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Mohammed Seddik Ben Yahiya University-Jijel

Faculty of Letters and Languages

Department of English

The Role(s) of Skimming and Scanning in Enhancing Students' Written Retelling

The Case of Intermediate and Upper Intermediate Learners of English at the

Centre d'Enseignement Intensive des Langues, Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master

Degree English Didactics

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Submitted by   Supervised by

Zeyneb BECHLEM   Mrs. Rafika MELEK

Leyla DEROUAZ

Members of the Jury

Supervisor: Rafika MELEK   University of Jijel

Chairperson: Sarra LEKKAT   University of Jijel

Examiner: Redouan NAILI   University of Jijel

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Abstract

The present study shed light on the role of skimming and scanning as reading comprehension techniques in enhancing written retelling ability of B1-2 learners of Centre d'Enseignement Intensive des Langues (CEIL) at Mohammed Seddik Ben Yahia University. This research also aims to confirm the following hypothesis that: The more B1-2 CEIL learners use skimming and scanning techniques, the more their written retelling ability is enhanced. In order to test the hypothesis formulated it seems appropriate to opt for two means of research: a test and questionnaire, both of them were administered to 10 learners of B1-2 level. The test was used to test the role of using skimming and scanning techniques on B1-2 CEIL learners' written retelling productions. While, the questionnaire was used to confirm the test results .The results obtained from both these tools show that when B1-2 CEIL learners' read texts using skimming and scanning Their written retelling performance is enhanced.

Key Words: Reading Comprehension, Skimming and Scanning, Written Retelling.

In the Name of Allah the Most Merciful Most Companionate

Praise is to ALLAH Almighty For always being there for me and blessing me with health, strength, and peace for everything in my life.

It gives me an immense pleasure to dedicate my dissertation for the most warm-hearted parents in the world BECHLEM Nour-dine and BEBAYED Fatiha. I am deeply grateful to them for their love, encouragement, and continued support and faith in me.

To my dear sisters;

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To the men of my family,

Bilal, and Chouyeb

To my beloved husband and his family;

KHALFALLAH Ramzi, Youcef, Rami, Badis,Mehdi, Djahida,Rania

To My friend Itidel, Aicha

To all who raise my spirit when I was most discouraged, my friend

I dedicate this work

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I dedicate this work to:

The most precious people to my heart, to the persons who unstintingly supported

me throughout the whole course of my life; my beloved mother and my dear father.

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List of Abbreviations and Symbols

CEIL: Centre d'enseignement intensive des langues

EFL: English as a Foreign Language

e.g.: For example

i.e.: That is to say

N.D: No date

P: Page

Q: Question

SC: Scanning

Sk: Skimming

SPSS: Statistical Package for Social Sciences

SST: Skimming and Scanning Technique

*: significant Difference

&: And

%: Percentage

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Section One: Research Design and Methodology

General Introduction

Teaching reading in any language has been dealt with from different perspectives. Most researchers believed that effective reading is synonymous of strategic reading; that is to say, in order to be effective readers, learners of a language should display a readiness to use adequate techniques and strategies to achieve successful comprehension as it is considered the final outcome of reading.

Reading comprehension is more than a matter of reading words, but it needs to involve the reader in decision making, problem solving, and using background knowledge to make sense of the text. Determining the main idea, detailed information, and guessing words meaning play a great role in measuring the readers' understanding of the text being read.

To reach comprehension many techniques are used. Among these techniques that can be applied by English teachers to improve students reading comprehension are skimming and scanning techniques (SSTs), (Diaz, Laguado., & Sasmita, 2013). SSTs are two very different techniques for reading speed, but they are not used only for this purpose. However, they are used to develop students reading comprehension. They are both used for different purposes. When students use these techniques, they read according to their purpose and get the information they need quickly without wasting time. In addition these techniques help learners to recall information they have already read. In this concern, skimming (Sk) is reading rapidly in order to get a general overview of the materials. While, scanning (Sc) is reading rapidly in order to find specific fact or details. Additionally, many students can read and comprehend, but cannot remember the text when they are asked to retell it.

Written retelling is considered as a post reading strategy which is an activity that is done after reading a text, and serve to help students understand what they have read, pick out important parts, and generate further thinking related to the text. The after reading strategies are often neglected as teachers rapidly move from topic to topic, but when executed effectively, they can serve to review, and generate new ideas about a text (Bean, Readence, & Baldin, 2008).

Background of the study

Reading comprehension is considered as the ultimate goal of reading. According to National Reading Panel Report (2000) reading comprehension is a skill that many children fail to achieve. Reading comprehension is the process of making meaning from text. The goal; therefore, is to gain an overall understanding of what is described than to obtain meaning from isolated words and sentences (Woolley, 2011). Comprehension of any written material cannot be reached without using the appropriate reading techniques and strategies which guide them to understand better.

Reading techniques are tools that teachers use to help students learn and comprehend what they are reading. There are hundred reading techniques available to help students develop their comprehension at different levels with different types of texts (Prado and Plourde, 2005). The use of these techniques while reading help readers to generate a deeper understanding of the written material. Moreover, when the reader uses the appropriate techniques and strategies, he will be able to recall the information mentioned in the text when needed. Thus, when learners are asked to retell what they have read they find it easy, especially after using the appropriate reading techniques.

Retelling is one of the best and most efficient strategies for discovering whether students understand what they have read or not. (Gambrel, Pfeiffer, &Wilson, 1985; Reutzel & Cooter, 2007).

According to Marrow (1988),

> "Because retelling can indicate a reader' or a listener's assimilation and reconstruction of text information, it can reflect comprehension…etc. and allows a reader or a listener to structure a response according to personal and individual interpretations of the text"PP

Some researchers examined the effects of programs that applied retelling and found that there were significant differences in the effects of the retelling strategy in different levels of learning using a variety of techniques such as; skimming and scanning that help learners to successfully understand the reading material and effectively retell it when they are asked.

According to Almanyrawi (2013) Retelling means to fully comprehend a reading material, and comprehension is the ability that supports retelling. In other words, the reader has to comprehend the text first so that he has to get an idea about the text being retold, this can be achieved through skimming and scanning the target text to draw out and idea about it. She added that there are some reading comprehension techniques such as: skimming and scanning which were defined by different scholars. Harmer (2001) defined skimming as "the ability to take in stream of discourse and understand the gist of it without worrying too much about details… it means running your eyes over a text to get a quick idea of the gist of a text" (P. 202).That is to say, the reader uses skimming to generate an idea about the text in short time. In the same concern, Beilby (1999) confirmed that "skimming is the

process of flipping through the pages fairly fast, trying to locate the sort of places where you might find what you are looking for" (P. 155). This means, to quickly move the eyes through the text to form an idea about it. The second reading comprehension technique is scanning. Beilby (1999) scanning is moving the eyes to locate specific information such as: names, dates…etc to answer specific questions. Also Harmer (1991) added that scanning is the ability to read a text to locate particular information.

Studies related to this topic, as relates to Goodman (2001) retelling is considered as a literacy event that may require written or oral language, based on the task they are asked to do. That is to say; when students are asked to retell a text, they need school language. Students with good school language may not be affected by retelling strategy; while those who struggle with school language may encounter challenges facing this post reading task that requires more use of school language. Moreover, students' background may affect this strategy; for instance, some learners prefer to use oral retelling .While, others find it easier to retell a text in written form. In this concern, it can be said that retelling is a unique process which depends on the learners' preference and background knowledge.

According to Kissner (2006) Retelling is a unique strategy in which learners are asked to retell a text using their own words and style, but keeping the same organization of the text; introduction, ideas sequencing, and conclusion or solution…etc. In addition, it is a useful strategy to check the learners' comprehension: SSTs play an essential role in boosting learners' ability to effectively retell texts. Skimming technique is a quick process which helps readers to extract a general idea from the written material, and to be able to look over the text without reading every word or phrase. Whereas, scanning means to read a text in order to get specific information and more specific details and facts. It also means to be able to read rapidly to find details and answers to specific questions. Through the combination of both techniques (skimming and scanning), the reader could comprehend

any written material, because they generate a general idea using skimming at the beginning, then they comprehend and reinforce their comprehension when they scan the text. After gaining a high level of comprehension, learners will be encouraged to recall information and produce a good quality of written retelling.

1.   Statement of the Problem

Reading is one of the four language skills that requires the interaction between the reader and the text. Most researchers believe that effective reading is synonymous or strategic reading; that is to say, in order to be effective readers, learners of language should display readiness to use adequate techniques to achieve comprehension. However, learners find it difficult to choose the appropriate techniques which enable them to foster their comprehension as well as helping them to recall information from the text when they are asked to. Due to these reasons, it is essential for EFL learners specially those who learn in Educational Center for Intensive Languages (CEIL), to be selective when using any technique while reading text since they are not familiar with such techniques. Thus, CEIL learners cannot successfully retell text in written form unless through the use of appropriate reading techniques such as skimming and scanning that help them to extract the meaning from several texts in short time, and help learners to reach a good level of retelling what they have read.

Aim of the Study

The primary objective of this research is to shed light on the role of reading techniques ; skimming and scanning in improving B1-2 CEIL learners (at Mohammed Seddik Ben Yahia University) written retelling productions.

2. **Research Questions**

1. How can B1-2 learners at CEIL retell texts better?

2. How do reading techniques skimming and scanning help B1-2 learners at CEIL to retell texts better?

3. Which of the reading techniques skimming or scanning is more effective in retelling texts?

4. What are the common reading problems that prevent CEIL learners from retelling what they have read in a good written production?

3. **Research Hypotheses**

On the basis of previous questions, it is hypothesized that: the more B1-2 CEIL learners use skimming and scanning techniques, the more their written retelling ability is enhanced.

4. **Research Methodology**

Because of the descriptive nature of the study, it seems appropriate to opt for two means of research: a questionnaire and a test. The former is administered to B1-2 CEIL learners of Mohammed Seddik Ben Yahia, Jijel University. While, the latter is used to analyze the learners written retelling productions. The analysis of the learners' productions Obeys to specific criteria that learners have to respect while reproducing texts.

5. **Structure of the Dissertation**

This study is divided into three chapters. The first chapter is devoted to literature review and it is divided into two sections: The first one is about reading. While, the second tackles skimming and scanning techniques. The Second chapter is devoted to present

retelling as a reading comprehension strategy. The Third is concerned with the methodology, data collection, analysis, and interpretations.

Introduction

Reading is an intellectual accomplishment that entails many intricate processes and techniques which help improving comprehension. This chapter is divided into two sections; the first one is about reading which contains: concept of reading, teaching reading, purpose of reading, definition of reading comprehension, needs for improving reading comprehension, effective teaching methods for building comprehension, and factors affecting reading comprehension. The second is about skimming and scanning techniques: its definition, procedures, purpose, importance, the main differences between them, and the role of skimming and scanning in developing learners' ability of text retelling.

1.1 Concept of Reading

Reading is the best way to improve one's language skills. It is like sports or music, it requires lots of practice. Reading is a part of language skills because it is considered as a source of knowledge. According to Hill (2000) reading is the process of getting information or extracting meaning from a reading source. Besides, it is the process of acquiring the author's meaning. Thomas (2009) pointed out that " reading is not passive, as it involves the reader in active interaction with what is presented in the text in order to make sense of what is written"(as cited in Berregui and Boulachaab, 2017. P. 6). Meaning that, the readers are active in the process of reading because they use their minds to process the information when they read. In other words, it involves both conscious and subconscious actions by the reader. Therefore, reading is a complex cognitive process of decoding in order to construct or derive meaning from a written material. Reading as defined by Anthony et al (1993) is the procedure of assembling meaning through the

dynamic interaction among the reader's existing knowledge, the information suggested by the graphic symbols, and the context of the reading situation. in the same concern, Nunan (2003) also defined reading as a fluent process , he adds that, while reading, readers do not only depend on data extracted from the reading source but also should recall their previously learnt information to fully comprehend the text.

According to Grabe and Stoller (2002) reading is the power to extract meaning from printed pages and interpret it effectively. It is related with how readers convey meaning through written symbols and process it in the mind. Therefore, reading involves two major components, the first is the word recognition or the decoding of the written symbols, and the second one is the attachment of meaning to the written form of language

Reading is an interactive process in which readers interact with the text and employs their experience and knowledge to decode its meaning. Consequently, it can be concluded that reading is the basic, purposeful skill in which the teacher has to engage learners in the process of decoding symbols and understand the meaning.

1.1.1 Purposes of Reading

Many people read a text, but hardly can understand what the written information was all about. Simply because the readers merely read a text without understanding its content. Thus, Comprehension is considered the main purpose behind reading. Since reading is very important in learning a second language, a great effort has been given to develop reading skill.

Mikulecky and Jeffries (1996) stated that:

> *"reading help readers to think in English, enlarge the readers' vocabulary, help improving their writing, it can be also a good way to practice English if the readers are living in non- English speaking country, help them preparing for a study in an English

speaking country, and it is considered as a way to find out about

ideas, facts and experiences". (p. 1)

From the above quote, it is concluded that there are several purposes of reading, which differ from one to another.

1.1.1.1 Think in English

When students or readers are familiar with reading English texts, they will be able to think in English. Since they often read in English, they will be familiar with the language, when it comes to practice or usage, it will be easier for them to use the language they have learnt before from the reading passages.

1.1.1.2 Enlarge vocabulary

Vocabulary is considered as the major component of reading or reading comprehension. Through it, students will get a large amount of vocabulary from each text they read. Reading also gives them the opportunity to gain new vocabulary each time and link it with previously learnt words; consequently, they use it appropriately in different contexts.

1.1.1.3 Helps improving writing competencies

When student or readers acquire a large amount of vocabulary, this helps them to boost their way of writing. When they are intensive readers, they will be able to write in a well organized way. There is no secret for being a good writer; the only way to be so is to read a lot and write a lot. That is to say reading and writing go hand in hand, because good writers have a tendency to be exceptional readers, and good readers can produce exceptional writing. A writer who does not read is like a musician who does not listen to music, so it is impossible to do a good work without experiencing the good work that has been done before. Additionally, a well- read writer has a better vocabulary which leads him

to distinguish between poor and quality writing. Furthermore, when students read a lot, they are likely to be more exposed to different styles and forms of writing.

1.1.1.4 Practice English

Reading is one of the best ways to improve one's English language, to do so; the students have to choose the material which seems important for them. For instance, reading the appropriate books, and novels which may help them to make good progress. Also during the process of reading, for example, reading aloud, here the students have a great opportunity to practice the language and enhance their speaking fluency due to the use of this process, especially in non- English speaking countries because it can be the only way in which they use English language or practice it, since there is no available plate forms to do so.

1.1.1.5 Help Preparing for a study

Reading is also a way of getting information. So that, it helps students preparing for a study, conducting a research…etc. The best way to do this is to read as much as you can to get as much as possible data needed for the study.

According to Kailani and Muquattash (2008) (as cited in Al Udaini 2011) there are several purposes for reading which depend on the context and the level of the reader:

- Reading for referential materials so as to get information needed and use them with different subjects.

- Reading to conduct a research in order to gain the information related to the problem students working on.

- Reading to improve academic skills for instance; writing.

- Reading to gain more general and specific knowledge.

- Reading for entertainment, self development, and pleasure….Because when reading for pleasure, the reader is free to read what he likes and how to read it.

1.1.2 Definition of Reading comprehension

. Reading comprehension is defined as the ability to grasp something mentally and the capacity to understand ideas and facts. That is to say, the readers have to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Middleton (2011) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include language, word reading, word knowledge and fluency. In other word, reading comprehension means to understand a text or a message; this understanding comes from the interaction between the words that are written, and how they activate knowledge outside the text or message.

Moreover, comprehension has to do with, phonology, syntax, semantics, and pragmatics. An individual's ability to comprehend texts is influenced by their skills and their ability to process information. If words recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Retrieved from: https://en.m.wikipedia.org/wiki/reading-comprehension.

In reading process, the readers need comprehension to construct the representation of the passage in the mind. Thus, comprehension is the essence of reading, without it the reading is meaningless. Rasinski and Brassell (2008) proposed three categories of comprehension level.

1.1.2.1 Literal comprehension

Literal comprehension is the lowest level and simplest form of locating information in the text since it is stated directly in the text. It includes the process of understanding the ideas and information explicitly stated in the reading passage.

1.1.2.2 Interpretative comprehension

The interpretative comprehension means to understand the ideas and information which are not explicitly stated in the passage. Inferences are the ideas which the readers receive when they go beneath the surface to sense relationship, but the facts and ideas together, draw conclusion and make generalization and also detect the mood of the material.

1.1.2.3 Critical comprehension

Critical comprehension means analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statement automatically when the reader reads the text. In this category, readers need abilities, such as:

- Personally reacting to information in a passage indicating meaning to the reader.

- Analyzing the quality of written symbols of information in the terms of some standards.

1.1.3 The Need for Improving Reading Comprehension

Having an excellent reading comprehension skill is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life. According to Marshall (n, d), the need for reading comprehension significantly increases when thinking about the negative consequences of not being able to read in critical situations. For instance, not being able to read and comprehend directions on a bottle of medicine or caution on a container of dangerous chemicals can put individuals in a very dangerous situation that threatens their safety and lives. (As cited in Almutairi, 2018. P. 18). According to Blaire et al (2007) reading comprehension is also to be successful; individuals need to understand the basic text that appears in utility bills, housing contracts, career applications …. etc. Also,

individuals need reading comprehension skills in order to be able to have and maintain a job and successfully engage in different daily activities.

1.1.4 Effective Teaching Methods For Building Comprehension

According to Duke and Pearson (2008) reading comprehension instruction should be balanced. That is to say, there should be instructional time teaching new skills, but without neglecting the time to practice the skills by actually reading, writing and discussing. Duke and Pearson (2002) introduced a model for teaching comprehension; they suggested first describing the strategy or skill that will be taught to the students. The teacher also models the skill in action. Next, the teacher gives students opportunities to practice the skill. This can include working with a group or partner. Finally, the teacher has each student work individually on the skill. This Method of teaching leads to students' independence in learning. Teaching reading comprehension is a must, recognizing and saying the correct words is only part of reading.

Making meaning of the text is the ultimate goal of reading. (Namara and Kandeou 2011) stressed the importance of teaching reading as a process and that strategy instruction has been found to impact student's appreciation of reading as a process, the goal of which is to understand what being read. But the objective of comprehension instruction should be student ownership of the strategies and skills, knowing when comprehension breaks down and how to address the problem and repair it. Teaching students to use comprehension strategies and skills can set them securely on the path to becoming successful readers. The opportunity to read independently allows learners to coordinate the strategies and skills until they will be able to make sense of the text. Once students take ownership of the process, they take it one step further, they take what they know, apply it to the unknown, and become creative thinkers who are able to assess problems from the comfortable

position of knowing they have the skills and can acquire the knowledge they need, to solve any problem with which they are faced.

1.1.5 Factors Affecting Reading Comprehension

Reading comprehension is a cognitive process which requires lots of skills and strategies. Numerous programs are designed to improve reading comprehension. However, poor reading comprehension involves the lack of various factors such as background knowledge, vocabulary, fluency, active reading skills and critical thinking that must work together.

1.1.5.1   Background knowledge

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Background knowledge includes both readers' real world experiences, literacy knowledge, and helps students become active readers, by improving their reading comprehension.

1.1.5.2 Vocabulary

Whether or not students have mastered reading, vocabulary skills affects their reading comprehension. Student must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

1.1.5.3 Fluency

Reading with fluency allows students to retain information with accuracy expression and increased speed. The ability to read fluently is developed through reading practice, as students become fluent readers, they will spend time trying to decode the meaning of the sentences. Overtime, fluent readers will develop the ability to insightfully respond to a text.

1.1.5.4 Active Reading

Beginning readers often rely on skilled readers to guide them through a text. However, as readers develop, they will be able to monitor their own reading comprehension. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions evaluating the text.

1.1.5.5 Critical Thinking

Students can actively respond to a text more efficiently when they process critical thinking skill; as students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will also be able to identify literacy devices and their effect on the text. Having critical thinking skills help to deepen a student's comprehension of text, resulting in positive reading experience. Retrieved from https://education.seattlepi.com/cognitive-factors-effects-reading-comprehension-1591-html/ .

1.2   Skimming and Scanning

The techniques used when reading depends on the purpose of reading. For instance, skimming and scanning, they are two reading comprehension techniques that help learners to get the information from the reading material. These two techniques are a bit similar in the process but different in purpose; if students are exploring or reviewing, they might skim a document, otherwise; if they are searching for a specific information, they have to scan the text. In other words, to find the general overview or main idea of text, skimming technique is used, while; looking for specific information from the text, scanning technique is used.

Grellet (1981) stated that both skimming and scanning are "specific reading techniques necessary for quick and efficient reading" as cited in (p. 19.). According to Harmer (2001) skimming is the ability to comprehend and understand the gist of the text , without worrying much about the details, while scanning is used for finding specific data with the ignorance of the broader meaning(as cited in Asmawati, 2015). Brown (2001) stated that both of these two techniques help students to read in a more focused and efficient way. Therefore, skimming and scanning are accelerated reading techniques to quickly looking for the idea and specific information of the text. He added that skimming is the process of rapid coverage of a reading matter to determine its gist or main idea. In addition, Maxwell (1972) stated that scanning is the ability to locate specific facts and details in a very quick way.

1.2.1.1 Skimming

Skimming is glancing rapidly through a text to get a general idea e.g.; quickly glancing through an article to see if it interests the reader or not. Being able to look over the passage without reading every phrase is a great asset for the reader to posses. Skimming permits people to gain a general idea about the material rather to read it in

details. In other words, with the use of this technique the general understanding is reduced because the reader does not read everything. He reads only what is important. This technique works better with short text and not for reading a whole book.

According to Maxwell (1969) skimming is to get the main idea or gist of a selection quickly in a written text where the student develops power of inference through systematic practice which encourages them to anticipate of a text. So, skimming can help to find key words that allow them to infer the main sense of the reading material (as cited in Diaz and Languado 2013).

Yan Shem (2009) defined skimming as "a fast- reading skill that does not require reading word by word, but it requires high degree of concentration" (p. 16). Meaning that, skimming is a quick process in which the student reads a passage very quickly, without focusing on details, but this process demands only a focus on key words which lead the reader to extract the main idea of a reading passage.

Skimming is reading to:

- Get the general idea of what the article is about.

- Read some parts and skip other.

- Look for most important ideas.

- Skip facts and details.

- The main objective of skimming is to understand the main points and central idea of the text.

- People often skim when they have a lot of materials to read in a limited time.

1.2.1.2 Scanning

Scanning means looking through a text for specific items and information such as dates, numbers or places…etc. For example, what time a TV program is on; or looking up a telephone directory. This technique also refers to looking through the reading material for

specific bit of information, or because he thinks he remember seeing it there. In addition, it may help to locate particular information very quickly. Scanning takes place also while reading, in which the reader reads slowly and carefully to pick out certain key words or phrases. So that, it allows to find details and other information very quickly. Yan Shan (2009) defined scanning as "a helpful technique especially when students are looking for answer to a particular question. Scanning involves moving through the passage seeking specific words and sentences" (P. 18). That is to say, we scan for more details, always to answer some specific questions stated in one's mind, or questions asked by teachers.

Ward (1998) defines scanning as the process of moving the eyes down the printed material, looking for specific information. This technique is useful to locate statements, definitions, formulas, dates, telephone numbers, or other specific items.

According to Nutell (1996) scanning is "the process of rapid glancing through the text either to search for a specific piece of information name, a date…etc, or to get an initial impression for whether the text is suitable for a given purpose" (p. 49). That is to say scanning is a technique which provides a sense of theme, purpose, organization of a text. Also it helps the reader to make decisions about where to place the greatest focus when there is a limited time of reading.

Briefly, scanning is a technique used when searching for a specific piece of information and the main purpose behind using it is to locate that information.

1.2.2 Procedures of Skimming and Scanning

1.2.2.1 Steps for Skimming

Skimming and scanning are two different techniques, each one serves certain purposes. When you skim, your eyes should move from titles, to heading and sub-headings, to figures, charts, and tables. Scan is more comprehensive than a skim, it should

cover most of the elements of a document, not word for word, but as fast as you can while still feeling that you have passed through the whole passage.

To skim means to move your eyes rapidly through the pages. You will not read every word, you will pay special attention to typographical cues, headings, bold faces and italic type, indenting bulleted and numbered list. You will be alert for key words and phrases, the names of people and places, dates, nouns …etc

According to Arundel in Reading and Study Skill Lab (1999), skimming is a technique used for getting only the main ideas and the general overview of the content. Moreover, there are steps several step should be followed when in applying skimming technique, those are:

➢ Read the title of the text

➢ Read the introduction of lead paragraph

➢ Read the first paragraph completely, if there are subheadings, read each one, and look for relationship between the paragraphs,

➢ Read the topic sentence of the other paragraph,

➢ Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues,

➢ Read the last paragraph completely. (As cited in Asmawati, 2015. P 72)

The following steps are used:

Fry (2000) explained that in order to skim, there should be steps to do so,

   ➢ Read the initials of each paragraph

   ➢ Read only key sentences

   ➢ Find the main idea

   ➢ Read fast

Mikulecky and Jeffries (2000) stated lot of procedures of how to skim a text

- ➢ Read only words that helps the students to get sense of the text

- ➢ Read the first sentence of each paragraph carefully

- ➢ Read in the middle or at the end because the topic sentence sometimes occurs at the end.

- ➢ Skip some paragraphs that is not important or interesting

Furthermore, according to Arundel (1999) that skimming a reading material goes through different steps.

- ➢ Read the title, because it is the shortest summary of the content and lead the students to guess about main idea.

- ➢ Read the introduction

- ➢ Read the first paragraph completely, because it usually contain read parts of the text and look for clue words that answer WH questions like: who, what, when, where, how…etc. Unusual words especially if capitalized, bolded, italic…etc

- ➢ If the text contain subtitles, read each one, and look for the relationship among them

- ➢ Read the last paragraph completely (As cited in Patmawati. 2015)

1.2.2.2 Steps for Scanning

To scan is sweeping your eyes over part of a text to find specific pieces of information from a large written material. Before you start scanning a reading passage. The following are followed:

- ➢ You should have always a purpose before reading a text.

- ➢ Try to predict information you're looking for in what form they would appear: numbers, proper nouns, etc

➢ Analyze the content before starting to scan. If the material is familiar or short, it will be easy to scan the entire article in one single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan.

➢ Read the entire sentence when you find the sentence that has the information you are looking for.

To scan is sweeping your eyes over part of a text to find specific pieces of information from a large written material. Before you start scanning a reading passage the following steps are essential to be followed:

Fry (2000) stated that the steps to scan a text are:

➢ Note the arrangement of information that is to say, sequencing the events

➢ Keep clue word in mind, which allow the reader to find what he is looking for

➢ Scan quickly

Furthermore, Mikulecky and Jeffries (2007) stated that when readers scan, they have questions in mind; they don't read every word but only the words that answer their questions. While, Arubdel (1999) added that there are several steps to use scanning technique:

➢ Predict which kind or form the information would appear (numbers, proper nouns …etc)

➢ Before starting to scan, analyze the organization of the content, i.e. if the article is long or difficult, it is necessary to decide which part of the text to scan. Whereas, if it is short and easy, students can scan the entire article in one single research.

➢ Read the entire sentence when you find that it contain the information you need. (As cited in Patmawati, 2015).

1.2.3 The Difference between Skimming and Scanning

Many students find reading techniques; skimming and scanning very confusing. The two words sound similar and for some reasons, people always think that skimming is scanning and scanning is skimming. However these techniques are both used while reading texts but differ in terms of the purpose they are used for. Parmila and Ahuja stated that:

> "Skimming is quickly reading topic sentences but skipping large sentences of the material. It is a sort of reading that is used to survey a selection to get an overall picture of its holdings. This is the first stage of scanning; scanning becomes easier if the skimming ability has been performed earlier" (p. 154).

That is to say, skimming and scanning are both techniques used while reading a text to reach comprehension. Most readers use them interchangeably. However, others can differentiate between them. Firstly, readers they use skimming in order to get a general overview of what they are reading without reading each word, they may skip some of them. Then, it comes as a second stage the scanning technique that helps readers to get more specific information and many details. When the reader uses the skimming technique effectively, it becomes easier for them to get much details and information they are looking for when using the reading technique scanning (as cited in Berrigui and Boulaachab 2017) they added that:

> "Skimming and scanning are two important and useful advanced reading skills which help the reader to read in a fantastic speed. Skimming demands fast moving of the eyes down a page in zigzag manner looking for some words or phrases, or sentences here and there to get the core of the material; scanning demands a quick answer to a specific question from a passage or a chapter"
> (P. 20)

Andrew and Dana (1996) revealed that skimming and scanning are two different reading techniques; these are practiced at the start of each theme; skimming means looking at a text or a chapter quickly in order to find a general overview of the text. Skimming should not be confused with scanning which is another form of rapid reading and reading comprehension, skimming is about looking through a text quickly to grasp the main idea. Tina (2003) stated that the main difference between skimming and scanning is that when you scan you are required to look for specific piece of information, such as a telephone number, answers to particular questions. Generally when you scan you stop reading once you have what you are looking for.

On the other hand, skimming is used when you are seeking for more general understanding of what the text is about. As it mentioned above, skimming and scanning are two specific reading techniques, which enable the reader to cover a vast amount of text information very quickly. These two techniques are a bit similar in the process but totally different in the purpose.

People may read different materials such as articles, books, novels…etc, for the purpose of getting knowledge or information. Skimming and scanning are techniques that should be adopted by the readers. They are both considered as fast reading techniques. For instance, skimming refers to rapidly reading for the purpose of getting a general idea of what the text was about. Using this technique, does not help the readers to reach the global understanding of the text. When using it, the reader does not read everything, but he focuses only on what is important and serves him, so that he can form a general idea of what he has already read.

On the other hand, scanning is used when the reader looks into a document searching for specific information. It does not require a full reading of the material being read, instead, it requires a focus on getting as much as possible details to support the

general idea formed by using the skimming technique. Skimming is more about understanding, whereas; scanning is all about searching for details or supporting ideas and information. Therefore, they are different from each other.

Table1:

	Skimming	**Scanning**
Definition	• A technique for fast reading • A reader reads the article in order to get the general idea from it	• A technique in which a reader tries to search a particular text or words in a document
Requirement	• The ability to go through the article quickly • The focus on general meaning	• The use of fingers can be effective while looking for specific information • Focus on key words
Purpose	• Generally to get the general idea of an article • To sample a book before actually purchasing it	• To find a particular quotation in a book
Method	• Read the title very carefully to get the main idea • Read the first paragraph and the introduction needs	• The readers must be clearly aware of the specific information that needs to be searched in the document. • Clues must be used to find

to be carefully read

- Put the emphasis on reading the first sentence of every paragraph
- Read headings and subheadings should be read carefully too
- Pictures, charts or graphs, should be noticed
- Words or phrases that are italicized or boldface must be noticed too
- Reading the summary or the last paragraph is important to understand (the conclusion)

the answer like if one is searching for dates, then only numbers should be looked for

- Headings can be helpful in suggesting the location of the desired information
- One should be careful in reading and shipping the sections of the passage.

The Main Differences between Skimming and Scanning Techniques. Retrieved from (www.differencebetween.info/differencebetween-skimming-and-scanning) on 15 May 2019 at 15.40

4.5 The Importance of skimming and scanning

According to Parmila and Ahuja (2007) (as cited in Berregui and Boulachaab 2013):

"Skimming and scanning are very important and useful advanced reading skills which help the reader to read in a fantastic speed. Skimming demands fast moving of eyes down a page in zigzag manner looking for some words, phrases, or sentences here and there to get a passage or chapter" (P. 21)

That is to say, skimming and scanning are considered as reading comprehension techniques ; when skimming a passage the reader get a general overview about it, then they comprehend it more when scanning. In addition, scanning and skimming help saving time because they are done in a quick manner, also because the reader focuses on what is important for him and information that serve their needs.

According to Robert (2011) scanning and skimming are helpful especially when reading for information in libraries or on the internet (as cited in Berregui and Boulachaab, 2013). Trevor (2011) defined the importance of both techniques as a way of helping to decide whether they should skim the document or not. Meaning that, skimming is considered as the first stage, because it helps the reader to deduce the general idea about the text, if the reader find text is relevant to what he is looking for, he will use the scanning technique to get more details. Also skimming and scanning have the same function, which is to get information (general idea about the text as well as supporting details).

➤ Skimming is important to:

➤ Helps the reader to go through the material to get the gist of it

➤ Helps to know how the text is organized

➤ Helps to get the idea of the tone or intonation of the writer

➤ Saves time

Scanning is important to:

➢ Helps to locate specific information

➢ Helps to follow the linearity of text

➢ Helps using the time effectively

1.2.5 The Role of Skimming and Scanning as Reading Comprehension techniques in enhancing The Students' Written Retelling Ability

Both skimming and scanning techniques are used for quick and efficient reading comprehension. The use of both these techniques is important is in constructing an individuals' own knowledge. First the learners has to read a text, try to comprehend its meaning using different techniques including skimming and scanning, at the end they retell what they have understood from the text in a written form. In this case, retelling is used as tool to check the students' comprehension.

According to Reem (2013) is retelling is a word which is composed of the prefix "Re" and the root "tell". "Re" means to do something again or one more time, and the verb "to tell" means inform or deliver a message to the listener or the reader i.e.; retelling is redoing or reconstructing something through an activity that needs to collect items, organize them, and make a relation between them in order to reconstruct and present them in a new form, but it has to keep the same meaning. (P. 11).

It is agreed on the point that successful reconstruction of a text cannot be executed without comprehending its meaning. So, retelling refers to the process of reconstructing knowledge after understanding the texts' meaning understanding. Comprehension is considered as the power that supports the retelling process since without comprehension the learner cannot retell the texts' content. When students' wants to retell a text he/she has first to get an overview of the text being read, this can be achieved by

skimming the text to form an idea about it. After that, the learner has to support his/her ideas; using scanning.

Reading techniques (skimming and scanning) are considered as means that enable learners to synthesize any form of texts. Moreover these techniques help learners reaching a deep understanding of the text, and guide them to recall information that they have read. Thus, skimming and scanning help learners to retell texts successfully especially when they are used in the appropriate context, and for the appropriate purpose.

According to Koskinen et al (1988)(as cited in Reem Yahia 2013) retelling:

➢ Allows the reader to have an overview of the text

➢ Reinforces the text structure

➢ Requires the readers to distinguish between general ideas and supporting details (this can be done through the use of skimming and scanning). Skimming for getting a general idea of the text being read, and scanning to get more specific details of the text.

➢ Encourages written development

As it is stated in the previous elements of this chapter, skimming and scanning are two specific techniques of reading comprehension which allows the learners or the readers:

➢ Extract meaning of the text

➢ Form a general idea about the text using skimming technique

➢ Find in the text supporting details and specific information of the idea already formed using the scanning technique.

➢ Finally the idea formed about the text with the supporting specific details help students to retell what the text was about.

Conclusion

Throughout this chapter, we started by displaying reading and reading comprehension in learning second language, in which we shed light on both skimming and scanning as reading comprehension techniques. Moreover, the researchers focuses on giving a clear insight about reading comprehension by providing different definition for different researchers; in general reading is a cognitive process which includes transferring the written symbols by the reader through the eyes, these symbols need understanding meaning and then integrating this meaning to personal experiences.

Concerning reading comprehension, it is generally defined as the ability to connect and interpret both oral and written language, also it is the ability to recall facts, get the main idea and make inference, draw conclusion, predict, and evaluate.

On the other hand, the researchers focused on skimming and scanning as reading comprehension techniques, their procedures, the difference between them as well as their importance and their role in developing students' abilities in retelling text.

Introduction

This chapter is devoted to explore the main subject of this piece of research; it attempts to shed light on written retelling which is considered as a measure of the readers' comprehension. This chapter provides the diverse definitions attributed to retelling strategy according to varying focuses and views. It also sheds light on the different characteristics

of retelling including retelling as a comprehension strategy, retelling as an assessment tool, and retelling as a social interactive process. Furthermore, this chapter emphasizes on the main differences between summarizing, paraphrasing, and retelling, the differences between retelling and recalling, types of retelling, the variations of retelling as well as the relation between retelling and reading comprehension. Finally it provides the advantages and the disadvantages of retelling.

2.1. Definition of Retelling

Retelling is a powerful classroom tool for building comprehension it may be an oral or a written activity in which a reader explains the main ideas of the text; for example, after reading a text, a reader retells the story by putting it into his or her own words. Retelling is a strategy in which students or readers tell the text again in their own words in the correct chronological order. In order to do this, students must remember the text or the information mentioned in it, pick out the important pieces and tell the text once again. According to Morrow (1996) Retelling is a procedure that enables the student to play a large and active role in reconstructing stories. Usually retelling involves interactive discussion with the teacher, peer or groups and this discussion helps learners to comprehend and recall the discourse they read or listened t (as cited in Han, 2005, P. 6).

Retelling is one of the post- reading activities which foster the written and the oral language skills as well as reading comprehension. Through retelling strategy the reader can communicate what they have learned to others, either in the form of oral presentation or written assignment. Moreover, retelling is perhaps one of the simplest and successful strategies to enhance readers' comprehension. According to Morrow (1996) retelling allows a reader or a listener to structure responses according to personal and individual interpretation of a text. It also allows interactive behaviors between an adult and a child as "a teacher guides a child through the first attempt at retelling through discussion". He also stated that " because retelling can indicate a readers' or a listeners'

assimilation and reconstruction of the text information, it can reflect comprehension… and allows a reader or a listener to structure a response according to personal and individual interpretation of the text" (as cited In Burton, 2008, P.18)

The teacher can use retelling as a way to assess how well students comprehend a text or a story, and then use this information to help them develop a deeper understanding. According to Johnston (1983) Retelling signifies the readers' or the listeners' understanding of learning and creates new construction of character and reflects in retelling apprehension. Retelling motivates learners to read the text and develop their reading comprehension for both integration and personalization that also helps learners view the content components of the message and how the text related to their experiences. Thus, retelling is quite simple, after hearing or reading a text, the reader "retell" the events again either in a written form or an oral one.

Many children will spontaneously retell exciting events, books, or movies to one another. They start developing their abilities to retell a text with a logical sequence of events between the ages of two and five. However, children who have problems when retelling texts seem to be more likely to have problems in reading comprehension in later years. Retelling has been used for years as a dependent variable in reading research experiments.

After a researcher has done some interventions – a teaching method, questioning strategy, and so on and asked students to read a text, the benefits of that intervention are measured by asking the students to retell what was read. The retelling is then scored based on a list of criteria to be included. Some retellings are "cued", with the students prompted to give specific information, either by a text grammar chat or direct questioning. Others are simply given on a free recall basis (Kissner, 2006, P. 7).So that, retelling is a strategy that is used to determine how well the students or readers have comprehend a specific text or

story. Teachers use this strategy as a tool to improve and check the students understanding of a particular text.

When the students retell what they have read, teachers discover whether they comprehend the text or not since, Retelling strategy is practiced to recall the gist of the passage. Lin (2010) emphasizes the point that "memory is a cognitive process which is important in language use". He clarifies that human memory has important role in language acquisition. The remembrance is to recall what is in the human brain has been done, the cognition process that helps the human to rethink about what to be gained. He also adds that retelling is a treatment to restate the necessary information of the original text as well as relating it to the readers' previous knowledge, and reconstruct the text without looking at the original one. In this case, retelling is the process of reconstructing the meaning without using the words or sentences of the original text. Lin adds that "through a meaning – making process retelling may strengthen the readers' retention of incoming information" (as cited in Erlidawati, 2015, p. 72).

Retelling often takes place in the school setting, but may also serve as a good strategy at home. It is meaningful because it is encountered in the school every day, because it enhances students' ability to summarize a text and differentiate between important text parts as well as less important ones. Moreover, retelling is a unique process to each learner. For example, a child whose culture values performance may prefer or perform better retelling through acting. However, a child who has much experience drawing may prefer better retelling through drawing. Also retelling engages the reader in relating the parts of the text to one another (integration of information) and their own background of experience (personalization of information).

Engaging children in retelling what they have read is an activity which reflects a holistic concept of reading comprehension as opposed to the "piecemeal approach" of traditional teacher; asking direct questions which require the students to respond with

specific bits of information from the text.(Gambrel, Pfeiffer & Wilson 1985). Miller et al. (2006) refer to retelling samples as the "gold standard of language knowledge, where multiple levels of language use can be evaluated, simultaneously allowing comparison of words, sentences and narrative structure within and across languages" (as cited in Melchor, 2015, P.27).

Retelling is a strategy that can improve the written language proficiency because it is often used as a written language task. Additionally, it can benefit students' learning in a variety of ways. During the process of retelling, the reader is challenged with a series of reconstructions that rely on rehearsing personal experience, through such meaning making process, retelling may reinforce the readers' retention of incoming information. Thus, the reader gains an overview of what they have read.

Retelling strategy engages students or readers at different levels of language: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. It provides opportunities for readers or students to be engaged in different language skills including: listening, reading, viewing, presenting, writing, and speaking.

Overall, retelling strategy helps the readers or students to develop their reading skills while allowing the teacher to assess their comprehension progress overtime. Implementing this strategy into an early education level help the student to improve their reading comprehension.

2.2 Characteristics of retelling

Retelling is when the reader tells a text or a story in his/ her own words using as much details as possible. Retelling provides an opportunity for readers to process what they have read, seen, heard, organizing it and explaining it to others either in a written or

an oral form. It is used by teachers to test the students' comprehension of texts. So that, retelling has some characteristics which are mentioned bellow:

2.2.1 Retelling as a reading comprehension strategy

Retelling as a comprehension strategy encourages readers to attend to the meaning of the text, it reinforces elements of the text structure and requires readers to differentiate between key ideas and supporting details also it encourages them to communicate and develop their written language proficiency. Additionally, retelling strategy helps teachers in gaining insight into what a student views as important and how they organize information and retain it. Retelling provides information about learners' comprehension as a product, while offering more information about students' than common questions and answers do. Retelling goes "beyond the literal and help the reader reach a deeper understanding of the text" (Rhodes & Shanklin 1993, P. 23).

Retelling is a means of achieving full comprehension of the received material, .comprehension on the other hand is a power that supports the retelling process, when the reader is trying to retell a text, he/she uses the same strategies used in achieving comprehension. Morrow (1985) found that comprehension was enhanced using activities that required children to become actively engaged in reconstructing a story. Gambrel, Pfeiffer, & Wilson, (1985) argued that retelling improves comprehension, they emphasize the point that retelling is a more rigorous post reading activity than drawing because it requires reorganizing and reconstructing information.

Retelling is a strategy used to improve the comprehension as well as facilitating the oral and the written language complexity. It is assumed that organizing a text mentally in order to retell it focuses students' attention in a way that increases their comprehension of the text. Retelling can be an effective reading comprehension strategy for proficient as well as less proficient readers. When a learner retells the content of a reading passage or

selection, he takes responsibility for understanding and then communicating that understanding with others; either with the teacher or classmates.

2.2.2 Retelling as an Assessment Tool

Retelling demonstrates what the student understands and remembers about the text content; reveals what the student considers important about the text; indicates what students know about the text structure and literary language i.e. this strategy demonstrates the students' written and oral language development. According to Rog & Morrow, Retelling is an effective teaching and assessment tool that enables the reader to focus on specific elements of a text or a story structure. Moreover, it is an interesting strategy for measuring simple to advanced comprehension, as well as helping students to improve their writing and speaking skills. The reader needs to be aware that the purpose of retelling strategy is to obtain assessment data for self and teacher evaluation (as cited in Han, 2005, P. 07).

Retelling can play an important role in performance − based assessment of reading comprehension. When assessing a readers' comprehension, often the question and answer format does not fully cover the extent of the learner's understanding, but in retelling, learners attempt to recall as much of the content as possible. Since they are not limited to respond only to a particular question which requires specific information from the text (Searfoss et al, 1994) (as cited in Han, 2005, pp. 6-7)

When retelling choosing to read a text or a story orally to students or readers means that you will be assessing both listening comprehension and speaking skills. Retelling is an appropriate strategy for individual assessment of students which requires preparation from the part of the student at the beginning.

2.2.3 Retelling as a Social Interactive Process

Retelling strategy can be performed in different ways; oral or written form, and sometimes it can be done through drawing, or dramatization especially when retelling a

story. So, the retelling procedure can be considered as an active process. According to Stoicovy (1997) " retelling when used in all of its forms, it requires social engagement as the participants are involved in reading, writing, speaking, and listening" (as cited in Han , 2005, p. 6). In other words, the retelling process gives the students or the retellers the opportunity to practice the knowledge and language, also it gives them the chance of being more relaxed to express their opinion about the text especially when discussing their views about the text and share it in an open class. That is to say, it opens doors for them to interact socially and collaboratively with their teachers, their peers, and even with their parents and families in which they have more chances to interact than in class. Retelling process also makes the students more engaged. These characteristics make retelling an engaging, interactive, and productive process simply because:

- **Engaging**

    Retelling engages the students in different activities when learning in which they get much of their knowledge and language proficiency.

- **Interactive**

    Retelling gives the students the chance to interact with teachers, peers and others by sharing their ideas and taught.

- **Productive**

    Simply because the students are going to produce their knowledge through the retelling process either in a written or an oral production, besides they will reproduce the text being read in a new form using their own words, but keeping the same meaning of the text.

2.3 Types of Retelling

Retelling process refers to the reproduction and reconstruction of what the reader has been read or listened to. Retelling itself has different variations, and the most common one are the written and oral forms.

2.3.1 Written Retelling

Written retelling is a strategy that students or readers use in which they write down the main ideas or events they remember from a particular reading passage, this strategy is used as a tool to access students' comprehension. Written retelling is not a matter of copying words and sentences of the previously read passage. However, it is a strategy which requires students or readers to be critical and deep thinkers in order to comprehend the implicit meaning of the text as well as making connection between ideas, and then reconstruct the information and events in a new different form.

A successful written retelling cannot be done without deep comprehension. In this concern, Brown and Cambourne (1987) explains the relation between written retelling and reading ability, they concluded that features of the text that students are asked to read and retell are internalized by children in two ways. First, written retelling contains some or all the events, characters, and meanings of the original texts. Second, there is evidence of similar vocabulary and phraseology. The researcher thinks that retelling is a process that enhances deep thinking, inference behind lines, critical and creative thinking. Although a reteller revolves around the same theme, same events, the characters, and the setting of the original text or story. The student has to put his/her thumb print on newly born body of the text, consciously, he/ she makes effort to generate it in a new form. He has to judge characters, events, and setting. He/she may state an opinion or hypothesize another sequence of events suggesting other results, concentrating on all of these details leads the student to reach a higher level of comprehension(as cited in Almanyrawi, 2013, P .15).

Written retelling is a strategy recommended in teaching reading comprehension. The process of increasing comprehension is acquired when students recall their

understanding after reading the written text. It encompasses an active process for rehearsing reading and recalling their understanding. When implementing written retelling, students have to produce their understanding by selecting some important information with their own words as many as possible (Fisher & Fry, 2000). The written retelling strategy was used for teaching reading comprehension to EFL students more than oral retelling. In EFL context, the written retelling decreased the students' anxiety when they demonstrate their comprehension, because in the written retelling, students did it individually without speaking in front of their classmates and teacher.

Koskinen et al. (1988) stated that when demonstrating the written retelling protocol, the instructor informed students that retelling task involved organizing all the important ideas and details and retell them in a logical manner with the correct chronological sequence of events. Moss, Leone & Dipillo (1997) stated that "written retelling allows children to play an active role in reconstructing expository texts. They require children to reconstruct materials they have read in their own form, which requires clear understanding of what has been read. It serves as an assessment tool as teacher can see how much information was retained after reading or listening to a text. Additionally, they give teachers insights about children's knowledge and their ability to organize information. Furthermore, it allows children to make a link between their own lives and books they are reading"(as cited in almanyrawi , 2013, P .2);

There are other sub- types of written retelling:

2.3.1.1 Oral to Written Retelling

This means listening to a spoken material and retelling it in a written form .

For instance; the teacher reads a text or a story for his students, and then he asks them to answer some questions about the text. The students are required to answer these questions depending on their comprehension.

2.3.1.2 Reading to Written Retelling

This type means reading a written material and retelling it in written form. That is to say, it is based on providing the student with a written text, or the teacher asks the students to read a text. After reading and comprehending its content, the students will be asked to retell the text in a written form.

2.3.1.3 Viewing to written Retelling

It means to engage the students in watching a movie or a video than asking them to recall what they comprehend from it in a written form. This type also is not used too much because it may take the students out of the lesson…etc

2.3.2 Oral Retelling

Oral retelling is strategy in which a reader reproduces what has been read or listened to; this strategy aids in building comprehension as well as developing the students 'oral proficiency. Most researchers define retelling as a strategy which involves the student in reading a passage and retell it with as much details as possible. According to (Sudweeks, Glissmeyer, Morrison, Wilcox, & Tanner, 2004). Information regarding students' reading comprehension can be gathered because the retold version reflects the understanding of the text organization and content. Retelling reflects the students understanding of the text and can give information about the students' abilities (as cited in Burton, 2008, P .17).

Oral retelling can be valuable assessment tool for monitoring comprehension because it provides information about a students' expository comprehension capability. Through retelling a teacher can recognize the students' knowledge of the text organization and structure devices because the retold version would reflect the students' understanding of how the target passage was organized. Teachers who use oral retelling for

comprehension assessment find that the students can monitor their progress effectively and thoroughly, and can do so in less time than traditional methods. Also they develop their oral proficiency when performing the oral retelling repeatedly (Gambrell, Pfeiffer, & Wilson, 1985; Rentzel & cooter, 2007) (as cited in Burton, 2008, P.19)

Oral retelling is characterized by making a coordination of sentences, short forms, ellipsis, illustration and explanation. It is not only limited to the written expression. The meaning is gained from the situation not from the language used only. It can be said that, Oral retelling is a kind of verbal rehearsal skill in which readers restate orally what they have read. Through this type of retelling, learners can engage in meaning reconstruction by generalizing text information, connecting details and referring to personal prior knowledge.

The table below summarizes the different variations of retelling

Table2:

Variations of Retelling	Meaning
Oral to oral retelling	Listening to spoken material and retelling it orally
Oral to written retelling	Listening to spoken material and retelling it in written form
Reading to oral retelling	Reading a written material and retelling it orally
Reading to written	Reading a written material and retelling it in written form
Viewing to oral	Viewing a film and retelling it orally
Viewing to written	Viewing a film and retelling it in written form

Different Variation of Retelling

From the above table, we conclude that retelling has two main types "written and oral retellings".

2.4 Procedures of Retelling

Teachers follow a clear guideline of the steps involved in a read and retell session. According to Mowbray (2010), these steps are ordered as follow:

- Immerse students in the genre to be used in the read and retell activity (this could happen in days/ weeks ahead)

- Teachers select text (not too long)

- Show students title of new text (may be with illustrations on cover too). Ask the students to predict what they think the text will be about and list some vocabulary they would expect to encounter in this new text.

- Working in pairs or small table groups they share predictions and comments on another person's prediction.

- The teacher reads text/ story then, Students share in pairs or small groups the discussion of their predictions in light of what the teacher has just read, they make observations in regard to similarities and differences, and discuss anything that puzzles them or reminds them of connections to their own lives or with other texts/ stories they have read.

- Teacher may read text or students can read the text themselves as often as they wish.

- Students now set aside the text and write a retelling of it in their own words.

- The teacher encourages them to tell the story/ text as if they are telling someone who has not heard it before. They do not need to memorize it or cover details but to tell it in their own language as they remember it.

- They will finish this at different times.

- Students share their retelling in pairs or individually. They discuss similarities and differences then, they pick something they like in their partners' retelling that they could "borrow" and use in their own writing.

- A few students may like to share their retelling with the whole class in a writer's circle. When retelling is used as an assessment tool (and they give so much valuable information), the next three steps are added to the process.

- Collect the retellings and analyze the data

- Use data collected to plan for individuals, small groups and the whole class.

- The students also add what they have learnt from each student's production.

2.5 The difference Between Summarizing, Paraphrasing, Recalling, and Retelling

2.5.1 The difference Between Summarizing, Paraphrasing, and Retelling

Summarizing, paraphrasing, and retelling are important parts of any reading and writing curriculum. They are closely related processes. The ability to summarize depends on some levels of paraphrasing and retelling. However, each of these processes is important depending on the situation they are used for. When students know the difference between these skills, they can choose the one they need for each circumstance. Before, the reader or the students could start working with these skills in his classroom, he needs to figure out exactly how they fit together .Although summarizing is usually mentioned first, it is actually the last step on the pathway of increasingly complex skills, and this pathway begins with paraphrasing.

- **Retelling**

Retelling is quite simple. After hearing or reading a story/text, the student "retells" the events to a listener (teacher, peers). Many children will spontaneously retell exiting events, books, or movies to one another (and to any other listener). In recent years, retelling has become more popular as a tool for both instruction and assessment. Retelling has been used for years as a dependent variable in reading research experiments. After a research has done some intervention- a teaching method, questioning strategy, and so on – and asked students to read a text, the benefits of those interventions are measured by asking the students to retell what was read. The retelling is then scored based on a list of

criteria to be included. Some retellings are "cued" with the student prompted to give specific information, either by a story grammar chart or direct questioning, others are simply give on a free recall basis.

Retelling is beneficial for students from preschool to college and beyond. Because it can be done either in a written form or an oral one. Moreover, Retelling is an excellent bridge from social literacy activities into silent, individual ones. Being able to talk through a story helps children to process what went on, and come to a new understanding of events or information.

Retelling is an easy way to help students become better readers and writers.

- **Paraphrasing**

When students are admonished to "put things in their own words" when taking notes, they are actually being told to paraphrase the content. Paraphrasing is, quite simple, restating ideas in different words. A reader or a listener can choose to paraphrase one statement, a group of statement, or an entire passage. This is quite different from retelling and summarizing, both of which require a reader to gain a global picture of the text. Paraphrasing can be oral or written. Orally, it can be as simple as, "put any last directions into your own words". A written paraphrase can be much more complex, as students could paraphrase formally written text by rewriting it in informal style. So, paraphrasing is not that difficult.

- **Summarizing**

Summarizing means giving the recapitulation of the salient facts. It may be most useful to study some of the important characteristics of a summary. Although there are some issues still up for debate, most people agree on the following points:

- A summary should be shorter than the original text. For instance, a fifteen page article could be summarized in one page, two pages, or even one single paragraph, depending on the purpose of the summary and the needs of the audience.

- A summary should include the main ideas of the text. Although this sounds easy enough, it is where most students have troubles. Stating the main ideas of the text is easy when the author comes out and states them. The task becomes more difficult when the main ideas are implicit, or unstated, as it is usually the case in fiction texts.

- A summarize should reflect the structure and order of the original text. This can become another stumbling block. Fiction text written in chronological order is easiest for students to summarize. When it comes to non- fiction, however, authors use a variety of structures. Most students state the main point and then support that point with details. However, if a text is written in compare- and- contrast order, the summary should follow suit.

- A summary should include important details. "But how do I know which details are important?" because a summary needs to include details that support the authors' main points. A summary therefore, is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original. Briefly, a summary should include all main ideas and important details, while reflecting the structure and order of the original text. Although summarizing, paraphrasing, and retelling are closed in meaning. However, they are somewhat different in the process, the form, and the product.

2.5.2 The Differences between Retelling and Recalling

March (n, d) claims that in the time of cognitive psychology, when people converse about the past they are rehearsing or recalling events. But when subjects are instructed to rehearse or recall the laboratory, the goal is to recall as much as possible, as

actually as possible. In contrast, retelling is unlikely to involve exact recall of all details in chronological order. Rather, what people tell (and how they retell it) will depend on their goal and the audience. Consequently, not all retellings contain the same amount of information; for example, retelling to attentive listeners is longer than ones to inattentive listeners.

She adds, in contrast to laboratory free recall (which emphasizes detailed and accurate remembering), conversational retelling depend up on the speakers' goals, the audience, and the social context more generally. Because memories are frequently retrieved in social context, retelling of events are often incomplete or distorted, with consequences for later memory. Retelling can be linked to memory errors observed in domains such as eyewitness testimony and flashbulb memories in all of these situations, people retell events rather than engage in verbatim remembering.

Based on Bartlett's work on memory, one concern was raised about Bartlett's method was that his subject might have been retelling the story rather than recalling it. Specifically, the argument was that "most people who retell a story are unlike to care very much whether the story they retell is the same, detail by detail, as the story they originally heard" (Gauld & Stephenson, 1967, p. 40). In short, the question raised was whether retelling is selective and emphasizes accuracy, in contrast to typical free- recall instructions that normally request the exact reproduction of as much studied information as possible. Generally when students or readers recall they select events or facts from the story or informational text, while retelling goes beyond the literal and focus on a deeper understanding of the text

2.6 Advantages of Written Retelling

Retelling is an advantageous strategy for both learners and teachers. Brown and Cambourne (1987) argued that retelling is an excellent strategy to be used which allows students to transform a text into their own words, taking only what is really understood.

When using retelling strategy, the reader or the learner have to retain the content information and try to analyze the relation between them. In order to do so, the reader has to use different processes such as skimming, scanning, questioning, inferring, predicting and guessing, these processes help the reader to produce a new form of text using his/her own style. Retelling is a very useful strategy which helps readers to enhance their reading comprehension level; this strategy is useful for both learners and teachers due to the advantages that it provides.

2.6.1 Advantages of Written Retelling for the Learner

- Written retelling helps readers to develop their writing proficiency.

- Retelling is a meaning focus process which develops readers' habit of focusing on meaning.

- Retelling requires the reader to retell the text in systematic way, so it develops his organization ability.

- Retelling supports readers' capacity to distinguish the main ideas from the supporting ones.

- Retelling is a synthesis skill which increases creativity.

- Retelling is an indirect means of developing language items (vocabulary- grammar- spelling).

- Retelling develops reading sub- strategies (retention of the information mentioned in the reading passage, relating text to real life situations and expressing opinions in a written form).

- Support the evaluation of other people's use of language and interpretation of meaning.

- Involves different cognitive activities including paraphrasing, selecting, organizing, summarizing information, and using stylistic devices.

- Develop conventional spelling and punctuation

- Retelling requires the reader to reflect on the text, it develops analysis, concluding, judging, and critical thinking skills.

- Retelling develops mental abilities such as visualization which is necessary to support retelling.

- Readers can develop concentration while reading or listening to a specific text because they already know that they will construct or retell the text.

- Retelling enhances retention ability as a prominent part of the retelling process.

2.6.2   Advantages of Written Retelling for the Teacher

Retelling helps the teacher in the teaching process by providing the following advantages:

- It reveals students ability to recognize the structure of the text and setting items in a logical order.

- It shows the level of linguistic advantages the learners have achieved.

- It guides the teacher in evaluating the level of retention and understanding achieved by the learners.

- It helps the teacher to motivate learners during the reading session.

- It reveals whether the reader "learner" distinguishes between key ideas and supporting details.

Conclusion

It is so important to develop awareness about how to use the different reading techniques and how to apply them appropriately when retelling. This chapter Attempts to cover an overview about retelling strategy as well its characteristics and types (written and oral). Moreover, it discusses the retelling procedures, the differences between retelling,

recalling, summarizing, and paraphrasing. Finally, it ends by the advantages of retelling for both the teacher, and learners.

Introduction

The previous two chapters have presented a review of related literature to reading comprehension techniques as well as written retelling strategy. This chapter .However constitutes the practical part of the present dissertation that aims at investigating the role of skimming and scanning techniques in enhancing written retelling ability .This chapter is devoted to the data collection, presentation, and analysis obtained from both the test and the questionnaire. The test is the principal tool of data collection; it is designed to test the B1-2 CEIL learners written retelling through the use of skimming and scanning techniques while reading. Whereas, the questionnaire is used to confirm or infirm the findings and the results obtained from the test.

Section one: Research Design and Methodology

3.1 Data Collection and Procedures

The choice of the research method is dictated by the nature of the subject to be dealt with. i.e. the topic, the aim of the research, the sample under investigation and the collected data, impose the use of a specific method. As long as our research is concerned, the most appropriate method is qualitative-quantitative data collection, to get information about learners' written retelling improvement after implementing SST. Therefore, the process of gathering data will be based on use of test and a question. The design of the test can be described as follows:

Table3:

The Test Design (Skimming and Scanning texts).

Text 1		Text 2	
Skimming	Scanning	Skimming	Scanning

The researchers conducted a study on 10 CEIL learners. In this research, the learners were given text1 and asked to retell it: first, they read text1 and retell it using skimming technique, second, they read the text once again and retell it through scanning. The same steps were followed to retell text 2. The first text of the test was randomly selected by the researchers which suit the B1-2 learners' level. While, the second text was chosen from the book used by CEIL teachers which is entitled Cutting Edge (pre-intermediate level). The book consists of 15 units, and the chosen text was on 33 units 4. A questionnaire is used to confirm or infirm the finding obtained from the test.

3.1.1 Setting

The present study was carried out during the third semester of the academic year 2018/2019; it was conducted based on a test and a questionnaire. This study took place at CEIL –university of Mohammed Seddik Ben Yahiya-Jijel over two days. Concerning the test, it was on June 11th, 2019 during B 1-2 reading class at 9.30 AM. The questionnaire was on June 24th, 2019 at 9.30 AM.

3.1.2 Population and Sample

3.1.2.1 Population

Polit (2001, p. 234) defines population as "sampling involves selecting a group of people, events, behaviors or other elements with which to conduct a study". So, the population of this study is comprised of 10 male and female of the CEIL learners at Mohammed Seddik Ben Yahiya 2018/2019. Our population was 38 (B1 level) learners in total, which are separated into two groups; the first group (B1-1) contains 21 learner and the second (B1-2) includes 17 learner.

3.1.2.2 Sample

According to Polit et al (2001),

"Sampling involves selecting a group of people, events, behaviours, or other elements with which to conduct a study. When elements are persons, they are known as subjects who are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible the entire population .This decision has a major impact on the meaning and generalisability of findings" (p. 234).

We selected the B1-2 learners on the basis of their level. Our sample was 17 but only 10 of them were present. There are three reasons behind choosing B1-2 CEIL Learners. First, since our supervisor is the head of CEIL administration. Thus, she could help the researchers in administering and easily gathering the data. Second, unlike university students, CEIL learners are more motivated. Since they paid, they are more serious. The third reason is that university students were on strike and middle school pupils were on holidays. The researchers choose this group (B1-2 CEIL learners) to work with, because they are neither beginner nor advanced, and the texts suit their level.

3.1.3 Research Instruments

The nature of this work entails the use of a test to assess B1-2 learners written retelling using skimming and scanning techniques, the test was demonstrated in the form of two texts; then, the learners were asked to read each text through skimming and the other side scanning, after that, they would retell the text in their own style .In addition a questionnaire was administered as a way of gathering information that can meet our research objective.

3.1.3.1 Description of Test

In order to test B1-2 CEIL learners' written retelling ability using skimming and scanning techniques a test has been conducted .It stands as the principle tool of data collection. The test consists of two texts .Then, learners were asked to retell both texts, each time they use one technique (skimming or scanning) to read the texts. (See appendix A)

3.1.3.2 Description of Students' Questionnaire

To investigate learners' use of skimming and scanning techniques in retelling texts as a measure of their reading comprehension, a three pages questionnaire was administered to B1-2 CEIL learners at Mohammed Seddik Ben Yahiya University. The questionnaire (See appendix B) made up of two sections. It begins with a small introduction that presents the aim of the study, it includes15 questions with both types close- ended and open- ended. Students were asked to provide justification for their choices through open-ended questions. When, Closed-ended questions are concerned, learners were asked to tick the appropriate answer. The questionnaire consists of two sections:

Section one:

This section deals with the investigation of the role of different technique that learners use when reading texts and to the extent which these techniques help them to get a full comprehension of the material. It is devoted to get information about the use of SST and how they are used to reach comprehension which help to retell a text.

Section two:

This section is meant to see the students point a view toward skimming and scanning techniques if they are aware of its role in enhancing their ability of retelling also

to know which type learners prefer (oral or written), it is intended to investigate students retelling of texts as a measure of their reading comprehension .

This questionnaire was addressed to ten students. It took place on second session of (June 24 th, 2019 at 9.30 AM). The target sample was B 1-2 learners of CEIL at the university of Mohamed Seddik Ben Yahiya who positively respond and largely accepted to answer the questionnaire. Concerning the time it was sufficient in data gathering tools and the students answered and submitted their paper right in time.

3.1.4 The Aim of the Instruments

The choice of the two tools used in this study (Test, questionnaire) did not randomly occur; behind the use of each there is an aim to be reached.

3.1.4.1 The Aim of the Test

The aim of the test lies in the fact that the test was the fundamental data collection tool; it is to find out the appropriate technique that B1-2 learners at CEIL use to reach reading comprehension as well as helping them to retell texts .The test help the researcher to collect the information needed to test the role of using skimming and scanning techniques in reading comprehension and retelling texts.

3.1.4.2 The Aim of the Questionnaire

The questionnaire was mainly conducted to gather necessary information about learners reading comprehension .Moreover it seeks to investigate the role of the appropriate technique (skimming, scanning) that CEIL learners use to retell texts

3.1.5 Data Analysis Instruments:

3.1.5.1 Statistical Package for Social Sciences (SPSS):

It is a window based program that can be used to perform data entry and analysis and to create tables and graphs. SPSS is capable of handling large amount of data and can perform all of the analysis covered in the text and much more. It is commonly used in Social sciences and in business works.

3.1.5.2 Normality Test:

It a statistical process used to determine if the sample or any group of data fits a normal distribution. A normality test can be performed mathematically or graphically. https://www.isixsigma.com/dictionary/normality-test/ on 03 July 2019 at 22.03.

3.1.5.2.1 The Shapiro-Wilk Test for Normality

The Shapiro-Wilk test, proposed in 1965, calculates a *W* statistic that tests whether a random sample, $x1$, $x2… xn$ comes from (specifically) a normal distribution. This test has done very well in comparison studies with other goodness of fit tests. If the W value or P value is more than 0.05, it means that there is a normality of the test data; in contrast, if it is less than 0.05, it means there is a lack of normality, and the data has a free distribution.

3.1.5.3 The Wilcoxon Test:

It was introduced by Frank Wilcoxon, and it is a test used in statistics to compare paired data. It has the advantage of incorporating the size of the difference between two sets of data in the comparison.

Section two: Data Analysis and Discussion.

3.2. Data Analysis

Introduction:

In this section, the results obtained from the test and the questionnaires are presented in the same order as they were conducted. Particularly, this section gives detailed analysis for both the test and the questionnaire. Then, it discusses the results in relation to the stated hypothesis.

3.2.1 The Learners' test:

3.2.1.1 Test Analysis (text1)

The data from text 1 and text2 were analyzed by using SPSS 25 for windows to find out whether learners' written retelling ability can significantly increase after using skimming and scanning.

Table4.

Learners' Scores (Text1)

	Scores of SK (/10)	Scores of SC (/10)	Difference (d)
Student 1	1	7	6
Student 2	1	8	7
Student 3	5	9	4
Student 4	1	2	1
Student 5	1	3	2
Student 6	1	8	7
Student 7	5	8	3
Student 8	1	4	3
Student 9	4	8	4
Student 10	1	7	6
Mean	2.10	6.40	4.30

From the table above, it is noticeable that there is a difference in the scores between retelling through skimming and retelling through scanning that the students got. The table also shows that eight students get a high score in retelling through scanning than that in skimming.

Table5:

Introduction, Body, and Conclusion.

Criterion	Students (SK)	Students (SC)
Introduction , Body, and Conclusion	1	6

Percentage %	10%	60%

As can be observed in the table above, the majority of the students run out this criterion when reproducing the text using skimming tecgnique, besides, they did not gave their retelling any shape of a text or any written production form. This may be due to the ignorance of how to write in formal way. In addition, only 10% of the paticipants gave a shape to their reproduction starting with an inroduction ,the body , and ending with a conclusion. In contrast, 60% of them respect the standard form in writing. While others just cited the ideas.

Table 6:

Organizing the Ideas in Paragraphs.

Criterion	Students (SK)	Students (SC)
Organizing the Ideas in Paragraphs	0	6
Percentage %	0%	60%

Most of the participants face problems with organizing the ideas in paragraphs (each idea in one paragraph). The analysis of this criterion reveals that all participants failed in organizing the ideas of the original text when skimming (0%), but 60% of them respect this criterion and put each idea in a paragraph when they scan the text.

Table 7:

Topic Sentence and Supporting Sentences.

Criterion	Students (SK)	Students in (SC)
Topic Sentence and Supporting Sentences	0	3
Percentage %	0%	30%

From the table above, it seems that all learners have trouble to find topic sentence and supporting sentences. The analysis indicates that 0% of the participants skip this criterion when retelling a text using skimming technique. Otherwise, we notice that 30% of them used the topic sentence and support it with details after using scanning technique when retelling the text.

Table8:

Punctuation.

Criterion	Students (SK)	Students (SC)
Punctuation	0	2
Percentage %	0%	20%

From the table above, it seems that all participants have problems with punctuation when writing. The analysis indicates that 0% of the participants do not manage how to use punctuation while writing using skimming technique. Whereas, 20% represents the participants who managed to use punctuation when retelling the original text using scanning technique.

Table 9:

Length of Written Retelling Production.

Criterion	Students (SK)	Students (SC)
Length (at least ½ or ¼ of the Original Text)	2	6
Percentage %	20%	60%

The table above shows that when using skimming, only 20% of the participants succeeded and respected the fitting length (at least ½ or ¼ of the original text); one of them retelling was half of the original text, while the second one was quarter of it. But, when using scanning technique 60% took into consideration this criterion; 4 of the participants' retellings were ¼ of the text, and 2 of them was ½ of the original text.

Table 10:

Main Idea.

Criterion	Students (SK)	Students (SC)
Main idea of the Text	10	10
Percentage %	100%	100%

The table above indicates that the participants took into account this criterion with a ratio 100% in both techniques (skimming and scanning) in which the participants achieved a full comprehension of the text and successfully extracted the main idea.

Table 11:

Making Connection between Ideas.

Criterion	Students (SK)	Students (SC)
Making Connection between Ideas	3	8
Percentage %	30%	80%

The table above shows that only 30% of the participants succeeded in making connection between the text ideas, using skimming technique. On the other hand, 80% of them really master how to use sequencers to connect the ideas and make a coherent production using scanning technique.

Table 12:

Recalling Much of the Text Content.

Criterion	Students in (SK)	Students in (SC)
Recalling Much of the text Content	3	10
Percentage %	30%	100%

This table indicates that when using skimming technique, only 30% of the participants tried to recall much of the text content which helped them to retell the original text. However, when it comes to use the scanning technique, all of the participants could recall text content with a ratio 100% .

Table 13:

Chronological Sequence.

Criterion	Students (SK)	Students (SC)
Chronological Order	0	6
Percentage %	0%	60%

From the table above, it seems that all the participants failed in arranging the text events in a chronological manner with a ratio 0% of them when using skimming technique. But, 60% of them took into consideration this criterion and arranged the text events in a logical way using scanning technique.

Table 14:

Learners' Own Style.

Criterion	Students (SK)	Students in (SC)
Student Own Style	1	8
Percentage %	10%	80%

As can be noticed in the table above, the majority of the participants did not use their own words (only 10% used his own style and words when retelling the text using skimming technique). On the hand, 80% of the sample used their own words without repeating the words and expressions found in the original text.

3.2.1.1.1 SPSS Results:

As it was mentioned previously in this chapter, the researchers used the SPSS in order the test data collected from the test. To test the data normality we used the Shapiro-Wilk test which gives a P value; small values indicate that the sample is normally distributed (free distribution). And the data obtained show that there is no normality (lack of normality = free distribution) and there is a significant difference between retelling using skimming and retelling using scanning. P value (SK=0.000<0.05 & SC= 0.026<0.05) in Shapiro- Wilk test. Based on the results obtained from text1, the normality could be seen as follow:

3.2.2 Normality Test

Table 15:

Normality Test Result(Text1)

Normality Test (text1)							
Techniques	students	Kolmogorov- Smirnov[a]			Shapiro-Wilk		
		Statistics	N	Sig.	Statistics	N	Sig.
Skimming1	1	,430	10	,000	,626	10	,000
Scanning1	1	,296	10	,013	,821	10	,026

The above table presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. For this reason, we used the Shapiro-Wilk test as a numerical means of assessing normality.

We also notice from the above table that the dependent variable, skimming and scanning was not normally distributed. It can be observed that the P value or the significant value of Shapiro-Wilk test is less than 0.05 (0,000<0.05); the data significantly deviated from a normal distribution when using skimming technique. The same thing for scanning technique P value is less than 0, 05 (0,026 < 0, 05), so there is a lack of normality. In this case the researcher used Wilcoxon test as shown in the tables below:

Wilcoxon Test:

Table 16:

Wilcoxon Test Results(Text1)

Statistics Tests [a]	
	skimming1 - scanning1
Z	-2,810[b]
Sig. Asymptotic (bilateral)	,005*
a. Wilcoxon ranking test	
b. based on negative ranks.	

Table 17:

Significant Difference(Sig Text 1)

Techniques	Mean	SD	Sig.D	P(sig)
Skimming	2,10	1,792	4.30	0.005*
Scanning	6,40	2,459		

* (Significant difference)

From the above table, statistical analysis show that the elaborated P value = 0.005, so that there is a significant difference between the two techniques, that is to say, P value is 0.005 which is less than 0.05 (0.005<0.05). Moreover, the means are diverge; the mean in

skimming is (=2, 10) which mean that there is a slight improvement in the learners' written retelling. While, in scanning the mean is (= 6, 40) which represents a high improvement in their written retellings. The calculation of the means' difference (d_1= +4.30) assured that there is a remarkable difference in students scores in retelling text1 using skimming and scanning.

The chart below explains that there is a significant difference between retelling using skimming technique and retelling through the use of scanning technique.

Figure 1:

Significant difference between retelling using skimming and retelling using scanning (Text1).

Barres d'erreur : Ecart type à +/- 1
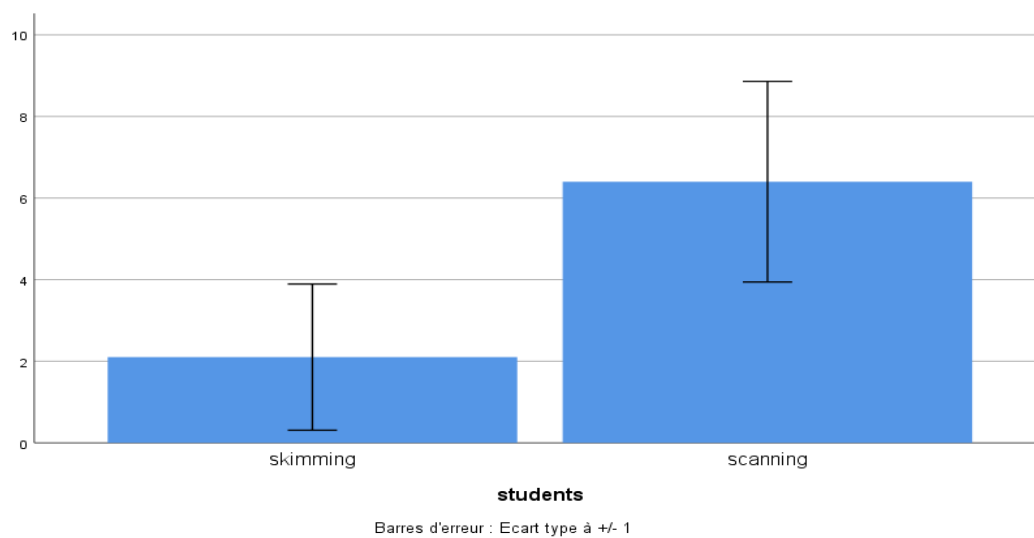
Test analysis (text2)

Table 18:

Learners Scores (Text 2)

Students	Skimming	Scanning	Difference (d)
Student 1	2	6	4
Student 2	1	6	5
Student 3	1	6	6
Student 4	3	5	2
Student 5	1	4	3
Student 6	2	7	5
Student 7	2	5	3
Student 8	2	7	5
Student 9	1	7	6
Student 10	1	6	5
Mean	1.60	5.90	4.30

From the table above, it is also noticeable that there is a difference in the scores between retelling through skimming and retelling through scanning technique that the students got. The table also shows that eight students get a high score in retelling through scanning than that in skimming. Moreover, the means are diverge; in skimming it was 1, 60 .While, in scanning the mean is 5, 90 using the SPSS program. The calculation of the means' difference ($d_2= +4.30$) assured that there is a remarkable difference in learners' retelling scores.

Table 19:

Introduction, Body, and Conclusion.

Criterion	Students (SK)	Students (SC)
Introduction , Body, and Conclusion	1	6
Percentage %	10%	60%

The table above shows that (0%) none of the learners retell the text based on this criterion (introduction, body, and conclusion) when using skimming technique. However, when using scanning (50%) of the participants retell the text in three paragraphs (introduction, body, and conclusion).

Table 20:

Organizing the Ideas in Paragraphs.

Criterion	Student (SK)	Student(SC)
Organizing the Ideas in Paragraphs	0	2
Percentage(%)	0%	20%

This table reveals that none of the participants organize the written retelling in paragraphs when they skim (0%) since they just write short sentences which summarize the whole text. While when they scan, only (20%) of them organize their ideas in paragraph form.

Table21:

Topic Sentence and Supporting Sentences.

Criterion	Student (SK)	Student(SC)
Topic Sentence and Supporting Details	0	8
Percentage (%)	0%	80%

The data presented in the table above shows that when using skimming all of the learners did not succeed in extracting the Topic sentence as well as the supporting details from the text (0%), but when they scan the text (80%) of them used the topic sentence and the supporting details effectively.

Table22 :

Punctuation.

Criterion	Students (Sk)	Student (Sc)
Punctuation	0	5
Percentage (%)	0%	50%

The table clarifies whether the learners used the appropriate punctuation when they retell the text or not. When the learners retell using skimming technique they did not use punctuation marks at all(0%).However when they scan(50%) of them could use the punctuation marks successfully.

Table23:

Length of Written Retelling Production.

Criterion 5	Student(SK)	Student (SC)
Length(at least 1/2 or1/4 of the Original Text)	0	8
Percentage(%)	0%	80%

The table above indicates that ; when the learners retell the text using skimming technique, they retell it in the form of short sentences ;that is to say no one of them respect the appropriate length (1/2 or 1/4 of the original text) .Whereas , they retell the text again using scanning, most of them (80%) retell it in(1/2 or 1/4 of the original length) may be because the learners write all the interesting details mentioned in the text.

Table 24 :

Main Idea.

Criterion 6	Student(SK)	Student (SC)
Main Idea	10	10
Percentage(%)	100%	100%

From the above table, it seems that all the participants have no problem in extracting the main idea of the text when using skimming technique. Since 100% of them

could generate a general idea. Also when they scan 100% of them could get a general idea from the details they have already read.

Table25:

Making Connection between Ideas.

Criterion 7	Student (SK)	Student(SC)
Making Connection between Ideas	0	7
Percentage(%)	0%	70%

As it can be noticed from this table, all the learners fail in making connection between ideas when they retell the text using skimming (0%).Yet, (70%) of the participants could successfully make connection between ideas when they retell the text using scanning.

Table 26:

Recalling Much of the Content .

Criterion 8	Student (SK)	Student(SC)
Recalling as Much Content as Possible	0	7
Percentage (%)	0%	70%

As illustrated in the table no one of the learners (0%) could recall most of details involved in the text; due to the limited time they were given to skim the text. While, the vast majority of the participants (70%) could recall as much of the content as possible from the original text when they retell using scanning technique.

Table27:

Learners' Own Style.

Criterion 9	Students (SK)	Students (SC)
Students' Own Style	10	8
Percentage (%)	100%	80%

As it is clearly displayed in the table, all the learners (100%) use their own style when retelling the text through the use of skimming technique. However, when they scan to retell the text (80%) of them retell it in their own style.

Table28:

Chronological Sequence.

Criterion 10	Students (Sk)	Students (SC)
Chronological Sequence of Events	0	5
Percentage (%)	0%	50%

As it is clearly shown in the table, when the learners use skimming technique to retell the text, all of them fail in organizing their ideas following the chronological sequence (0%).While, half of the participants(50%) retell the text successfully following the chronological sequence as they are organized in the text they were given.

3.2.1.2.1 SPSS Results of Text 2

The same steps were followed to test the data obtained from the second text. In order to test its normality we used the SPSS to examine the data collected from the test (text2). We used also the Shapiro- Wilk test. The results showed that there is a significant difference between retelling using skimming and retelling using scanning. P value (SK=0.08<0.05 & SC= 0.152>0.05) in Shapiro- Wilk test. Retelling using skimming technique the P value was (SK=0.08<0.05) & retelling using scanning (SC= 0,152>0.05).i.e. In this case we can say there is a lack of normality even if the P value of retelling through scanning is <0.05 ; it is (0.152>0.05). Based on text2 results, the normality could be seen as follow:

3.2.2 Normality Test

Table 29:

Normality Test Results (Text2)

Normality Test						
Techniques	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	N	Sig.	Statistics	N	Sig.
skimming2	,305	10	,009	,781	10	,008
scanning2	,240	10	,107	,886	10	,152
a. significant Correction of Lillie fors						

The same test of normality was used, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. We can notice from the above table that the dependent variable, skimming and scanning was not normally distributed. As it can be observed the Sig**.** value

of the Shapiro-Wilk Test is less 0.05; the data significantly deviated from a normal distribution. In this case, the P value or significant value is less than 0, 05 (0,008<0.05) when using skimming technique. The same thing for scanning technique P value is more than 0, 05 (0,152 > 0, 05), and there is a lack of normality, because both p values should be less than 0, 05. In this case the researcher used Wilcoxon test as shown in the table below:

3.2.3 Wilcoxon Test

Table 30:

Wilcoxon Test Results (Text 2)

Statistics Test [a]	
	scanning2 - skimming2
Z	-2,842[b]
Sig. asymptotique (bilatérale)	,004
a. Wilcoxon ranking test	
b. based on negative ranks.	

Table31:

Significant Difference (Text 2):

Techniques	Mean	SD	Sig. D	P(sig)
Skimming	1 ,60	0,699	4.30	0.004*
Scanning	5,90	0,994		

* Significant Difference

From the above table, statistical analysis show that the elaborated P value = 0.004<0.05 .i.e. p value is less than (0, 05). So, there is a significant difference between the results of retelling using skimming technique and retelling using scanning, that is to say P value is 0.004. Moreover, the means are diverge; using skimming the mean is (=1.60) which represent a slight improvement in learners' retelling. While, using scanning the

mean is (= 5, 90) which means that there is a high improvement in their retellings. The calculation of the means' difference (d_2= 4.30) assured that there is a remarkable difference in students scores in the text2.

The chart below explains that there is a significant difference between retelling using skimming technique and retelling through the use of scanning.

Figure2:

The Significant Difference between Retelling Using Skimming Technique and Retelling through the Use of Scanning Technique (Text2).

Barres d'erreur : Ecart type à +/- 1
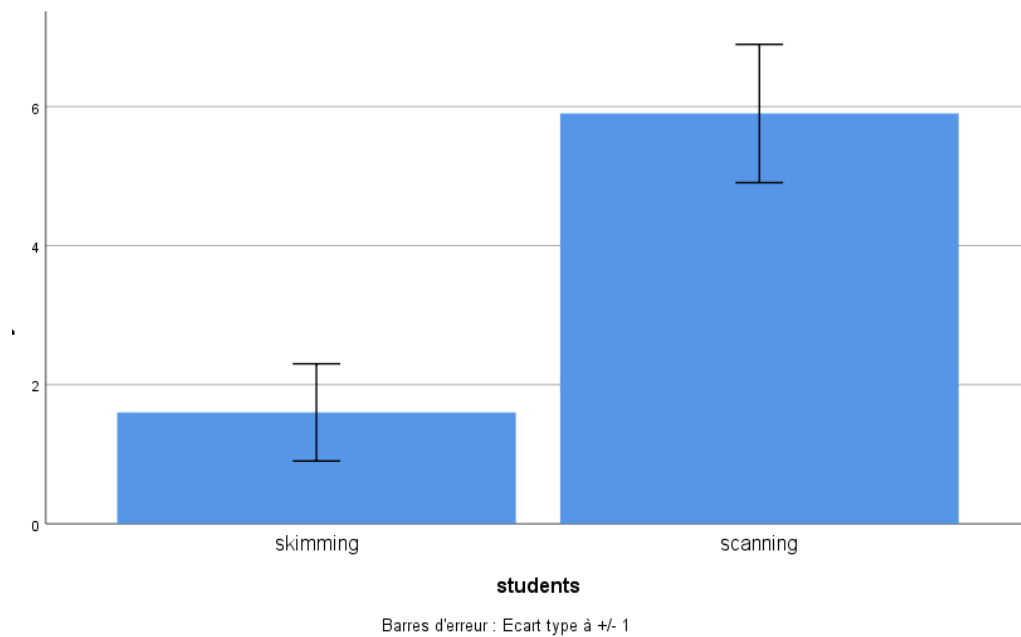
3.3.1 Discussion of the Student' Test:

The test was administered to determine the role of skimming and scanning in enhancing the learners' written retelling ability. We are going to give a general overview about the CEIL learners level concerning retelling ability and the techniques used as well.

From the results of the test's analysis at retelling, one can notice that the learners retell in different ways and styles, especially when they do not achieve a full comprehension of the written material. Everyone would retell the text according to his/her understanding. Concerning the reproduction of the text (written retelling) learners sometimes run out some of the text criteria such as: the form (shape). Some students did not organize their ideas or information in paragraphs (there is no introductory paragraph, no body, and conclusion); they just cited their ideas or retell the text in one block paragraph. Another essential criterion they skipped while writing is punctuation. Moreover, the learners did not respect the fitting length, because they were asked to reconstruct ½ or ¼ of the text.

Regarding the text content, most of the learners achieved the purposes of the retelling in which they had to have an idea of what the text was about, as well as recalling the much of the content to support their general idea. Moreover, they had to connect their ideas to make it coherent using their own style without repeating the same words in the text. Additionally, they have to organize their thought following a logical manner.

From the data obtained, it is observed that some learners skipped one or two of these criteria, and perform others.

Briefly, it becomes noticeable that the test findings are in favor of the research hypothesis. They merely show that when the learners used SST during reading, although they used them separately, because they first skimmed the text and retold it in few minute,

they would have an idea about it, and in the second time they scanned it. So learners already formed an idea about it and they needed only to get some detailed information to support it and their performance would be better in the second reading (using scanning).

3.4 Analysis and Interpretation of the Questionnaire

Section1:

Q1. How often do you read in English?

A. Always   B. Often   C. Usually   D. Sometimes   E. Rarely   F. Never

Table 32.

Reading in English

Options	Frequency	Percentage %
A.	0	0%
B.	0	0%
C.	4	40%
D.	5	50%
E.	1	10%
F.	0	0%
Total	10	100

Interestingly, it is observed from the table above 50% of the participants said that they sometimes read in English.i.e.5/10 of them. While, 40% of them said that they usually read in English (4/10 of the participants). On the other hand, 10% of them answered by rarely. Always, often, and never were with a ratio 0% of the participants.

Q2. Do you succeed in comprehending an English text?

A- Yes   B-No

Table 33:

Learners Comprehension of English Texts.

Options	Frequency	Percentage%
A	8	80%
B	2	20%
Total	10	100%

This question aims at determining whether students tend to comprehend an English reading passage or not. As it is observable in the table above, 8 out of 10 learners (80%) said that they comprehend while reading in English. However, 20% said the opposite.

Q3. Which technique do you apply while reading?

   A. Skimming   B. Scanning   C. Predicting   D. Inferring   E. Previewing

Table34:

The Techniques Applied while Reading.

Options	Frequency	Percentage
A.	4	40%
B	5	50%
C	1	10%
D	0	0%
E	0	0%
Total	10	100

The table above shows that 50% said that scanning technique helps to catch key words from passage and reinforces reading comprehension, while, 40% said that skimming is more helpful since this technique helps them to generate a general idea about the text, along with 10% who have said that predicting is also beneficial because when The learner reads texts he may comprehend it based on his prediction, and 0% of the learners were for the use of both inferring and previewing.

➢ Students who said that they apply scanning technique provided the following justifications:

"I can understand the passage well"

"I can get a deeper understanding of the text"

➢ Students who said that they apply skimming technique provided the following justification:

"Skimming helps me to get an idea of the text and I see if the text information fits my needs"

➢ Students who said that they apply predicting technique provided the following justification:

"In read the titles or heading and decide to continue my reading or not"

Q4. Do you have a purpose in mind when you read?

A. Yes   B. No

Table 35:

Reading for Specific Purpose.

Options	Frequency	Percentage %
A. Yes	9	90%
B. No	1	10%
Total 10	10	100%

This question investigates whether learners have a purpose when reading a text or not. The results reveal that 90% of the learners have a particular purpose in mind .However 10% read without having any purpose.

Q5. Before reading a text, do you look at any heading, subheading, and key terms?

A. Yes   B. No

Table 36:

The Use of Heading, Subheading, and Key Terms when Reading.

Options	Frequency	Percentage
A. Yes	8	80%
B. No	2	20%
Total	10	100

The table above shows that 80% of the participants said; Yes that they look at heading, subheading, and key terms to comprehend the text. While 20% said NO.

Q6.Do these headings, subheadings, and key terms help you understand the content of the material?

   A. Yes   B. No

Table 37:

Heading, Subheading, and Key Terms Assistance in Understanding Texts.

Options	Frequency	Percentage
A. Yes	7	70%
B. No	3	30%
Total	10	100

In The table above, 70% represents 7 learners who said "yes"; reading heading, subheading, and key terms help them to understand the content of texts. While 30% which represents 3 students said "No".

Q7.Do you agree that skimming and scanning may help you saving time?

A. Agree   B. strongly agree   C. Disagree   D. Strongly disagree

Table 38:

Skimming and Scanning as Time Saving Techniques.

Options	Frequency	Percentage%
A	6	60%
B	4	40%
C	0	0%
D	0	0%
Total	10	100%

The table above shows the results of the students 'opinions about whether skimming and scanning techniques help them saving time. 60% of the answers goes for those who agree with the point,40% of the participants strongly agree .However 0% of the learners who are disagree with the use of skimming and scanning as saving time techniques.

Q8: Do you think that skimming and scanning may help you recall the text content?

A- Yes   B- No

Table 39:

Skimming and Scanning Help to Recall the Text Content

Option	Frequency	Percentage
A	8	80%
B	2	20%
Total	10	100%

The results of this question reveal that the majority of students 80% answered that the use of skimming and scanning techniques help them recalling the text content, 20% of the participants do not consider these two techniques as helpful when recalling texts.

Q9. Do you think that teaching reading techniques may help you to achieve reading comprehension?

  A- Yes   B- No

Table 40:

Teaching Reading Techniques Leads to Reading Comprehension

Options	frequency	percentage
A	8	80%
B	2	20%
Total	10	100%

The question above investigates the extent to which the teaching of reading techniques may help learners to achieve reading comprehension. The results shows that the highest percentage goes for "YES" in which 80% of them find that the teaching of reading techniques develop the learners reading skills as well as improving their comprehension .However ,20% of the students said the opposite, they pointed out that the teaching of the reading techniques could not improve the learners reading comprehension. Accordingly, the 20% who said "No" provided the following justification:

➢ "It is time consuming to teach these techniques".

While 80% of the participants provided the following:

➢ "SST helps to achieve reading comprehension, and teachers should plan to teach these techniques".

Q.10 How often do teachers evaluate you reading comprehension?

A- Always   B-Often   C- Usually   D-Sometimes   E-Rarely   F- Never

Table 41:

The Frequency of Teachers Evaluation *of Reading Comprehension.*

Question	Frequency	Percentage
A	1	10%
B	1	10%
C	1	10%
D	5	50%
E	2	20%
F	0	0%
Total	10	100%

The table above shows that 10% of the learners answered by "Always",10% for those who said "Often", another 10% goes for "usually", the highest percentage 50% answered by "Sometimes", 20% for "Rarely", and none of the students said "Never".

Q11. How do teachers assess your reading comprehension?

   A- Asking question   B- text reproduction   C- filling the gaps

Table 42:

Reading Comprehension Assessment.

Options	Frequency	Percentage
A	2	20%
B	6	60%
C	2	20%
Total	10%	100%

This table clarifies the way teachers assess the students' reading comprehension .The data obtained presents a clear view that "text reproduction" is the most useful way by which teachers assess the students comprehension 60%. 20% of the learners said that teachers assess their comprehension by "asking questions". While others 20% said that their teachers assess their comprehension by "filling the gaps".

Q12. Which technique works better with you to comprehend a text and retell it successfully?

A- Skimming   B- Scanning

Table 43:

The Best Technique Used to Successfully Retell a Text.

Options	Frequency	Percentage
A	3	30%
B	7	70%

Total	10	100%

The table above shows that 30% of participants said that skimming is better for good understanding. Whereas, 70% of them said that scanning helps more for understanding a text. The learners provide the following justifications:

"Skimming is better because it saves time and helps to get the main idea of the text." While those are for scanning provided the following justification:

"Scanning is more beneficial to gain a deeper understanding of the text".

Q.13 How often do teachers ask you to retell a text?

A- Always   B-Often   C- Usually   D-Sometimes   E-Rarely   F- Never

Table 44:

The Frequency of Texts Retelling.

Options	Frequency	Percentage
A	0	0%
B	2	20%
C	0	0%
D	6	60%
E	2	20%
F	0	0%
Total	10	100%

Apparently, from the table above, it seems that 30% of participants answered that skimming is the technique that serves and helps them to retell a text and justify saying that skimming is better in understanding the gist of the text and saves time too. Whereas, 70% said that scanning is more beneficial to gain a deeper understanding of the text and helps to retell it because they have time to scan it.

Q.14 Which type of retelling do you prefer?

A- Written retelling   B- Oral retelling

Table 45:

 Learners' Preferences of *Retelling Types.*

Options	Frequency	Percentage
A	7	70%
B	3	30%
Total	10	100%

The table reveals that 70% of the participants prefer written retelling, they justify saying that written retelling reduces anxiety, and shyness. Also it allows the learners to express their thoughts freely and helps them to increase their written abilities. On the other hand, 30% said that oral retelling helps to demonstrate their potentials in pronunciation.

Students who preferred written retelling provided the following justification:

➢ "Because I'm shy to speak publicly, and written retelling reduces my shyness and I feel comfortable and free to express my thoughts throughout writing".

In the other hand, those who preferred oral justify as follow:

> ➤ "It is an important plate form to practice the language".

Q.15 Do you think that written retelling is a measure of reading comprehension?

A-Yes   B- No

Table46:

Written Retelling as a Measure of Reading Comprehension.

Options	Frequency	Percentage
A	8	80%
B	2	2%
Total	10	100%

The table above shows that 80% of participant said that written retelling is a measure of reading comprehension, and they justify that they usually succeed in reproducing the text involving many details. While, other 20% said that they do not succeed because they do not recall all text details. The 80% who are for written retelling as a reading comprehension measure, they provide the following justifications:

> ➤ "Because written retelling is considered as a comprehension measure"
> ➤ "When you understand, you can retell"
> ➤ "Reading comprehension and written retelling go hand in hand

3.5 Discussion of the Learners' Questionnaire:

Regarding the questionnaire, it was divided into two main sections. The first section was devoted to elicit the learners' reading comprehension as well as the techniques skimming and scanning applied to develop their reading comprehension. The results have

shown that most of the learners comprehend English texts when reading ,as it is observed in the (Q2).Concerning the techniques that the learners apply when they read, the majority of them prefer the use of SK and SC techniques while reading (Q3). Clearly, finding on (Q4) shows that the overwhelming majority have a purpose in mind while reading ;that is to say, when they read a particular text or a written material they are required to extract specific information from it. Thus, they have to use scanning technique in order to get that specific information. Additionally (Q5) clarifies that learners look at heading, subheading, and key terms to reach comprehension. i.e., when they skim they may comprehend what the text is talking about. The first section results have shown that the learners are aware about the importance of SK and SC techniques in fostering the learners reading comprehension.

The second section of the questionnaire demonstrates the learners' views concerning the best techniques used to retell a text in a written form. Findings on (Q12) show that the crashing majority of the learners indicated that SC technique is better than SK technique while retelling texts. Overall the use of SK and SC techniques play an outstanding role in comprehending a text as well as recalling its content, as far as the learner reach comprehension of a particular text, he could successfully retell it in a written form.

The above findings allow us to confirm our hypothesis and answer our research questions; that is, the use of skimming and scanning techniques help B1-2 CELL learners to improve their written retelling abilities.

Overall analysis and interpretation of the Results

This part will shed light on the discussion and interpretation of the main results collected from the students' test and questionnaire. The results obtained from both the research tools were in favor of our hypothesis that is; the more learners use skimming and scanning techniques, the more their written retelling ability is enhanced. When the test is concerned, the learners written retellings were better after using skimming and scanning techniques while reading the texts. Moreover the analysis of the questionnaire's results revealed that the learners prefer to use skimming and scanning techniques because when they are used while reading they provides deeper understanding for the written passage ,since skimming is used to generate a general idea from the text. However, after using scanning technique the readers acquire much more information .Thus, the combination of both these techniques help readers to reach a high level of comprehension which is considered the main reason behind the learners' ability to produce a good written retelling production.

Conclusion

The present chapter represents the methodology and items used in data collection .Due to the descriptive nature of the study a test and questionnaire were used. The test is the principle tool the study relies on .However, the questionnaire was used in order to confirm the findings obtained from the test. The results obtained in this chapter confirmed the discussed hypothesis that is; the more learners use skimming and scanning techniques, the more their written retelling ability is enhanced.

Limitation of the study:

The main problem that the researchers encountered during the study is its nature considering that reading comprehension is a cognitive process, which is completely abstract and almost possible to observe.

➤ The major obstacle is that the students refused to retell the text orally using cell phone record, so that, the researchers were obliged to focus on written retelling.

➤ The students were not serious to fill the questionnaire they skip some questions.

➤ The researchers come against several difficulties when collecting the data due to the limited number of B1-2 CEIL learners. It contains 17 learner but 7 of them were absent because most of them have other engagements.

➤ Analyzing the results of the two research tools was not that easy; it took the researchers a lot time and effort. There were (40) copies of the test, and another (10) of the questionnaire.

➤ This study was confined by a time limited for conducting a deeper investigation and richer treatment. The recent national strike due to the political changes and circumstances which took place during the conduct of this study, made it harder for the researchers to locate their participants.

➤ It was hard to collect information about written retelling strategy due to the lack of sources.

Pedagogical Recommendations and Suggestions for Future Research

The results of the study revealed that B 1-2 CEIL learners use both of skimming and scanning techniques to comprehend the text as well as retelling it in written form. Based on the results of the study, the researchers suggest the following recommendations:

1- It would great for future researchers if they could use an experimental design in which they would have a control and experimental group (pre- test, post test) to compare the results and have a clear idea about the relationship between SSTs and written retelling .

2- In order to have more accurate and reliable results, it would be better for future researchers to select a large number of participants.

3- Further studies are recommended in order to discover the usefulness of skimming and scanning techniques to guide students' reading comprehension, as well as its role to retell text.

4- Future researchers are required to extend the duration of the study and take the time needed for best results.

General Conclusion

The teaching of Reading is an essential component in the EFL curriculum. However, Reading a foreign language text is an inarguably troublesome task for EFL learners. Learners encounter several difficulties to reach comprehension, these difficulties face them when retelling the content of texts they have read .Thus, students have to use the appropriate techniques such as skimming and scanning that may help them to comprehend the text as well as retelling its content, this dissertation is conducted to investigate the role of skimming and scanning techniques in enhancing students written retelling of texts.

The present research work comprised three chapters .The first two chapters were concerned with the literature review related to the field of investigation of this study .The

third chapter ,however , was devoted to the practical investigation of the matter ;it is divided into two sections .The first section was devoted to expounding on the methodology deployed in the present research work .The second section meticulously dealt with the analysis and discussion of the obtained results .In this respect ,the tools of investigation adopted were; a test as well as a questionnaire administered to B 1-2 CEIL learners. The analysis of the results obtained through the two measures employed in the investigation allowed for a support to the study's hypothesis.

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