



عنوان البحث:
The impact of using parallel reading on developing deep understanding skills among secondary schoolers

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The impact of using parallel reading on developing deep understanding skills among secondary schoolers

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ABSTRACT

Title: The impact of using parallel reading on developing deep understanding skills among secondary schoolers.

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The present study aimed at investigating the impact of using parallel reading on developing deep understanding skills among secondary schoolers. Fifty students from first year at Badr secondary school for girls, El -Tahrir Educational directorate, El Beheira governorate were the participants of the study. They were randomly selected and divided into two groups: experimental group (25) and a control one (25) during the first semester 2022- 2023. The study adopted the quasi experimental pre/ posttest design. While the experimental group received deep understanding skills via parallel reading based program, the control group received regular instruction. An EFL deep understanding skills test was the main instrument of the study. Quantitative data were analyzed via SPSS program. The results of the study revealed that experimental group students' deep understanding skills were noticeably improved and enhanced as a result of using parallel reading based program. Therefore, the results showed that parallel reading has a positive effect on developing secondary schoolers' deep understanding skills.

Key words: Reading, parallel reading, deep understanding.

مستخلص البحث باللغة العربية

عنوان البحث: أثر استخدام القراءة المتوازية في تنمية مهارات الفهم العميق لدى طلاب المرحلة الثانوية.

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خميس

المستخلص باللغة العربية

هدفت الدراسة الحالية الي التحقق من أثر استخدام القراءة المتوازية في تنمية مهارات الفهم العميق لدى طلاب المرحلة الثانوية. و لهذا الغرض فقد تم اختيار (٥٠) طالبة من طالبات الصف الاول الثانوي بمدرسة بدر الثانوية بنات بادارة التحرير التعليمية – محافظة البحيرة وتم تقسيمهم عشوائيا الي مجموعتين احدهما تجريبية(٢٥) و الاخري ضابطة(٢٥) و ذلك خلال الفصل الدراسي الاول من العام الدراسي ٢٠٢٢-٢٠٢٣. استخدمت الدراسة المنهج شبه التجريبي ذي التصميم القبلي/ البعدي. حيث تلقت المجموعة التجريبية مهارات الفهم العميق من خلال برنامج قائم علي استراتيجيات القراءة الموازية بينما تلقت المجموعة الضابطة تعليمها بالطريقة التقليدية و تمثلت أداة الدراسة الرئيسة في اختبار مهارات الفهم العميق. و لقد تم تحليل البيانات تحليلاً احصائياً باستخدام برنامج SPSS . أظهرت النتائج تحسناً ملحوظاً في مهارات الفهم العميق لدى طالبات المجموعة التجريبية نتيجة لاستخدام البرنامج القائم علي استراتيجيات القراءة المتوازية و أظهرت النتائج الأثر الايجابي لاستخدام القراءة المتوازية في تنمية مهارات الفهم العميق.

الكلمات المفتاحية: القراءة, القراءة المتوازية , الفهم العميق.



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Introduction

Reading is a crucial skill which has to be practiced regularly. The more students train to read, the more their ability on reading. Reading is one of the English skills that demands the reader's complete thinking. It is an active skill that involves guessing, predicting, connecting information together, deduction and induction. This means that reading is a process of understanding what has been written.

Reading is one of the main skills that is necessary for students to acquire knowledge and get information. Through the practice of deep reading, several foundational skills for developing as a learner and a productive member of society are developed (Kidd &Castano, 2013). The development of these skills can be scaffolded by individual and group activities involving deep reading. So, reading comprehension requires the reader to have knowledge to understand the text and how strategy in reading to be applied which can help the reader to figure out the information from the text (Gusneli et al, 2016). Based on the previous explanation, reading comprehension seems to be a complicated process, which involves all aspects of human thought.

Efficient readers select and use multiple skills deemed appropriate for a particular text and their purpose for reading. Such readers are taught useful skills and strategies for using them to understand the text in hand or different texts. And for such an aim to be achieved, those readers are required to actively think of an author's message with interpretation, analysis, evaluation, and synthesis of its content, using fix-up tools effectively and in-the-moment (Shea &Ceprano, 2017).

The development of deep understanding of theoretical knowledge derived from deep reading is an essential element for success. Biggs and Tang (2007) and



Ramsden (2003) hold the belief that deep knowledge involves sophisticated conceptual understanding. Students with this level of knowledge can analyze individual parts and make connections between elements within a coherent theory. While students with surface levels of knowledge may be able to identify individual elements and present rote-learned responses; learners demonstrating deeper understanding will use analyses to make justified conclusions and produce structured, coherent responses that draw on all elements and levels of a theory (Ramsden 2003; Biggs and Tang 2007). Students developing deep understanding at the tertiary level will constantly demonstrate surface level knowledge, such as being able to identify an element accurately, but will readily move beyond this to present more generalized and abstracted forms of understanding that include sophisticated connections between different aspects of theory and bodies of knowledge (Webb 1997 and Ramsden 2003).

1. Context of the problem

In the realm of English as a Foreign Language (EFL) education, enhancing deep understanding skills remains a significant challenge. The ability to understand the information between lines and behind lines is essential for academic and practical success. However, many EFL secondary schoolers struggle to understand what has been written.

Parallel reading offers a potentially effective approach to address this challenge. Parallel reading not only exposes students to a variety of texts but also provides a scaffolded environment where they can analyze, discuss, and interpret complex ideas within a supportive group setting. However, despite the potential benefits of parallel reading, its impact on developing deep understanding skills among EFL secondary school students has not been extensively explored.



This study seeks to bridge this gap in the literature by investigating the impact of the parallel reading strategy on the development of deep understanding skills among EFL secondary schoolers. By implementing parallel reading sessions that focus on engaging students in discussions that foster critical thinking and perspective analysis, this research aims to uncover whether parallel reading can effectively enhance the students' ability deeply understand written texts.

2. Statement of the problem

The problem of the current study is stated as thus:
There is a research gap – to the best knowledge of the researcher –that handles developing EFL secondary schoolers' deep understanding skills through parallel reading strategy. Therefore, the researcher proposed that the current study might fill in that gap.

3. Questions of the Study

The current study attempts to answer the following main question:
What is the impact of parallel reading strategy on developing deep understanding skills among EFL secondary schoolers?

From this main question, the following sub-questions are derived:

1. What are deep understanding skills that can be acquired by EFL secondary schoolers?
2. To what extent do EFL secondary schoolers master the deep understanding skills?
3. What are the features of a parallel reading strategy for developing deep understanding among EFL secondary schoolers?
4. How effective is parallel reading in developing deep understanding among EFL secondary schoolers?

4. Hypotheses of the study

The following hypotheses were tested:

1. There is a statistically significant difference at 0.05 level between the mean scores of the experimental group's (parallel reading group) deep understanding skills pre-test and post-test in favor of the posttest.
2. There is a statistically significant difference at 0.05 level between the mean scores of the experimental group and the control group in the post administration of the deep understanding skills test in favor of the experimental group.

5. Objectives of the study

This study aimed at:

1. Determining the features of a parallel reading strategy for developing deep understanding skills among EFL secondary schoolers.
2. Developing some deep understanding skills among EFL secondary schoolers.
3. Assessing how far the parallel reading strategy is more effective in developing deep understanding skills among EFL secondary schoolers.

6. Significance of the study

The current study might be significant for pupils, teachers and curriculum designers. For EFL pupils; it is important to overcome the difficulties they face during learning EFL deep understanding skills. It helps to provide students with opportunities of cooperation, interaction and communication between students themselves and between them and their teachers.

It is important for EFL teachers to spot light on the importance of parallel reading strategy in EFL deep understanding teaching and learning. Teachers should be encouraged to use new nontraditional strategies and building friendly relations with their students. Also, parallel reading provides them with general



guidelines and procedures to employ parallel reading strategy in teaching EFL deep understanding skills and other language skills

For EFL Curriculum Designers, it provides them with new methods of teaching EFL deep understanding skills to motivate secondary schoolers' creativity.

7. Delimitations of the study

This study was delimited to:

1. A sample of (50) EFL secondary schoolers randomly drawn from Badr secondary school for girls, El Tahrir Educational directorate in Markaz Badr, El Behira Governorate. They were divided into two groups: a parallel reading group (n=25) and a control group (n=25).
2. The first term of the academic year 2022- 2023.
3. Some deep understanding skills.

8. Study Instruments and materials

In order to achieve the study objectives, the following instruments were developed and used by the researcher:

1. Deep understanding skills pre/posttest (DUST).
2. A deep understanding skills checklist.
3. A rubric for deep understanding skills test.

9. Definition of terms

The researcher adopted the following definitions, in order to promote more specific understanding of the study:

Parallel reading is viewed by the researcher as “a form of paired choral reading performed at the same time by two readers, one may be more proficient than the other or at the same achievement level. Pairs are referred to as a mentor and a student during the process discussion.”



Deep understanding can be defined as “a condition that is characterized by showing a rich base of knowledge, providing varied interpretations, making clear distinctions, demonstrating complex understandings, and engaging in constructing new knowledge.

Review of literature

Concept of parallel reading

Hartmann (1980), Somers and Jones (1993) describe parallel texts as corresponding original texts in different languages. This definition is also proposed by Göpferich (1999, p. 184) who also defines parallel texts as original texts of different languages, which are written by competent native speakers in the best of cases, they are similar to each other in the topic they discuss and in their communicative function, i.e. they belong to the same text class, and are not translations of one another.

According to Parker (2006) the term bilingualism refers to the presence of two languages. Rudin (1996) defines bilingual literature as two languages together appearing with the same weight, extent, and format. Bilingual books can be seen as a type of multicultural literature and can serve as authentic texts for students to learn vocabulary, collocation, and idiomatic expressions. Bilingual books are available in many languages (i.e., German, Turkish, Arabic, Romanian, Polish, Italian, Japanese), and are well accepted in English as a foreign language (EFL) countries such as China and Spain. Bilingual books are crucial for language learners because the parallel versions of the text may help readers understand second language (L2) input which is beyond their current level. Moreover, parallel texts may motivate students to read. Hence, bilingual text may assist L2 learners to learn from a greater amount of L2 input. Dual texts offer texts in two different languages. Often, this text is side-by-side in each language, but some books will share a short excerpt, such as a chapter,



prior to switching languages (Zheng, 2019). However, despite the widespread availability of bilingual books, there is very little research investigating their contributions to L2 learning.

Basics of parallel reading

The rationale behind utilizing parallel reading strategy in this research and in the implementation of class instructions is based on the following assumptions:

First, parallel reading helps students activate their prior knowledge on the topic of the reading text. Second, it is used to compare and contrast between two points of view and two styles of writing. Third, it is used to differentiate between students' level of understanding and comprehension. Fourth, parallel reading can be used to reduce students' using of dictionary which increases their understanding of the text. Fifth, it allows for more noticing of the similarities and differences which provide students with a crucial opportunity to discuss and argument around the texts.

Features and benefits of parallel reading

Reviewing literature and related studies such as "Floros (2004), Wharton (2015), zheng (2019), Zhang & Webb (2019), Abdallah (2021)" showed that parallel reading texts have numerous benefits and advantages. One of the primary benefits of parallel reading texts or dual texts that have been identified by teachers is the improvement in students' awareness of multi-culturalism. In addition, parallel texts make it possible for the parents and also other literate members of the community to be able to read with their children. They are also viewed as a valuable bridge between the school and the home (Zheng, 2019). Moreover, one of the key factors why bilingual texts are common is that L2 learners are motivated to learn with bilingual texts.



According to Walker et al. (1996), dual language books provide a good example of “Language in contact”. As it is one of the few avenues which can immerse a learner in context, that is, create conditions similar to those which surrounded him in childhood, when he easily learned his native language without memorizing vocabulary and grammatical rules. Using parallel reading strategy can help students learn the language faster and retain it more by developing mental connections with what they’re reading. It is believed that to bring brilliant results, the human brain tracks contextual connection. In sum, parallel reading creates a natural learning environment in which learners can learn the target language at the same way they learn their native language. Parallel reading engages students in conditions similar to those that surrounded them in childhood. Thus, parallel reading has been very successful in creating a supportive environment and making difference in students’ motivation and class participation.

Another essential benefit of using parallel texts or bilingual books is facilitating the target language acquisition. Hu et al. (2012) conducted a study to investigate the effect of using bilingual texts to improve second language acquisition. The participants of the study consisted of five students. They were asked to read four bilingual English-Chinese picture books over an eight-week period. Data was collected by using multiple sources in order to develop the credibility of the study. Data collection included eight weeks of study sessions, interview with parents at the end of the eight-week study session, informal interviews/ chatting with children throughout, and the pre/post assessments. The researchers found that the bilingual texts, combined with instruction, promoted participants’ L2 development. The results of the study revealed that there was an increase in the number of words the participants could identify and spell correctly. Additionally, bilingual texts may help readers learn L2 words,



phrases, and idiomatic expressions. With proper instruction, bilingual books can be a powerful resource for improving language proficiency as the researchers suggested. Moreover, the results of the study suggested that using bilingual books help students to become engaged, make connections, activate cultural and background knowledge, and show unnoticed talent.

Reading books is considered one of the most effective ways of not only learning a foreign language, but also a native language. Actually, only from books students can understand the subtleties and features of the use of certain words, draw ornate turns of speech, and the linguistic culture of the language being studied. Consistent with this point of view, Edwards (2008) mentioned that parallel texts develop the learners' ability and skills of transferring literacy concepts that they have been developing in one language to another, thereby promoting the overall literacy development of their skills. Moreover, Parallel reading strategy makes reading process very entertaining. Dual language books can help to create interesting language lessons where children can learn not only by hearing and imitating but also by reading and imitating (Zheng 2019). Therefore, bilingual books provide a rich, meaningful context to encourage more positive transfer of literacy skills from a stronger language to a newer language.

Parallel reading is of great significance in helping students to learn and enhance vocabularies, phrases, or native expressions. Taylor et al. (2008) stated that bilingual books positively effects on helping students improve vocabulary knowledge because of transferring skills and conceptual knowledge across languages. While reading materials in the target language, students need to learn and acquire vocabulary which is specific to the content. Moreover, they will have to activate their prior language and connect it with the new one to learn language through reading bilingual texts.



Zhang & Webb (2019) stated that reading bilingual texts help readers pay greater attention to unfamiliar words. Additionally, it increases the opportunities of repeatedly encountering the same words, and thus increases the potential for learning the words. Reading bilingual books provides students with a chance to learn every unknown word at their own pace. This may help to facilitate vocabulary learning both inside and outside of the classroom.

How to use Parallel Texts

Mahanand (2020) stated several ways to use parallel texts as follows: a) utilizing full and abridged texts: this way makes students compare a full text with its shortened version. Students will get an opportunity to discover the compressed portions of the full text and how it has been done. b) using the source and the translated texts: in this avenue students can be asked to use the source and its translation and make comparisons in terms of the authors' location in terms of time and space and the historical contexts, style of presentation and so on. c) using response to a genre with same or another genre (e.g., answering back, imitation, parody). d) Using two different genres on the same theme (e.g., film and fiction): There are many films that are made from novels, for example, the Scarlet Letter, Huckleberry Finn, Pride and Prejudice, Lord of the Flies and so on. It would be interesting to compare the two forms and study the difference.

Understanding and deep understanding

Although it is hard to pin down the concept of understanding, Nickerson (1985) defines understanding as "an active process. It requires the connecting of facts, the relating of newly acquired information to what is already known, the weaving of bits of knowledge into an integral and cohesive whole. To sum up, it requires not only having knowledge but also doing something with



it... (Nevertheless) all understanding is tenuous and, in a sense, transitory. We are obliged to understand the world in terms of the concepts and theories of our time... At root, understanding is a true paradox: the more one learns..., the more one ... (becomes) aware of the depth of one's ignorance. (And yet) if understanding is a primary goal of education, an effort to understand understanding would seem to be an obligation, even if ... (it is) only a partially successful effort" (pp. 217, 234,236). It is obvious that, understanding is a thing which is more than merely retention of the information. "understanding a topic of study is a matter of being able to perform in a variety of thought-demanding ways with the topic, for instance to: explain, muster evidence, find examples, generalize, apply concepts, analogize, represent in a new way, and so on".

The concept of deep understanding

Deep understanding, from the view of cognitive sciences, generally refers to how concepts are represented in the student's mind, and most importantly, how these concepts are "connected" with each other (Grotzer, 1999).

According to Kivunja (2015a), understanding is a deep learning and he asserts that understanding may be regarded as: "the learning process in which learners engage in critical analysis of new ideas that they encounter, link those ideas to concepts and principles that they already know, and through this process gain an understanding and long-term retention of concepts and ideas so that they can then apply them in problem solving in new contexts. This way, deep learning improves understanding and enables application of what is learnt for life" (p. 286).



Key components of deep understanding

Almost, There is a consensus that deep understanding is either a mental construct, such as models, schema, and structures, or learning performance, such as explaining, reasoning, interpreting, relating, analyzing, comparing, making analogies, abstracting, conjecturing, and generalizing. A crucial question has been asked by the researchers, is understanding a mental state or a performance? In fact, it is useful to consider it as both. Consequently, researchers have identified key components of the nature of understanding: 1) Connections, 2) Structures, 3) Performances, 4) Constructing Knowledge and 5) Depth and Type of Knowledge.

Benefits of developing deep understanding

The first step to mastering a skill or a subject is developing a deep understanding of this skill or subject. Achieving a thorough understanding shifts the learners far away from merely memorization of the knowledge and helps them not only read between lines but also what is beyond lines. A deep understanding of a topic demands ongoing active learning, engagement, exploration and a lot of work but it doesn't have to be intimidating. "The new demands of the 21st Century cannot be met through passive, rote-oriented learning focused on basic skills and memorization of disconnected facts...We need learning that enables critical thinking, flexible problem solving, transfer of skills, and use of knowledge in new situations" (Darling-Hammond, 2008, p. 2). Gaining many benefits of developing a thorough understanding makes it worth the work (Perkins, 1993; Grouws and Cebulla, 2000 and Pellegrino, 2006)

Design and variables of the study

In this research, the quasi- experimental design was used in order to identify the effectiveness of the suggested strategy (Parallel reading) on



developing deep understanding skills. Also, it was used to measure the effect size of the independent variables (Parallel reading) on the dependent variables (deep understanding skills).

Participants

The participants of the study were randomly selected from the EFL first year general secondary students of Badr Secondary School for Girls, El Tahrir Educational Directorate, El Beheira Governorate. The participants of the study consisted of (50) students distributed into two groups, an experimental group (Parallel Reading group) and a control one of (25) students each.

Instruments

In order to test the hypotheses of the study, the researcher developed a number of instruments for her study. The instruments included: 1) a deep understanding skills checklist, 2) a pre/post deep understanding skills test and 3) a rubric for deep understanding skills test.

The Deep Understanding Skills Checklist (DUSC)

After reviewing literature and related studies in deep understanding, the researcher prepared a list of deep understanding skills which could be used in TEFL at the secondary stage. The researcher selected those skills in the light of the nature of her research (participants and variables). While selecting the skills, the researcher took in her consideration the suitability of these skills to the first year EFL secondary students. Hence, the researcher prepared a list of deep understanding skills that could be used in the field of TEFL at the secondary level. The initial form of checklist which consisted of 20 skills, thought to be suitable for the first year EFL secondary students, was constructed.

Checklist validity

The initial form of deep understanding checklist was submitted to a group of jury professors in order to determine the degree of relevance, importance and the suitability of each skill to the first year secondary students. Additionally, they were requested to omit, modify or add to checklist whatever they believed important. Then, they suggested some modification. The researcher selected the skills that most of the jury members agreed upon. The jury members agreed on some skills and indicated them to be important, valid and appropriate for the first year secondary students to acquire.

A deep Understanding Skills Checklist (Final form)

No	Deep Understanding Skills
1	Providing varied interpretations.
2	Making clear distinctions.
3	Creating new knowledge from prior knowledge.
4	Interpreting others' perspectives to get their deep meaning.
5	Identifying others' emotional fallacies.
6	Building reasonable predictions.
7	Making comparisons.
8	Applying new knowledge to problems in life.
9	Evaluating new knowledge.
10	Reaching generalizations.



The Deep Understanding Skills Test (DUST)

Purpose of DUST

The researcher designed a pre/posttest for deep understanding skills. That test was primarily constructed in order to measure how far the participants have the predetermined ten deep understanding skills before and after implementing the suggested strategies.

DUST Description

Based on the predetermined deep understanding skills, the final version of the deep understanding skills test (DUST) was built. The test consisted of two parts; the first part contains personal information, the purpose of the test and test instructions. The second part of the test consisted of two reading passages of different length (400-600 words each); each passage followed by five multiple choice questions (MCQ) with three options and five Wh questions. Students had to answer all the questions (MCQ and Wh questions). The total score of the test was 40 points. 10 points for multiple choice questions and 30 points for Wh questions.

Test validity

In order to achieve validity for the pre/post deep understanding skills test, the researcher used different aspects of validity: content validity and face validity. The content validity was achieved by examining the content introduced to a study group in order to determine its objectives to be measured by the test. In order to test the face validity, the test was subjected to some jury members to evaluate it. Additionally, they were asked to evaluate the test as a whole in terms of its time limit, correctness and test appropriateness to the students' level and age. The jury members' recommendations and comments were put into consideration therefore, some of the phrases and terms were omitted, others were added, and modifications were conducted according to the jury members' opinions



till the test was written in its final form. Consequently, the test determined to be mainly valid.

Test reliability

The researcher used Cronbach's Alpha method by (SPSS) program in order to test the reliability of the deep understanding skills test. Subsequently, the test was conducted to a randomly selected group of 25 first year EFL secondary students at Badr secondary school for girls in El Beheira. Those students were not incorporated in the study sample. The value of correlation coefficient of the test content was (0.80) which is statistically significant. This result proved that the argumentative writing skills test was statistically reliable.

Material

The Parallel reading strategy

Aims of the parallel reading strategy

These suggested strategy (parallel reading) aims at developing some deep understanding skills necessary for first year EFL secondary students.

The objectives of the parallel reading

The initial leading aim of the suggested strategy was identifying and developing deep understanding skills required for the first year EFL secondary students. Simply, the suggested strategy aims at developing:

1. Providing varied interpretations
2. Making clear distinctions
3. Creating new knowledge from prior knowledge
4. Interpreting others' perspectives to get their deep meaning
5. Identifying others' emotional fallacies
6. Building reasonable predictions



7. Making comparisons
8. Applying new knowledge to problems in life
9. Evaluating new knowledge
10. Reaching generalizations

Description of the parallel reading strategy based Program

The program consists of 11 sessions including an introductory session and a thank- you one. Each session deals with a number of skills that covers the dependent variable of the study.

The units are given the titles of the reading passages. Each unit is divided into three lessons: Lesson one (reading comprehension), lesson two (parallel reading in focus (PRIF)), and Lesson three (deep understanding oral and written activities).

In Lesson 1, reading topics are varied and different especially in the level of complexity and length, some of the readings are complex but others are not, and some are long but others are not. All the topics are controversial so as to provide students with the opportunity to compare and contrast between different points of view and discuss the topic from different aspects. Additionally, they develop and deepen comprehension which, in turn, leads to creativity.

Lesson 2 includes a theoretical background of deep understanding, a content analysis of the reading done by the students in the light of the theoretical background which introduced at the beginning of the lesson.

Lesson 3 consists of different kinds of activities (oral and written). Their aim is to strengthen discussion, and deepen understanding.

Findings and the results of the study

Results related to the first Hypothesis

There is a statistically significant difference at 0.05 level between the mean scores of the experimental group's (parallel reading group) deep understanding skills pre-test and post-test in favor of the posttest. Paired samples t- test and eta squared were used as statistical procedures in order to verify this hypothesis. The results of the t-test and the effect size were shown in the following table.

Table 1. The differences between the mean scores and the effect size of the experimental group students on the pre and post administration of deep understanding skills test.

Measures	N	M	Std	t-value	Df	Sig.	Effect size
Pre test	25	7.56	5.49	19.50	24	.000 Sig.	.941 High
Post	25	23	7.51				

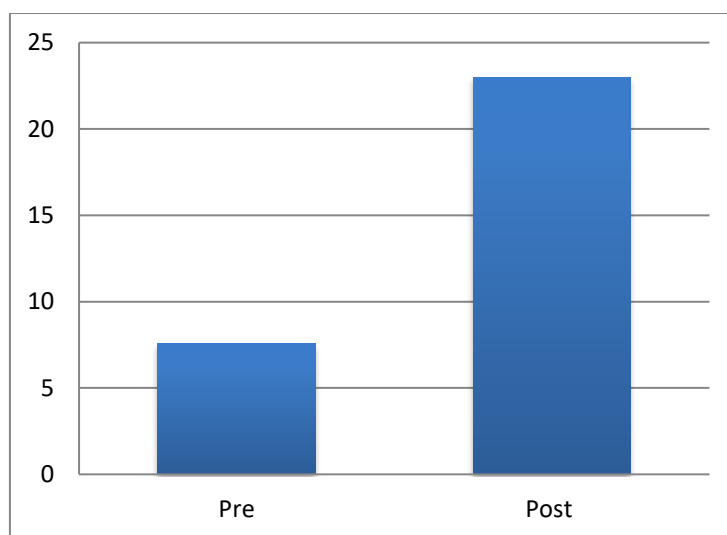
Table (1) clarifies that the parallel reading group students' mean score in the pre administration of the deep understanding skills test is (7.56), whereas their mean score in the post administration of the deep understanding skills test is (23). It is obvious that the parallel reading group students' mean score in the post administration was greater than the mean score in the pre administration of the deep understanding skills test.

In addition, the table above shows that the calculated t- value, which reached (19.50), indicates a high significant statistical difference between the parallel reading group students' mean scores in the pre and post administration of the deep understanding skills test in favor of the posttest. Subsequently, it was

concluded that using parallel reading strategy is effective in improving students' deep understanding skills.

In order to calculate the size of the practical effect occurred by parallel reading strategy on deep understanding skills developed among the parallel reading group students, the effect size was measured. According to the table afore mentioned, the parallel reading strategy yielded high and substantial effect size (.941). Subsequently, the first hypothesis was justified and accepted. The following figure shows these results.

Figure 1. The difference between the mean scores of experimental group on the pre and post administration of deep understanding skills test.



As illustrated in figure (1) there is a statistically significant difference between the mean scores of the parallel reading group students' deep understanding skills pretest ($M=7.56$) and posttest ($M=23$). Therefore, the second hypothesis was accepted.

Results related to the second hypothesis

The researcher justified the following hypothesis which states that "There is a statistically significant difference at 0.05 level between the mean scores of

the experimental group and the control group in the post administration of the deep understanding skills test in favor of the experimental group". The descriptive statistics of the two groups in the deep understanding skills posttest were as the following:

Table 2. The difference between the mean scores of the experimental group (parallel reading group) and the control one in the post administration of the deep understanding skills test.

Group	N	M	Std.	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Control	25	9.08	6.48	6.40	11.75
parallel reading group	25	23	7.51	19.89	26.10

It is obvious that the mean score of the control group is less than the mean score of the parallel reading group. In addition, the descriptive table above shows some very useful descriptive statistics, including, standard deviation and 95% confidence intervals for the dependent variable (deep understanding) for each individual group (control group and parallel reading group. The results explained by the descriptive analysis verified the second hypothesis and confirmed the statistical difference between the experimental group and the control group in favor of the experimental group.

Discussion

The purpose of the current study was to develop EFL deep understanding skills through using a parallel reading strategy. Results indicated that parallel reading is effective in developing students' EFL deep understanding skills. It was obvious that the experimental group outperformed the control group in the deep understanding test. This result could be attributed to the efficacy of parallel



reading strategy on developing EFL deep understanding due to the varied activities (discussion, debates, argumentation, etc.) that students have done during the program. The results of the current study revealed that doing a variety of oral and written activities helped students to acquire and develop innumerable linguistic, thinking and social skills. Working in pairs or in groups developed their listening, speaking, reading and writing skills and while practicing and applying these skills, the used varied thinking and higher order thinking skills. Additionally, they improved their abilities to interact and communicate with others.

Conclusion

Based on the previous results, it is obvious that there was a highly significant difference between the mean score of the experimental group on the pre/ posttest in favor of the posttest. The findings of the study indicated that the deep understanding skills of secondary school students had been improved using parallel reading strategy. Consequently, parallel reading strategy is an effective way in developing first year secondary school students' EFL deep understanding.

Recommendations

1. Enhance students' positive attitudes towards reading skill as it is considered the best way for sustainable self- learning.
2. Design training programs for EFL prospective teachers to help them be aware of new methods in teaching EFL skills.
3. More emphasis should be given to parallel reading strategy as an interactive strategy which can support students' language acquisition.



عنوان البحث:
The impact of using parallel reading on developing deep understanding skills among secondary schoolers

الباحثة:
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Suggestions for further research

- 1- Investigating the effectiveness of parallel reading strategy on developing other language skills like reading and writing.
- 2- Investigating the effectiveness of parallel reading strategy on developing EFL vocabulary learning.
- 3- Using parallel reading strategy for enhancing reading comprehension among prep stage pupils.



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