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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The present study aimed at developing some EFL vocabulary learning skills among sixth year primary school pupils using Paired repeated reading strategy. The participants of the study consisted of sixth year primary school pupils at AlAwaam Primary School, Marsa Matrouh. They were assigned into two groups; the experimental group (N=35) and the control group (N=35). Two main instruments were used:

An EFL Vocabulary Learning Questionnaire and An EFL Vocabulary Learning Test (used as a pre-post) test to measure pupils EFL vocabulary learning. Quantitative data analysis was conducted, t-test was used to compare the mean scores of the pre-test and the post-test of the study participants. The Paired Repeated reading strategy was applied to the participants during the second semester of the academic year 2017/2018. Results of the study showed that the participants' EFL vocabulary learning skills were developed significantly as a result of the paired repeated reading strategy. Therefore, it can be concluded that the paired repeated reading strategy was effective in developing some EFL vocabulary learning skills among sixth year primary school pupils.

Keywords: paired reading strategy, EFL vocabulary learning skills.

Introduction

Language learning is a cognitive task in which learners must be able to handle a certain amount of ambiguity and face difficulties and other challenges. The aims of language teaching are defined with reference to the four skills. Language is a single phenomenon, which consists of both receptive and productive modes. Listening and reading are called receptive skills. The reader or listener receives information but does not produce it. Skills are commonly used interactively and in combination rather than in isolation (Abdel- Hack, 2003).

Vocabulary is a core component of language proficiency and thus provides much of the basis for other skills. Without an extensive vocabulary and strategies for learning new words, learners typically achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television (Richards & Renandya, 2002).

Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus and taught in a well-planned and regular basis (Moras, 2001). Zhan-Xiang (2004) explained that words of a language are just like bricks of a high building. Despite being quite small pieces, they are vital to the great structure. Those who have experience in learning a foreign language know that vocabulary is one of the biggest problems in language learning. Zhan-Xiang added that, a limited vocabulary can prevent learners from developing ideas or arguments effectively in writing. Consequently, learning vocabulary is very important especially for beginners. Vocabulary Knowledge is important

as it encompasses all the words must know to access background knowledge, express ideas, communicate effectively, and learn about new concepts (Sedita, 2005). Thus, as pupils learn English they should be learning new vocabulary.

Vocabulary learning is a complex process involving not only understanding the meanings of words but also being able to retain, retrieve, and use them in production. To this end, learners need not only to pay deliberate attention to the target words but also have to deeply process the various aspects of the words to learn them effectively. Nation (2008) points out that vocabulary learning are a two-facet job. He proposes that both teacher and learner should know their roles in increasing vocabulary size that an second language learner needs. He also states that the kind of vocabulary learners need and the way to be dealt with should be born in mind. Teacher also has to train learners and offer them some strategies on how to use dictionaries, word parts, word cards, and guessing from context.

According to Ehri (2002) theory, to learn a new vocabulary word during text reading, several steps must occur: (1) readers must determine its pronunciation either on their own by decoding (i.e., transforming letters to sounds and blending them), or by analogizing to words they know, or by asking someone; (2) readers must process the mapping relations between letters and sounds so that the spelling is retained in memory; (3) readers must determine the syntactic function and meaning of the word from the context or other source; (4) these identities must be bonded together in lexical memory.

Vocabulary is a critical tool for second language learners and limited vocabulary impedes successful communication (Alqahtani, 2015). Learners learn vocabulary passively due to several factors: First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical function boring. They have nothing to do as they only listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, in most cases students only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Forth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think they already "Know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly (Huyen and Nga, 2003).

Reading is a key source of second and foreign language (L2) input for adult language learners. It is one of the main skills of English language and it's also considered to be one of the means of language acquisition. According to Eskey(2005),reading can serve as an excellent source of the authentic language student need to interact with language that is always meaningful, often in a fully grammatical form, and that include every feature of the target language.

Reading is a basic language skill that any learner needs. In other words, it is one of the most important language skills. It is the barrier between one's being literate or illiterate. (Gu, 2003, p. 6) states that reading enables students to gain exposure to the target language and receive

valuable linguistic input to build up language proficiency. Moreover, students need reading to reinforce their other language skills.

Repeated Reading strategy was originally developed by Samuels (1979) as a remedial approach for L1 children who have reading difficulties. It consists of “rereading a short, meaningful passage several times until a satisfactory level of fluency is reached” (Samuels, 1979, p. 404). The theory underlying Repeated Reading is based on the Laberge-Samuels' model of automatic information processing, in which a fluent reader decodes texts automatically. If too much effort is paid to decoding word meanings, then little remains for overall meaning construction.

Samuels' original repeated reading (1979) involves rereading a short meaningful passage several times until a satisfactory level of reading is reached. The student practices the passage alone, either with or without audio tape support. Samuels found that when the students move from one text to another texts, their initial readings of the new passages were better than their initial reading of the earlier passages, and also the number of repeated readings required to reach the criterion reading rate fell over time.

Gereighty (2006) explains how repeated reading improves the students' word recognition skills in which it directs the learners to read portions of text repeatedly; and as learners repeatedly interact with the same text, they increase the number of words they can recognize immediately at sight. As the reader becomes more familiar with the text, his attention is focused on the comprehension of what is read. This strategy requires reader to reread contextual passages as a predetermined

number of times, or read and reread until he reaches a predetermined level of fluency.

Moreover, Roundy & Roundy (2009,p.55) suggested that “the success of repeated reading does not stem from one particular practice but from the discovery of learned morphological and syntactical cues.” Schwanflugel, et al. (2004, p.499) stated that: "Practice strengthen connections between word and letter pattern in long-term memory, unitizes these letter patterns in memory so that they can be processed as whole units and proliferates the availability of instances of these word and letter unit representations in long-term memory with every encounter of them during reading".

In reviews of research related to repeated readings, Dowhower (1994) and Moyer (2001) report that studies of repeated reading strategy have demonstrated improvements in students reading rate, and word recognition accuracy, better comprehension of both literal and higher level information, and its use as an effective study strategy. Moreover, Rasinski (2003) maintains that improvements extend to unpracticed passages for students in primary through the middle grades and that repeated reading appears to be an effective intervention for students experiencing difficulty in learning to read.

Samuels (1997) stated that repeated reading strategy proved to be facilitating for slow and halting readers and to increase fluency rapidly and with apparent ease. Taguchi, Sasamoto, and Gorsuch (2006) considered repeated reading strategy as a “deceptively simple but

extraordinary powerful” strategy in developing readers word recognition skills, overall fluency and comprehension. Research has shown that:

- 1- Repeated readings improve both fluency and comprehension, Repeated readings increase word recognition and lead to a decrease in word recognition errors, Students read new selections at a faster pace than the initial speed on the previous reading selection, The number of rereading required reaching criterion-reading speed decreases as students continue the technique, and Repeated reading are an excellent motivational device (Samuels,1997).
- 2- Repeated readings lead to faster processing of text , Repeated reading help comprehension and encouraged deeper questioning and insights, Repeated readings help struggling readers break out word-by-word reading to read with more meaningful phrasing , and As a study strategy, repeated reading is equal to if not better than other more complicated strategies (Rasinski,2003).

Taguchi (1997) examined the effects of RR on English oral and silent reading rates of 15 Japanese university students learning English as FL. The ten-week study stipulated 28 in-class RR sessions. Taguchi found that silent reading rates increased significantly even at the seventh reading within the practiced passages, and that there was no leveling off of reading rate increases. However, when the readers were asked to silently read or read aloud new passages, they did not transfer their increased reading rates to the new passages. There was one exception: The lowest-level readers showed a significant improvement in their oral reading rate of new passages.

Taguchi, Takayasu & Gorsuch (2004) explored the effects of assisted repeated reading on silent reading rates and comprehension by stipulating a longer RR treatment period. They compared two methods of repeated reading and extensive reading (ER). They found that assisted repeated reading significantly improved students' silent reading rates from the first to the forty-second session. They also found that, on average, the students read significantly faster within individual RR sessions. In other words, they read faster, on average, from their first to their fifth reading of any given passage.

Han and Chen (2010) explored whether home-based repeated reading with phonological support provided a supportive environment for both incidental and intentional novel vocabulary acquisition. To this end, Anna, the participant, read self-selected articles from a Chinese newspaper. After 20 repeated reading sessions, Han and Chen investigated Anna's incidental and intentional vocabulary learning. They showed that repeated reading had led to both intentional and incidental vocabulary acquisition. Han and Chen's study involved repeated reading with corrective feedback, explicit instruction and did not involve a control group.

Repeated reading is effective because by reading the same passage over and over the number of word recognition errors decreases, reading speed increases, and oral reading expression improves. Repeated reading is a viable means for improving fluency deficiencies. Ultimately, akin to a domino effect, as students improve their fluency they will improve their comprehension, increase their reading level, increase their reading-

oriented self-confidence, and expand their understanding and enjoyment of language (Samuels, 2002; Roundy & Roundy 2009).

Repeated reading may have several practical disadvantages; over the long term, students may tire from its use. Students may lose interest in and motivation for the repetition of previously read material. Moreover, repeated readings may be labor intensive for teachers as they are called on to provide assistance to individuals who are experiencing difficulty in initial readings. Several variations of repeated reading can help maintain students interest and motivation (Rasinski,2003).

The repeated reading method can be presented and practiced in different ways. These variations in practicing orally the repeated reading of texts includes Tape-assisted reading, paired reading, partner reading, echo reading, radio reading.

Paired Reading is one of the main forms of repeated reading. It is a straightforward and generally enjoyable way of more able readers to help less able readers.

Definition of Paired Reading

In paired reading, "pairs of students take turns reading and rereading the same passage to each other. Learners may be similar in reading level or one may be deliberately paired with a better reader" (Mcshane, 2005p.53).

Origin of Paired repeated reading

Blum and Koskinen (2001) created paired repeated reading so that students could work in pairs to achieve the goals of Samuels' strategy. The students decide who will begin reading orally. The first reader reads

the selection out loud three times while the other student listens and provides assistance. After each reading, the reader evaluates his effort; after the second and the third readings, the student who was listening uses a check sheet to offer positive feedback to the oral reader. Then, the roles and the responsibilities that go with them are reversed, so that each student has an opportunity to read orally, self-evaluate, and critique the other reader.

Topping (2006) stated that paired reading technique has two main aspects:

- First, tutor and tutee read out loud simultaneously in close synchrony. This is termed "reading together". The tutor adjusts his or her reading speed to the tutee's pace as necessary. The tutee must read all the words out loud correctly. The tutor corrects any errors by again giving a perfect example of how to read the error word and ensuring that the tutee repeats it correctly.
- Second when the tutee feels confident enough to read a section of text unsupported, he/she signals by a knock, nudge, or other nonverbal signal for the tutor to be silent. The tutee then engages in reading alone, with the tutor listening and ready to help when necessary. The tutor praises the tutee regularly, especially for mastering difficult words or spontaneously self-correcting. The second aspect is termed "reading alone". When the tutee makes an error while reading alone, the tutor corrects as before (by modeling and ensuring perfect repetition), and then joins back in reading simultaneously. Any word not read correctly within a pause of four seconds is treated as an error; the tutee is not left to struggle. Throughout, a great deal of emphasis is placed on

praising the tutee for correct reading and pausing from time to time to discuss the meaning of the text

Importance of Paired Reading

According Kuhn and Schwanenflugel (2008), paired repeated reading is effective for several reasons. First, students benefit from practicing the reading of connected texts, and this strategy ensures that students spend significant amounts of time reading aloud or following along with their partners. Second, paired reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading. Third, because students receive correction and support from their partners during the reading, they are able to practice a text that they cannot yet read independently.

Topping (2006) highlight the main advantage of Paired reading which is that it has been used as an intervention for students with reading delay and also as a broad- spectrum mainstream method deployed inclusively for all students. He also sums up the advantages of paired reading as follows:

- It encourages students to pursue their own interests in reading material.
- It makes the students more in control of what's going on. In other words , they make their decisions themselves in the light purposes
- Paired reading gives continuity. It eliminates stopping and starting to break up hard works. Besides, with paired reading it is easier for students to make sensible guesses at new words, based on the meaning of the surrounding words.

- While practicing paired reading students are given a perfect example of how to pronounce difficult words, instead of being left to work it out themselves.
- In paired reading, there is no failure. It is impossible not to get a word right within 4 seconds or so.
- In paired reading the student gets lots of praise when he/she is doing well.
- During reading together, a student can learn to read with expression and the right pacing.
- Paired reading increases the amount of sheer reading practice student get.
- Paired reading gives tutors a clear, straightforward, and enjoyable way of helping their students so no one gets confused, worried, or bad-tempered about reading.
- Paired reading procedures:

Denton et al. (2007) mentioned the paired reading procedures as follows:

- 1- Partner 1, usually the higher –level reader, reads the first paragraph. Partner 2 follows along.
- 2- Partner 2, usually the lower-level reader, read the same paragraph.
- 3- Students briefly discuss what they just read by retelling what happened or identifying the main idea of the paragraph. They can identify the main idea by asking each other: "Who or what was the paragraph mainly about?"
- 4- Repeat steps 1-3 until passage is complete.

Sutton (1991) used two basic strategies for increasing oral reading fluency, repeated reading and paired reading. To measure the success of this project, the Brigance Oral Reading test was administered to 17 first, second, and third grades before and after a twelve-week period. Results indicated significant increase in the targeted students' fluency rates, and a significant decrease in the number of word errors. In addition, the amount of time that the students spent engaged in reading books increased and the number of books read by the target students increased and the number of books read by the target students increased significantly

Li and Nes (2001) investigated the effects of paired reading on reading fluency and reading accuracy of four ESL students with limited English proficiency. Using a single-subjects research design, the study paired the students with a skilled reader and examined students' reading performances under different controlled conditions. Results showed that the students benefited from the paired reading intervention and demonstrated steady improvement in reading fluency and accuracy. Results indicated that paired reading can serve as a useful instructional alternative to facilitate ESL students learning to read.

Therrien and Hughes (2008) created the reading passages and comprehension questions used in this study. For the repeated reading condition, students read aloud short narrative passages at their instructional reading level until they read either a predetermined number of CWPM or made four attempts. In order to provide purpose for reading, students in the question generation condition were told to answer the story structure questions after reading a story. Students read

the questions on a cue card before they orally read the passage once, and tutors provided corrective feedback if students made errors or omitted words while reading. Students answered the questions from the card and were guided to look for the answer in the passage if they answered incorrectly. After 10- to 15-min intervention sessions, data for CWPM and comprehension questions were collected to measure students' reading achievement.

1.1 Context of the problem

Previous studies concerning the Egyptian context indicate that the Egyptian students have poor mastery of vocabulary learning skills (Abdelhaq, 2003; ElMatwally, 2008; Elqady, 2009; Mustafa, 2009;, Al Hammad , 2009; Ibrahim, 2010; Joyce, 2011; Ahmad ,2011; Abd El-Aleem, 2014; Al qahtani ,2015). They conducted these studies on different samples in different stages and introduced solutions for the lack found in vocabulary learning skills.

As a teacher of English at the primary stage for eight years, the researcher noticed the low level of the primary stage pupils in learning and retaining English vocabulary. The pupils do not have the ability to retain vocabulary for a long time. They have common problems in vocabulary learning and retention.

To document the problem of the study, the researcher conducted a pilot study on (20) EFL sixth year primary school pupils at Alawaam Primary School during the first term of the academic year 2014/2015 (Appendix A). A vocabulary learning test was prepared by the researcher. The results of the test revealed that the pupils had problems in the following skills:

- 1- Linking the form of the target word with its definition or meaning
- 2- Recognizing the written form of the target word (spelling).

- 3- Producing the correct form of the target word.
- 4- Using the target word correctly in a sentence.
- 5- Producing the antonym of target word.
- 6- Recognizing the spoken form of the target word.

The results of the pilot study proved the low level of the sixth year primary school pupils in vocabulary learning skills, which encouraged the researcher to design her treatment. Besides, some studies asserted that there is a problem in acquiring, learning, and retaining English vocabulary.

1.2 Statement of the Problem

The problem of the present study lies in the low level of EFL vocabulary learning skills among sixth year primary school pupils, at AlAwaam Primary School Pupils, at Marsa Matrouh Governorate. .

Questions of the Study

This study attempted to answer the following questions;

- 1- What are the EFL vocabulary learning skills required for sixth year primary school pupils?
- 2- What are the features of the paired repeated reading strategy?
- 3- How can paired repeated reading strategy develop the sixth year primary school pupil's vocabulary learning and retention?
- 4- What is the effectiveness of using paired repeated reading strategy in developing EFL vocabulary learning among sixth year primary school pupils?

Aim of the Study

The study aimed at developing some EFL vocabulary learning skills for sixth year primary stage pupils students using paired repeated reading strategy

Delimitations of the Study

This study was delimited to:

This study is delimited to the following:

- 1- sixth year primary school pupils enrolled in the AlAwaam primary school, Marsa Matrouh. (n=70) during the 2nd term of the school year 2017/2018.
- 2- Some EFL vocabulary learning skills required for sixth year pupils

Research Methodology

This study adopted the quasi-experimental design which is known as the Pre-Posttest Experimental and Control Group Design. The experimental group was taught the vocabulary learning skills using the repeated reading strategy, while the control group was taught using the traditional method.

Participants of the study

The participants of the present study were selected from ElAwam Primary School in Marsa Matrouh Governorate during the second semester of the school year 2017/2018. Two intact classes were selected for participants in the study. Class 6/A was assigned as an experimental group comprising (35) pupils. They were taught using repeated reading strategy. Class 6/B was assigned as an control group comprising (35) pupils. They were taught using the regular method of teaching.

Instruments and Materials of the Study

A) The EFL Vocabulary Learning skills questionnaire.

The EFL vocabulary learning questionnaire involves aspects of vocabulary learning to achieve the repeated reading objectives in general

and pupils' development in vocabulary learning and retention in particular. The EFL vocabulary learning skills questionnaire aimed at determining the most important EFL vocabulary learning skills to be developed among sixth year primary stage pupils. The EFL vocabulary learning questionnaire was based on the following:

- a) Reviewing literature and related studies to vocabulary learning skills.
- b) Directives of the Ministry of Education for teaching the English language for the primary stage.

The vocabulary learning questionnaire in its initial form consisted of two main dimensions: recognition and production. The recognition dimension included 10 skills focusing on recognizing spoken and written form of a word. The production dimension included 6 skills focusing on expressing a meaning orally or in writing.

B) The Pre-Post EFL vocabulary learning skills Test

The EFL vocabulary learning skills test (Appendix F1) assessed 18 sub-skills identified as required for sixth year secondary stage pupils by the jury members. Each sub-skill was measured by two test items. The final test consisted of the vocabulary learning skills recognition, production, and vocabulary depth and vocabulary breadth. The vocabulary learning test consisted of two parts. Part (A) included questions that measured Depth of vocabulary and consisted of eleven questions. Part (B) assessed Breadth of vocabulary and it consisted of eight questions. (for test specifications, (see Appendix E).

The EFL vocabulary learning test was submitted to a panel of jury members of EFL specialists in curriculum and instruction in addition to some supervisors and teachers of English language (n=17) (Appendix D). They were asked to read the test items and give their opinions concerning the following:

- The suitability of the test for the level of the pupils in terms of language and length.
- Whether the items are sufficient to measure EFL vocabulary learning skills.
- Whether the items measure the assigned skills.

For estimating the reliability of the EFL listening comprehension test, Alpha Cronbach coefficient and test-retest method were used. The reliability of the test was measured using the test-retest method and Cronbach's Alpha Method.

In order to establish the reliability of the test; it was administered to a group of (35) sixth year primary school pupils, other than the study sample on Feb. 5th, 2018 at AlAwaam primary School. Then, it was administered again after 15 days to the same group of pupils on Feb. 19th, 2018. In order to calculate the reliability of the test, Statistical Package for Social Science (SPSS, v. 18) software was used. The correlation between the results in the two administrations was .953^{**}. This means that the correlation coefficient of the test reapplication is relatively high. Therefore, the test was considered a reliable one for the purpose of the current study. Alpha Cronbach coefficient was (.859) which shows that the test is reliable. This means that the EFL vocabulary

learning skills test is reliable for the purpose it was assumed to measure. The test was administered to the participants as pre-post test.

The Intervention

A teacher's guide was designed to explain in details how podcasting can be used for developing EFL listening comprehension skills. Ten sessions were prepared. At the beginning of each session, the teacher showed students some pictures for story, then started asking some brain storming questions about the story, the character, and the events. After that students listened to the audio many times and in each time they listened and did some activities. The teacher asked them to retell the story in their own words using a microphone and this was recorded using audacity program. Then, the audio was uploaded to Edmodo site where students could listen again and again and give likes and comments to their classmates and ask the teacher any question if they misunderstood any point.

A teacher's guide was prepared in order to help teachers and researchers how to use the strategy based on paired repeated reading strategy through presenting the detailed steps of implementing the strategy. Before implementing the stages of the paired Repeated Reading Strategy, the pre EFL vocabulary learning skills test were administered to the participants. Fourteen sessions were taught; every session lasted for 90 minutes. At the beginning of the first session, the researcher explained the importance of developing vocabulary learning skills. Then, the researcher explained how students can implement the stages, strategies and activities included. The researcher adapted the pedagogical sequence of before reading, during reading and after reading activities.

The presentation of each unit follows almost the same pattern. Each unit plan included the three stages (before reading, during reading and after reading).

Stages of paired Repeated Reading Strategy

The lesson phases	Approximate time allotted	Strategies
Before reading	15 m.	a-Prediction B- Meaning First c- Reading aloud
During reading	60 m.	a-paired reading
After reading	15 m.	a-Think about it after practicing the passage b-Generating questions

Results of the Study

Data were statistically treated using Statistical Package for the Social Science (SPSS) program (version 18). The following tables show the results of the study.

Table (1): Results of t-test between the experimental and the control group in the English language vocabulary learning posttest.

Group	N	Mean	S.D	Std. Error Mean	t-Value	D.F	Sig.
The Experimental	35	110.1143	9.19646	1.55448	20.290	68	.000
The control	35	51.2000	14.50923	2.45251			

Table (1) indicates that there was a statistically significant difference at (0.01) level between the attained mean score of the experimental and that of the control group in favor of the experimental group in the post test of vocabulary learning test. The estimated t-value is (20.290). Its significant at (0.01) level in favor of the post results of the experimental group. Therefore, this hypothesis was confirmed.

Table (2): Results of t-test between the experimental and the control group in the recognition component in English language vocabulary learning posttest.

Group	N	Mean	S.D	Std. Error Mean	t-Value	D.F	Sig.
The Experimental	35	27.5714	2.61540	.44208	7.434	68	.000
The control	35	19.2286	6.10249	1.03151			

Table (2) indicates that there is a statistically significant difference at (0.01) level between the attained mean score of the experimental and that of the control group in recognition component in favor of the experimental group in the vocabulary learning posttest. The estimated t-value is (7.434). Its significant at (0.01) level in favor of the post results of the experimental group. Consequently, the first sub-hypothesis was confirmed.

Table (3): Results of t-test between the experimental and the control group in the production component in English language vocabulary learning posttest.

Group	N	Mean	S.D	Std. Error Mean	t-Value	D.F	Sig.
The Experimental	35	19.5429	1.03875	.17558	11.792	68	.000
The control	35	11.7714	3.75802	.63522			

Table (3) indicates that there is a statistically significant difference at (0.01) level between the attained mean score of the experimental and that of the control group in recognition component in favor of the experimental group in the vocabulary learning posttest. The estimated t-value is (7.434). Its significant at (0.01) level in favor of the post results of the experimental group. Consequently, the first sub-hypothesis was confirmed.

Discussion and Interpretation of the Results

The findings of the first main hypothesis revealed that there is a statistically significant difference at the 0.05 level between the experimental and the control group in the English language vocabulary posttest in favor of the experimental group..

As indicated in Table (1), the experimental group participants showed more development in their EFL vocabulary learning skills in the post administration than the control group.

Table (1) indicated that the t-value was significant at (0.00). Such development proved and supported the first hypothesis statistically. Also the findings of the second main hypothesis revealed that there was a statistically significant difference between the mean scores of the study participants in EFL vocabulary retention on the post administration of the EFL vocabulary retention test in favor of the experimental group.

These results could be attributed to several factors. The first factor was related to the nature of the paired repeated reading strategy, which included some aspects and tools for developing EFL vocabulary learning skills. Firstly, the repeated reading strategy was helpful in: providing authentic content to help pupils improve their accurate word reading because of the repeated exposure to the passages during the repeated reading sessions .This improvement made pupils exert less effort in recognizing the words thus focused more in their meaning, The corrective feedback and positive support provided by the researcher which encouraged students to read more, and ,the more they read, the more they acquire and retain vocabulary.

The paired repeated reading strategy helped the pupils to change their concept about learning English language in general and EFL vocabulary learning skills in particular that helped them to turn from passive learners into active learners. Also it helped the researcher to turn from lecturer into monitor, guider and more helper to the pupils.

Secondly, the environment of the present study was encouraging and less stressful. In this environment the researcher treated the participants as friends. In addition, the researcher spread a spirit of humor among the pupils to lessen the burden of listening and free them from the tension and worry they might experience. Also working in groups helped them to speak freely, learn from each other, and evaluate themselves and the other groups.

Through the administration of the paired repeated reading strategy to the experimental group, it was noted that the pupils were interested in practicing those activities as they gave them the opportunity to interact with the teacher and to play more positive role in the process of learning new vocabulary. Furthermore, the pupils were also interested in the passages presented during the administration of the experiment because all of them were about an important topic, closely related to pupil's life.

To sum up, the present study proved the effectiveness of using the repeated reading strategies in developing the sixth year primary school pupils vocabulary learning.

It can be concluded that the participants' EFL vocabulary learning skills were developed as a result of receiving the paired repeated reading strategy. This means that the paired repeated reading strategy was effective in achieving the goals of the present study. Previous research

had proved that paired repeated reading in general has a significant and effective role in EFL learning and teaching. Accordingly, the starting point from which this study was based was the increasing emphasis on the outstanding role of vocabulary learning in EFL learning and the great gains from incorporating it with paired repeated reading strategy.

The justifications for choosing the variables of the present study are as follows. Firstly, choosing the EFL vocabulary learning is justified by the lack of these skills among the participants of study as revealed by the pilot study and the results of the related studies. Moreover, choosing sixth primary pupils is justified by the fact that it is the year at which the students end an important stage and they will begin a new stage in their life, study English skills in a way they did not encounter before. Therefore, it is not accepted for those pupils to start their new stage with lack in EFL vocabulary learning skills.

1.4 Recommendations

Based on the results of the present study, the following recommendations can be offered:

- 1- The paired repeated reading should be implemented in teaching EFL vocabulary learning skills to pupils in sixth primary stage.
- 2- Merge the paired repeated reading strategies within the curriculum.
- 3- The paired repeated reading program is recommended to be implemented in teaching vocabulary learning and retention to primary and secondary school students..
- 4- Teachers should provide pupils with different types of contexts to listen, not only the contexts they study in the curriculum.

- 5- Teaching should be turned from being teacher-centered to learner oriented in which learners become more involved in and responsible for their learning and become self-autonomous.
- 6- Teachers should arrange competitions among students and encourage them to do many activities to learn vocabulary without boring.
- 7- Pupils shouldn't worry too much about their mistakes because mistakes are inevitable and one can learn from these mistakes.
- 8- Pupils should give attention and appreciate such priceless strategies which help in developing their skills and learning a new language.

4.5. Suggestions for further research

Based on the results of the present study, the following are some suggestions for further research:

- 1- Investigating the effect of paired repeated reading strategy on improving EFL vocabulary learning skills among other categories of learners other than the participants of study.
- 2- Testing the impact of paired repeated reading strategy on improving other language skills such as speaking, reading, listening and writing.
- 3- Re-conducting other studies to confirm the results of the present study.
- 4- Investigating the effectiveness of other strategies applications on the EFL vocabulary learning skills among student.
- 5- Comparing the effect of new strategies versus traditional strategies to develop EFL vocabulary learning skills.

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