, 2008) [7]. There were significant benefits of remedial teaching on students' future success. By addressing educational gaps and providing appropriate support, these classes gave students the skills and knowledge necessary to excel at higher educational levels. The competencies and understanding acquired during these programs enabled students to more easily handle advanced curricula and courses. Additionally,

the academic improvement resulting from remedial classes enhanced students' opportunities to pursue higher education and obtain better employment opportunities, which reflected positively on their overall life outcomes. While students aspired to learn at the same rate as their peers, this was not always achievable, making remedial teaching an important method to help those who fell behind in school achieve the required balance. (Bordia, 2023) [2].

Diagnosis played a crucial role in the teaching process. The learning process would not be complete without diagnosing the strengths, weaknesses, errors, and requirements of students. No new learning could occur until mislearning was unlearned and corrected in a specific area of learning. The appropriate strategy could be designed according to the types of errors that needed to be addressed. Errors should have been classified into different groups/types where all individual errors could be dealt with generally, rather than specifically, to save time. There could be many possible reasons behind students' poor performance, which could be academic or even personal at times. It was not very difficult for experienced teachers to identify problems and students who required remedial instruction. Frequent absences or attention problems often led to poor academic performance. Certain physical or behavioral issues could also result in poor academic skills. Many students suffered from poor memory, lack of confidence and motivation, and difficulties in understanding new concepts or abstract ideas. Consequently, poor overall strength and short attention spans could also lead to poor academic performance. Another potential cause of poor performance in learning might have been interference from previously learned concepts or over-generalization based on prior learning. Therefore, diagnosing the problem or error was an essential factor in remedial education, allowing for the determination of the appropriate remediation strategy based on the types of errors to be addressed.

Remedial teaching helped those students who were highly motivated and extroverted by nature. It aided in developing the self-confidence of the learner and aimed at bringing the learner on par with other students who were proficient in the language. The teacher's role was very significant in this context. He or she needed to be very patient and sympathetic to the errors of L2 learners. Errors could not be corrected individually in the classroom, but they could be categorized, and the teacher should have taken up one element at a time. Excessive correction of errors, especially with red ink, was psychologically detestable to students. The teacher should have realized the importance of positive reinforcement by praising their efforts and encouraging them. He or she should have aimed at fostering clear and free communication in learners. Designing the course material or syllabus following a desired sequence of items was challenging. It was up to the teacher to decide which items should be presented when and how according to the needs of the learners. (Shastri, 2010:24) [13]

Remedial education should not be done randomly or without a plan. It should be based on important ideas and rules, with special changes to fit different learning needs. Spache (1981, pp. 315-317) [14] shared some key ideas for making remedial education effective, such as:

1. Remediation was temporary, supportive help for the disabled students and had to be socially approved by the peer group of the same age and interest.

2. Remediation should have been eclectic, varied, and appealing to the interests of the pupil, inspiring self-motivation.
3. Remedial work should have been scheduled and honest.
4. Remediation must have affected or changed the classroom practices that may have contributed to failure in the past.

Several important considerations for remedial teachers who teach students with learning difficulties are suggested by Echevarria & Graves (2003, p. 74) ^[4]

1. Locating specific objectives written for students to see, along with selected vocabulary, provided the kind of structure those students needed.
2. Using instructional tasks that drew on students' prior experiences and interests and that related those experiences to new learning.
3. Using extra linguistic clues such as gestures and body language to help students understand the message and focus their attention.
4. Using supplementary materials made lesson concepts clear and meaningful and adapting the content to the students' linguistic level.

Reading Comprehension

In the past, reading was recognized as more than simply identifying words in a text. It encompassed language competence, interpretation of conveyed messages, some level of conjecture by the reader, perception, psychomotor engagement, and emotional response (Rahman, 2007) ^[8]. It constituted a sophisticated language skill, as it necessitated interaction with other sub-skills like skimming, scanning, and inferring meaning from context. (Shahad & Shaima, 2020) ^[12]. As per Klingner *et al.* (2007) ^[6], in the past, teaching reading involved dynamic training that considered the reader's existing knowledge, the implied information in the text, and the environmental context of reading. Reading comprehension was considered a fundamental language skill that all students needed to acquire, as it enabled them to effectively absorb the diverse information found in printed materials (Boardman, 2007) ^[1]. According to Scott (2010) ^[11], in the past, reading comprehension posed a challenging task that demanded various levels of processing. Handling unfamiliar words within a text was identified as one of the key elements of comprehension. Difficulties in reading comprehension consumed considerable mental resources that could have been allocated to deeper levels of text analysis by readers. Relying solely on context clues was inadequate for predicting the meanings of new words. Rivers (2000, p. 70) ^[9] asserted reading comprehension entailed "a problem-solving behavior that actively engaged the reader in deriving and attributing meaning... by utilizing contextual information... readers interpreted printed text semantically and syntactically." According to Russell (2013, p. 7) ^[10], in the past, "the reader had to develop an efficient strategy for problem-solving while reading." This description aligns with Brown's assertion (2007, p. 379) ^[3], which stated that reading required intentional reflection and contemplation. In simpler terms, readers had to approach texts with a critical and thoughtful mindset to comprehend them effectively. It involved "the process of receiving words or information through listening or reading." Comprehension occurred when individuals were capable of

receiving information, analyzing it, and forming a clear, accurate understanding of the input.

Reading Comprehension Challenges

Restricted Vocabulary Knowledge

Vocabulary serves as the cornerstone of all languages (Sundus, 2022) ^[15]. It's crucial to consider whether there's a significant disparity between students' own grasp of word meanings and those used in the text when they struggle with comprehension. Students may accurately pronounce words on the page yet fail to grasp their meanings. It's evident that teaching new words and terms before delving into a text is imperative for enhancing comprehension. As an integral part of the school literacy curriculum, vocabulary expansion demands dedicated time (Westwood, 2008) ^[17].

Fluency Deficiency

There appears to be an ideal level of reading fluency that facilitates precise information processing. When reading becomes automatic, it frees up the reader's cognitive resources to concentrate fully on understanding the content.

Unfamiliarity with the Topic

Reading and understanding become significantly easier when the reader possesses some prior knowledge of the subject. Before introducing students to written materials on a particular topic, it's beneficial to provide information through alternative means to establish a strong foundation of background knowledge. This is especially crucial for readers who struggle, as noted by Kemple *et al.* (2008) ^[5].

Text Readability

The level of difficulty in a text plays a crucial role in determining whether readers can comprehend its content effectively (Fountas & Pinnell, 2006). Ensuring that the texts assigned to students are appropriate for their current skill level is one strategy to support struggling readers. If a book is overly challenging, readers are prone to making frequent errors, reaching what is termed the "frustration level." When students read aloud to a partner or receive individualized instruction from an adult, there's an opportunity for prompt correction, potentially resulting in a slightly higher acceptable error rate, known as the "instructional level" (Thomas *et al.*, 2008) ^[16].

Inadequate Application of Reading Strategies

Compared to proficient readers, individuals with weaker reading skills often struggle to employ strategic comprehension techniques. They may lack awareness of, or neglect to utilize, strategies such as reflection, visualization, making connections, inference, prediction, questioning, and summarization. Additionally, they may lack self-regulation and the ability to correct themselves. It is crucial to teach these students how to systematically and critically approach texts (Kemple *et al.*, 2008) ^[5].

Methodology of the study

The researcher employed a semi-experimental approach, which involved dividing pupils into two groups: the experimental group and the control group. Both groups underwent pre-testing, with the experimental group then receiving instruction in reading comprehension based on remedial classes' methods, as follows:

1. The class was divided into two groups based on their previous reading comprehension scores: low achievers and high achievers.
2. All students completed a pre-test to confirm group selection and to establish a baseline for comparison with post-test scores.
3. Two readings, "Jad and Johnny: The Alps" and "Jad and Johnny: The Gondola Trip," were chosen from the second intermediate textbook, with 45 minutes allocated for each topic.
4. The researcher initiated discussion by asking questions about the readings, connecting them to personal experiences, and introducing difficult words by contextualizing them. These words were then written on the whiteboard for reference. Students were encouraged to freely discuss the pictures in their textbooks, utilizing the words from the whiteboard to express themselves.
5. The researcher scanned the title, headings, subheadings, and visual aids to grasp the content and organization before reading the passage in full.
6. Questions were posed about the main ideas, supporting details, and the author's purpose.
7. Difficult and unfamiliar words were again written on the board for reinforcement.
8. Peer teaching was employed, allowing high-achieving students to assist their peers during free time, based on research by Sacerdote (2001), Hoxby (2000), and Zimmerman (2003), which suggests that students improve when working with higher-achieving peers.
9. One-to-one tutoring was utilized to help students overcome learning difficulties.
10. Weak students were provided individualized instruction by the researcher, who explained unclear lines in a low voice to equalize their understanding with that of their peers and enhance their comprehension level.

It's important to note that while private instruction for profit has become prevalent in developing countries and can exacerbate social inequalities, according to Bray (2009), private tutoring has been widely used as a remedial strategy. It can effectively improve academic achievement and alleviate the workload of mainstream teachers.

Population of the Study

The population consists of (53) students divided into two groups (high achievers= 32 as a control group) and (low achievers =21 as experimental group) who were chosen from AL- Shareaa secondary schools in Al- Mashtal city.

Instrumentation:

To accomplish the study objectives, the researcher conducted a review of relevant literature and devised a test to evaluate students' proficiency in English language reading before and after implementing remedial teaching. The

experimental group received instruction and intervention based on remedial teaching methods, whereas the control group received traditional instruction. The test held in four lessons, two lessons for the pre-test (each lesson for one part), the total mark for each test was (30, one mark allotted for each item, 15 marks allotted for each part).

Validity of the Test

The exam was administered to ten judges in order to verify its content validity. Their suggestions and adjustments were taken into account. For instance, the experts recommended lowering the test's item count.

Reliability of the Test

The most important part of a good test is its reliability. This means how consistent the test results are when given multiple times. Generally, the higher the reliability score, the more trustworthy the test is. Nunnally and Bernstein (1994) recommend that researchers aim for reliability scores of 70% or more. In this study, Cronbach's alpha was used to measure how reliable the test is, as shown in Table (1) below:

Table 1: Cronbach Alpha Distributed by Dimensions of Pre-Post Test

| Type of the test | Number of items | Alpha Cronbach |
|------------------|-----------------|----------------|
| Pre test | 30 | 0.87 |
| Post test | 30 | 0.91 |

It is clear from the above table that Cronbach alpha of Post test is higher than pre-test of the total score.

Data Analysis

The following statistical approaches were used to analyze test results from poor achievers in second intermediate class:

1. Statistical means and standard deviations are used to compare pre-test and post-test results.
2. Use the Cronbach Alpha calculation to determine the test's internal reliability.
3. Conduct an independent sample T-test on the pre-test to determine equivalence between the experimental and control groups. This exam was also used as a post-test to determine the effectiveness of the therapy in remedial instruction.

Results of the Study

To answer the first question (Are there any statistical differences at ($\alpha \leq 0.05$) in the reading comprehension pre-test between the experimental group and the control group?), the researcher used an independent t-test to show the significance of the mean differences of the pre-test according to the total average scores due to the group variable. This is given in table 2 below:

Table 2: The Results of (Independent t-test) to Identify the Mean Differences of the Pre-test due to group variable.

| Average score | Control Group | | Experimental Group | | T test | Significance |
|------------------------|---------------|--------------------|--------------------|--------------------|--------|--------------|
| | Mean | Standard Deviation | Mean | Standard Deviation | | |
| Pre-Test total average | 23.3125 | 4.45361 | 8.6190 | 4.40995 | 11.793 | 0.842 |

It is clear from the data in the previous table that the mean of the control group is higher than the mean of the experimental group. The result of the t-test came with a probability value (11.793) which is bigger than the tabulated

t value (2,000) and the significance level (0.842), and therefore we decide that there are statistically significant differences between the experimental group and the control group. Accordingly, the experimental group will be taught

using remedial teaching.

According to the second question (Are there any significant differences at ($\alpha \leq 0.05$) in the experimental group's reading comprehension pre-posttest when using a remedial teaching approach?(The researcher used the paired samples t-test to

examine this in the experimental group on the pre-test and post-test. This allowed them to show how significant the mean differences between the pre-test and post-test were in respect to the total average scores attributed to the group variable. This is below in table (3):

Table 3: The Results of (paired samples t-test) to Identify the Mean Differences of the post-test Due to Experimental Group

| Skill | Test | N | Mean | SD | Pearson Correlation | T VALUE | Significance | DF |
|--|-----------|----|---------|---------|---------------------|---------|--------------|----|
| Remedial Teaching in reading comprehension | Pre test | 21 | 8.6190 | 4.40995 | 0.710 | 11.672 | 0.000 | 20 |
| | Post test | 21 | 16.5714 | 3.42887 | | | | |

The results in the previous table indicate that there are statistically significant differences at the level of significance (0.000) between the mean scores of the experimental group in the pre and post-tests on the remedial teaching, where the "t" value (11.672) and these differences are statistically significant at the level of significance (0.000). The researcher attributes this outcome to the effectiveness of remedial teaching in enhancing reading comprehension skills. This improvement is likely a result of the specific steps implemented during remedial teaching, particularly the careful selection of students and their division into groups. Each group had a capable student leading, facilitating the process by prompting questions for self-reflection. This approach aided in planning and organizing ideas, as well as evaluating progress through feedback provided by the researcher.

Results and Conclusion

The study involved 53 students from second-intermediate classes who were divided into a control group and an intervention group. The control group received the standard curriculum, while the intervention group received an additional (2) hours per week which is lasted for (3) weeks of remedial teaching focused on reading comprehension strategies. Pre-test and post-test assessments were conducted to measure reading comprehension skills. The results showed that the experimental group had significantly higher improvements in reading comprehension. The means of pre-post-test in reading comprehension increased from (8.6190) to (16.5714), that indicated that the remedial lessons helped struggling readers develop greater confidence and motivation in reading. These findings suggest that providing remedial teaching can be an effective approach for improving the reading comprehension skills of students in second-intermediate classes who are falling behind their peers. The additional support and focus on key comprehension strategies appears to have helped close the achievement gap for struggling readers. Activating prior knowledge, Teachers helped students connect new reading material to their existing knowledge and experiences to aid comprehension. Vocabulary development, Direct instruction on key vocabulary words was provided to build students' word knowledge. Guided reading, Teachers worked closely with small groups, modeling effective reading strategies and providing scaffolded support. Students were paired up to take turns teaching and explaining the reading material to each other. Some students received individualized attention and instruction from teachers or tutors to address their specific comprehension needs.

Recommendations

Based on the results, the researcher recommend the following:

1. Education authorities consider implementing remedial reading programs as part of their efforts to promote greater equity in learning outcomes.
2. The program could be scaled up to reach more second-intermediate students who would benefit from the extra support.
3. The researchers also recommend that teachers receive training on effective remedial teaching methods and reading comprehension strategies that can be integrated into their regular classroom instruction.

Suggestions

While this study demonstrates the positive impact of remedial teaching on reading comprehension, further research is needed to investigate:

1. The long-term sustainability of the reading comprehension improvements over multiple academic years
2. The optimal duration and frequency of remedial lessons for maximum effectiveness
3. The potential spillover effects of improved reading skills on other academic subjects
4. Variations in the impact of remedial teaching based on student demographics or starting skill levels

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Appendix (1): Validity Committee for the Tools of the Study

1. Prof. Abdul-Latif Al- Jumaily, Ph.D, Duhuk University.
2. Prof. Muayyad M. Sa'eed, Ph.D, Al-bani University College, Baghdad.
3. Prof. Fatin Khairi. Al-Rifa'i, Ph.D, College of Education/Ibn Rushd for Humanities, University of Baghdad.
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8. Instructor Muayad Naji, Ph.D, Ministry of Education.
9. Instructor Ali Arif, Ph.D, College of Languages, University of Baghdad
10. Instructor Summaya Nidhar Ali, Imam Al-Adham Univrsity College

Appendix (2): Pre-test

A: Jad and Johnny: The Gondola Trip

Q1: choose the correct answer

1. What was the name of the city the group was visiting?

- a) Rome
- b) Venice
- c) Florence
- d) Milan

Answer: b) Venice

2. What did Paolo say was the best food in the world?

- a) Pasta
- b) Gelato
- c) Pizza
- d) Italian food

Answer: d) Italian food

3. Who suggested going for a pizza first?

- a) Jad

- b) Paolo
- c) Aziz
- d) Marcus

Answer: a) Jad

4. What did the group use to move along the canal?

- a) A boat
- b) A bus
- c) A gondola
- d) Their feet

Answer: c) A gondola

5. What happened when Marcus stood up in the gondola?

- a) He fell into the water
- b) The gondola tipped over
- c) He dropped his phone into the water
- d) Both b and c

Answer: c) He dropped his phone into the water

Q2: Fill in the Blanks:

1. The group was _____ into Venice in northern Italy.

Answer: driving

2. Jad couldn't wait to have a proper _____ pizza.

Answer: Italian

3. Venice is a _____ city, so the best way to see it is by gondola.

Answer: water

4. The group got out of the bus and walked _____ the centre of the city.

Answer: into

5. The man in the gondola used a long _____ to move the boat along the canal.

Answer: stick

Q3: Answer the following questions:

1. What did Paolo suggest the group do first?

Answer: Go on a tour of the city.

2. Why couldn't the group find a pizza restaurant that could accommodate all five of them?

Answer: There were a lot of tourists in Venice, all looking for pizza, so the restaurants only had tables for two people.

3. Explain what happened when Jad and Marcus disappeared.

Answer: After the group couldn't find a pizza place for five, Jad and Marcus went off on their own and found a pizza restaurant, where they started eating without the rest of the

group. The group tried to find Jad and Marcus, and eventually discovered them eating pizza at the other restaurant.

4. What did Jad say when the group found him and Marcus eating pizza?

Answer: "Oh great, now you can order some more pizza."

5. How did the group finally get a table to eat pizza together?

Answer: When the people at the next table stood up and left, Paolo, Aziz, and the narrator quickly sat down at that table.

B: Jad and Johnny: The Alps

Q1: Choose the correct Answers

1. What type of vehicle were the friends traveling in?

- a) Car
- b) Bus
- c) Minibus **
- d) Van

2. What route did Tom say Johnny should take?

- a) Black route
- b) Red route
- c) Blue route **
- d) Green route

3. Where were the friends going?

- a) Hiking
- b) Camping
- c) Sightseeing
- d) Skiing **

4. Who volunteered to be a ski instructor when they grew up?

- a) Jad
- b) Marcus **
- c) Johnny
- d) Paolo

5. Which route is considered the most difficult?

- a) Blue
- b) Red
- c) Black **
- d) Green

Q2: Fill-in-the-Blank Questions:

6. Jad was going to be a _____ when he grew up.

Answer: photographer

7. Paolo wanted to be a _____ when he grew up.

Answer: ski instructor

8. Johnny didn't know what he wanted to be when he _____.

Answer: grew up

9. Tom told Johnny he was going to go down a _____ route.

Answer: blue

10. Jad took a _____ of the mountains.

Answer: photograph

Q3: Short Answer Questions

11. Describe the scenery the friends were driving through in the Alps.

Answer: They were driving through tall mountains on one side of the road and a huge drop on the other side.

12. What happened when Johnny tried to get off the ski lift?

Answer: Jad took one more photograph and tried to slide off the lift, but it was too high and he landed on his back, covered in snow.

13. How did Johnny end up winning a race down the mountain?

Answer: Jad suddenly suggested they race, and Jad skied past Johnny, but Johnny ended up crossing the finish line first, to the surprise of the other boys.

14. Why do you think Johnny was surprised to receive a gold medal?

Answer: Johnny was surprised to receive the gold medal because he didn't realize there was a race happening, and he didn't intentionally win.

15. What does Jad suggest Johnny's future career could be based on the events?

Answer: Jad suggests that Johnny could become a professional skier based on his unexpected win in the race down the mountain.

Appendix (3) Post tes

A: Jad and Johnny: The Gondola Trip

Q1: Choose the correct answer:

1. What was the main reason the group went to Venice?

- a) To visit historical sites
- b) To eat pizza
- c) To ride in a gondola
- d) To experience the culture

Answer: d) To experience the culture

2. Which of the following did the group NOT do in Venice?

- a) Take a walking tour
- b) Ride in a gondola
- c) See the Rialto Bridge
- d) Climb the Leaning Tower of Pisa

Answer: d) Climb the Leaning Tower of Pisa

3. Why did the group have trouble finding a pizza restaurant?

- a) It was a national holiday
- b) There were no pizza restaurants in Venice
- c) It was crowded with tourists
- d) The restaurants were too expensive

Answer: c) It was crowded with tourists

4. When the group couldn't find a table, what did Jad do?

- a) He suggested they go to a different city
- b) He called the hotel to make a reservation
- c) He disappeared into the crowd
- d) He ordered pizza for the whole group

Answer: c) He disappeared into the crowd

5. What did Marcus do that caused a problem in the gondola?

- a) He started singing loudly
- b) He jumped out of the gondola
- c) He dropped his phone into the water
- d) He rocked the gondola back and forth

Answer: c) He dropped his phone into the water

Q2: Fill in the Blanks:

1. The group took a _____ to the center of Venice.

Answer: bus

2. Jad couldn't wait to have an _____ pizza.

Answer: authentic

3. The group walked _____ the center of the city.

Answer: into

4. The gondolier used a long _____ to propel the gondola.

Answer: pole

5. Jad and Aziz were able to _____ Marcus before he fell into the water.

Answer: catch

Q3: Answer the following questions

1. Why did the group decide to take a gondola tour?

Answer: They wanted to see the city in the traditional Venetian way, by traveling along the canals.

2. Describe what happened when Marcus stood up in the gondola

Answer: When Marcus stood up to show his dad the sights, he lost his balance and accidentally dropped his phone into the water.

3. How did the group eventually find a place to eat pizza together?

Answer: After Jad and Marcus had gone off on their own and found a pizza restaurant, the rest of the group spotted them there and were able to join them at their table.

4. What was the mood like when the group finally got to eat pizza together?

Answer: The mood was relaxed and jovial, as the group was happy to be reunited and able to enjoy the pizza they had been craving.

5. Why did the group have trouble finding a pizza restaurant that could accommodate all of them?

Answer: Venice was very crowded with tourists, so the pizza restaurants only had small tables that could seat 2-3 people at most.

B: Jad and Johnny: The Alps**Q1: Choose the correct answer:**

1. What was the weather like during the ski trip?

- a) Sunny
- b) Snowy
- c) Rainy
- d) Cloudy **

2. Who was the driver of the minibus?

- a) Jad
- b) Tom **
- c) Marcus
- d) Paolo

3. Which of the following did the characters NOT mention as a future career option?

- a) Bus driver
- b) Photographer
- c) Ski instructor
- d) Chef **

4. What color route did Marcus say he and Paolo were going to ski down?

- a) Blue
- b) Red **
- c) Black
- d) Green

5. Where did the group get on the lift that takes them up the mountain?

- a) At the bottom
- b) At the top
- c) In the middle
- d) Not specified **

Q2: Fill-in-the-Blank Questions:

6. Jad was taking _____ of the mountains.

Answer: photographs

7. Johnny was _____ when he was skiing down the black diamond.

Answer: screaming

8. The sign at the bottom said " _____ ".

Answer: Finish

9. Johnny was _____ the other skiers as he went down the black diamond.

Answer: overtaking

11. Jad landed on his back and was _____ in snow.

Answer: covered

Q3: Answer the Questions:

11. Describe Tom's driving style as the group was going through the Alps.

Answer: Tom was driving fast, and Marcus told him to slow down, but Tom said he knew what he was doing.

12. What did Aziz say he might want to be when he grew up?

Answer: Aziz said he might want to be a bus driver when he grew up.

13. Why was Johnny confused about the color-coded ski routes?

Answer: Johnny was confused because he didn't fully understand the difference between the blue, red, and black ski routes.

14. What happened when Johnny tried to ski down the black diamond route?

Answer: Johnny started skiing down the very steep black diamond route, going faster than he could control, and ended up crossing the finish line unexpectedly.

15. How did the other characters react when Johnny unexpectedly crossed the finish line first?

Answer: The other characters were very surprised and impressed, with Paolo calling it "Amazing!" and Marcus congratulating Johnny on winning the race.