
The Effectiveness of a suggested program based on schemata strategy for treating some EFL reading difficulties among prep stage students

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The aim of this study was to investigate the effectiveness of using a suggested program based on schemata strategy in treating some EFL reading difficulties among second year prep stage students. The subjects of this study included (40) second year prep stage student at Omar Ibn Abdel Aziz Prep School, Menofia governorate. They were assigned to one experimental group. To achieve the objectives of the study, the researcher prepared a list of reading comprehension skills and a reading comprehension test 1. In addition, a reading comprehension test 2 was used to measure the effectiveness of the suggested program. A Treating Reading Difficulties Program (TRDP) was designed to treat some EFL reading difficulties which second year prep stage students face during reading. T- test was used for the statistical analysis of data. Results indicated that the suggested program was effective in enhancing the second year prep stage students' ability to identify and deal with lexical items, to deal with structural clues and to deal with morphological information. In addition, results indicated that the suggested program was effective in enhancing the 2nd year prep stage students' ability to infer meaning from context, to deal with what makes words difficult and to use the dictionary to deal with unknown or unfamiliar words. Results also showed that the suggested program was effective in enhancing second year prep stage students' ability to deal with total word attack skills. Thus, the suggested program was effective in treating some EFL reading difficulties among prep stage students.