"THE IMPACT OF WORDS ATTACK STRATEGIES ON IRAQI EFL INTERMEDIATE SCHOOLS STUDENTS' READING COMPREHENSION "

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Abstract: The major role of using strategies in teaching reading comprehension, particu1ar1y in foreign languages, is to develop learners and then set them on the path to become good readers for along time, readers who approach reading with enthusiasm and view it as a pleasure and a powerful tool for learning.

th e ch oice o f effec tive stra teg y is esse nti al i n tea ching R eading comp rehens ion espe cial1y i n for eign langu age "(R oit, Marsha L.2013.34) Ir aqi E F L lea rners ha ve a n insu fficie nt le ve1 o f readi ng com prehen sion du e t o a nu mber of fact ors su ch a s t he s trategi es, o ld m et ho ds a nd tec h niqu es t h ey fol1o w i n th eir read ing com prehens ion and the k inds of met hods that the teach ers use in teachi ng th is sk i1l .

S tudents re al1y ca n not ge t t he me anin g o f th e tex t. Ac cord ingly, t hey d id n ot corr ect1y add ress th e que stio ns o f com prehen sion. Th at is w hy the teac her shoul d cho ose t he cor rect ed ucatio n stra teg y t o al1o w t he st uden ts t o le arn read ing skil ls .t he us in g o f strat egi es i n lea rnin g is on e o f th e teac hing tec hniqu es th at ca n b e ex tend ed t o u ndersta nding comprehen sion. Th e mai n pu rp ose of t he rese arch w as to de term ine t he effect w ord at tack str ategi es at de velo ping int erm ediate sc ho ol students i n reading co mprehen sion, t his re search pa per ex plo res tha t the usi ng of word attack strategies in the classroom will provide students with insight and possible benefits, s uch a s inc reasi ng st uden t en gagem ent , d iscussi on an d be com e mo re in terest ing i n re adi ng com prehen sion.

"t he pres ent stu dy ha s t he sam ple wh ich co nsist s o f 60 st uden ts o f AL Nu mman Se cond ary sc ho ol fo r gi rls d ur ing th e aca dem ic yea r 2019-2020.I n eac h sam ple the re a re 30 stude nts. t he t wo sam ples a re equa liz ed i n so me imp orta nt vari ab1es s uch as pare nts ' le vel of ed ucati on ,ag e, t he stu de nts' sc ores in 1s t co urse ex am(2 019-2020) a nd t he su bjec ts' sco res i n the p retest and po stt est. T he for mula w hich is us ed i n curr en t st ud y i s th e T-t est fo rmul a f or th e (2)indepe nden t sam ples ,i t i s a pplied t o ana lyze th e dat a an d t o ge t res ults . Acc ord ing t o t he res ult o f t he st udy sho ws th at th e ac hievem ent o f T he Ex perime ntal sam ple w ho we re tau ght R C b y t he wo rd att ack s trategi es i s high er than t hat of T he Con trol sam ple w ho w ere tau ght by the pr escri bed met ho ds, Th is lead ing t o the usi ng o f wo rd attack stra tegies i s mo re in fluen tial th an t he pre scrib ed met hod t o enh ance an d dev elop ing o f re adin g s kill .

Key words: word attack stra tegies ,readin g skill

THE STATEMENT OF THE PROBLEM

Ac tua1ly re adin g sk i1l i n a F L i s a ha rd jo b fo r ma ny E F L st uden ts h ad be en m uch o rga ni ze d i n t he lit e rat ure . T his skil l is ge ne ra1ly rega rded to be o f a n ind ividu al na t ure, as ther e a re n o tw o re ad ers ap proa ch a wri tten tex t i n th e sa me w ay. m any stu dies h ave be en shed d ing t he li ght o n ho w in cre a se th e re ade rs' un de rstan di ng a n d ho w m o tiva te th eir ba ckgr o und w it h a n ap p ropri ate st r ateg y es pe cial1y i n E F L te achi ng (A l Kia lbi,2015)

I n Tea chin g re adi n g com prehe nsi on te xts i n E F L req u i re e xcepti o nal ef fo r ts fr om t he tea chers an d st ude nts a s we1l. Will iams (1988: 7) I n ot her wo rds readi ng i s re gard ed a s o ne of th e mos t pro mine nt dif ficulti es th at inf lue nce o n st uden ts' co mprehen s ion n eg ativ ely an d t he tra dition al tec hniqu es t h at use d i n

teac h ing r ea ding, a n d ho w t o expl ain it s m ea nin g an d an sw ering qu esti ons. Ho wev er, b o th te ache r s a nd st u den ts shou ld do th e ir b e st i n ana ly zin g an d the n ov erc omi ng t h e dif f icu lti es rel at ed t o giv en pa s sage .

A c tua1ly t o t he re sea rch er`s hu mble ex perien c e i n E F L te ach i ng w i th m ak ing int erviews w ith a nu mber of E F L tea chers i n interm ediate sc hools, t he teac hers state that bei ng ab le t o re ad a fo reign te xt w ith degr ee of com prehen sion i s st ill so methi ng dif ficul t f or Ira qi lear ners, the y ad d th at ou r l earne rs su ffer fro m t he low leve l o f re adin g perf ormance, vo cabula ries acq uisiti on al so stu dents 'p ronuncia tion In addition (Sayh ood ,1988:95) me ntione d th at mo st st udie s th at h ave be en devot ed t o fin d ou t so lution s fo r t he we akne ss the stud ents in R C th roug h study ing students ` r eading co mprehen sion per forman ce ,th ese stud ies hav e be en fou nd that ou r stud ents cann ot con figu re ide as o r dra w vie ws to sha re i n dis cussio n in th e cla s sroo m pe r iod .(Al-J af, 20 09:37).a lso sta ted t h is m ay b e ha p pen ed d u e t o th e met ho d s and techn iqu es used b y te achers w ho still usin g tra ditio n al techn iq ues i n teachi ng readi ng compr ehension ,it is one o f the re ason s that le ad to fail in impro ving stude nts' read ing com prehensi on .

theref ore th ere i s obv iou s a ce rtai n nec essit y t o b egi n wi th ne w stra tegie s an d tec hniq ues th at en ha ncin g t he teac h ing o f RC .
Th e re sea rc her of cur rent study stron gly beli eve in word attack strat egies wh ich att ract the stud ents' atten tion wit h inte rest ,an d help ing the m to en hance rea ding compr ehension , al so hop ing th at th e stra tegy will develop stud ents' abili ty i n R C .
W ord Attack i s kno wn as a combi natio n of skill s, th at is inte nded t o aid stud ent util ize th e metho ds to reco gnize and ma ster the mea ning o f new wo rds (Ralph Bede ll, Elois e sch oot Nelson ,1954:45)

The Aim of The study

Th e Curr ent stu dy i s aim ed t o em piric ally fin d ou t th e im pac t of wo rd att ack s trategie s on Ir aqi EF L Inte r medi ate sc ho ol s stu den ts 'R C per fo rman ce .

The study hypothesis

I t i s ass u me d tha t n o st ati sti cal1y si gnific a nt diff erenc e ex ists be twe en the me an score of the
Ex. s ample stu dents w ho a re be ing tau ght R C b y word attack str at egies an d th at o f t he co nt rol s ampl e stud ents wh o are b ei ng ta u ght b y str ategies st ated in the pres crib ed text bo ok fo r 1s t yea r I nterm ediate school stude nts.
The st udy Lim its in The li mits of the study is t he imp act of w ord a tack str ategi es i n impr oving the re ading compre hension of 1st Intermediate grade. The study popu lation is li mited to female 1st grade students of Al Numman Intermediate school in Baghdad for the academic year 2019-2020.

The Signif icanc es of the Study

The signi ficances of apply ing Word Attack stra tegy is use f ul spec ifically fo r E F L tea chers b y en rich thei r lear ning kno wledge abo ut rea ding comp rehension.
2 -Th e E F L stu dents b y inc r ease the ir vocabul aries a nd enha nce teaching readin g.
3- Fo r fu rthe r rese arche rs, th is stud y is ex pect ed to b e sig nificant to rea d and ca n be us eful as a liter ature to a dd and up date their kno wledge in re ading .
Th e Procedures
1-sel ect two sam ples from the po pulatio n of the p resent research a nd poin ting ou t the m as a n Ex gr oup and a C g roup.

2-e qualize be tween both of the tw o grou ps in severa l variables such as a ge, aca demic lev el o f mo ther , aca demic lev el of fat her , stude nts' sc ore o n the 1st course , an d the pre test,

3-- construc ting a pos ttest that ass ess the sa mples' R C,

4-- Expo si ng th e pr e a nd po st tests to sp ecialis t s in EL T to e ns ure th eir f ace val idity .

5--calc ulatin g the re liabilit y coef ficie nt o f bo th tes ts ,

6- teac hing RC to the st uden ts o f the Ex gr oup b y wo rd atta ck Str ategy ,w hile te aching R C to t he students o f t he C gr oup R C b y the pres cribed st rategies in the te xtbo ok,

7- after gat hering data , usin g tool s wh ich are stat isticall y suita ble f or ana lyzi ng da ta o f th e stu dy, a nd fina1ly

8- dra wing co nclusio ns, mak e a suit able re commendati ons, wit h resear ch's su ggestions f or further studies.

Defi nition s of B asic Term s

Impact

Acco rding to Ri chards and S chmid t (2002:175) Im pact can b e defi ned a s the relat ionship bet ween tw o or m ore var ieties wit h mea sur e the stre ngt h o f one v ariabl e o n anot her. T he si ze o f the i mpact is ca lculate d to d eterm ine ho w stro ng the i ndepende nt vari able i s on t he dep endent one.

Word attack str ategies

A tea ching strategi es whi ch are   util ized i n tea chin g R C ,als o developi ng students' abi lity i n Readi ng ,w e ca n defi ne word attack as a c ombina tion of s trateg ies that aim to enh ance vocab ulary acquis ition and att ract st udents' att ention t o Read ing Com prehens ion .

Reading Comprehension

W e can defi ne R C as t he simult aneo us pr ocess o f extra cti ng and   shapi ng meaning by inte r acti on a nd inv olve w ith a wri tten te xt ,also I t is a lin guistic pro cess o f reb uild ing t he ai med mes sage o f a wri tten te xt wit h th e gram mar a nd th e lex ical tran slatio n Kn owledg e w hi ch ca n be tr ansfo r med into fun c tional un its Awar enes s of wr iters, an d cog nitive fu n ctio n " (Snow, 2002: 22.(

The oretical Backgro und and Pre vious Stu dies

Reading and reading comprehension

Ac cording to Mecceca (2014:5) Reading is one of hard task for students, It is a visual process that starts with the ability to use a different vision that explains the graphic symbols. Reading requires great acuity on the visua l. To read, one must be able to visually recognize each letter, classify each letter, have a visual memory for each letter, and retrieve certain letters so that the letters can be recreated, the letters pronounc ed, or the letters associated with the tone. But can one und erstand what the words mean? This is the essence of RC, to comprehend what is read, To understand the meaning of the au thor, readers must be able to process the words cogn itively by drawing meaning from their own exper ience And kn owledge.

RC is regar ded as a const ant process of g uessing, and what one brings to the t ext is often mor e impo rtant than wh at one finds in it. In here, the re ader just fo cuses w ith the tex t. And they should try to understand about the content of text. The reader also should get the ma in po int fro m the p assage. Pat el, and Jain (2008: 122) stated that

Reading is an impor tant experie nce in life that allows one to refresh his / her awareness students can learn more in reading that allows them to derive meaning or gain

information from printed or written text. Reading is very complex as it is more than a visual task, the role of the readers is to recognize the symbols before them and to perceive what they read in the light of their own context , to connect them with past experience, and to project them beyond that in terms of decision, application and inter pretation of ideas. Peter and Rodgers (2006:12) clar ify that the term "reading" means a difficult task of deriv ing mea ning fro m pri nted material requiring all the necessary information as following :

1.   An ability in decoding unfamil iar words .
2.   Utilizing su itable strategies to construct meani ng from prin ted text .
3.   Read ing in flu ently w ay.
4.   sho w a m otiva tion for r eading.
5.   unde rstandin g the con nection bet ween th e spe ech sou nds.

 The levels of RC
        R C   is a n ac tive tas k ,when a rea der constructs me aning from the text. Students should move beyond a literal understanding of a text and join their own background knowledge while reading (Bloom et al, 1956:62.)
        Depending on experiences that aim to develop teaching read ing materi als fou nd out the re are thr ee lev els o f R C wh ich reg arded usefu l in h elping students become inter active readers. (Nu ttal 1996: 33)
Literal Level
         Lite ral compre hension i s regar ded the fir st lev el a nd t he   simples t on e (Hi llocks, 1980: 56).Al l fa cts, vocabularies, dates, times and loc ations are inform ation ref ers t o a n understanding of the straight meaning of the text,   (Paulston and Bruder, 1976:160)
Inferen tial Lev el
         It is the seco nd level whi ch requ ires men tal acti vities o n the pa rt of t he tex t, he re the reader uses his/her experience to rebuild the works and ideas (Logan, 1972: 372.)
An infer ential level whi ch enable students to combine their literal understand of the text with their own knowledge and intuitions .the read er not only de als with the m eaning of the te xt but also with the communicative environment . At this stage the Reader wants to reconstruct the commu nicative inten tion of the w riter, which is not available in a ready form. Inferential Level is different from learner to learner because of an intere sting information gap in the classroom. (Dakowska, Maria(2005:19).
 Evaluative Level
Evalu ative leve l ca n be calle d also t he critica1 lev el   o f comp rehen sion; thi s lev el is requ ired a s uffic ient backgro und of kn owled ge and expe rience also it is considered as the product of the literal level of comprehension. Me lnik and Merritt (1972:80)
evalua tion seems to be the m ost subjective of the three stages

The main kinds of Reading

Oral Reading
        Readin g orally is cons idered a s an art istic sk il1 a nd an im portant ki nd o f readi ng, te achers us e readi ng or al1y to check pupils' pronunciation, pauses, intonation word stress, and understanding ,Teachers should note The reading passage which intended to be r ead al oud sho u ld b e a s s ho rt as poss ible , thor o ugh a nd u p-t o - d a te an d sh ou ld al s o b e we1l k n own a nd suff icientl y clear abo ut the con ten t a nd lan guag e of t he te xt. T h is tr ai ning g ives   stud ents a n   opp o rtun i ty to bo o st the ir abi li ty t o q u ickly ass o ciat e wo r d co n cep ts and t o pr act ice pron uncia tio n and ex p ressi on especia1ly fo r sh y stu dents w ho a re bot hered w hen cal led t o ora1 ly us e t he foreig n langu ag e . (Kai lani an d Mu qattash: 2008:34)

1.   Oral reading has the following advantages as stated by Pahuja (1995:97)It provides practice in acquiring correct pronunciation-stress, rhythm and intonation.

2.   It provides both practice and test to the student's knowledge of words and phrases .

3.   the teacher can easily characterize students' mistakes and correct them.

4.   Oral reading improves reading stra tegies and increase o ral skil1s. Final1y. It prepares students for silent re ading.

Silent Reading

Silent readi ng enables readers to foc us the ir atte ntion to who le text . the fear and an xiety of utt ering wo rds wil1 b e disa ppear ed so th at pro vide readers w ith better com prehension. This ability re quires furt her tr aining and encou ragem ent fro m teach ers in th e ea rly sta ges of langu age learn ing, and tea chers ca n enco urage th eir stude nts to spe ed u p sil ent read ing. T his can for m th e righ t sit ting pos ition, t he pro per dist ance betw een the p age a nd t he eye s, a nd the ri ght eye mo tions that enh ance th e du ration of the s essio n. (Kailani and Muqattash, 2008:85)

states the advantages of silent reading as :

It does not create any embarrassment in the reader, and

1.   It keeps the whole class busy at th e same time.

2.   It helps to concentrate on the meaning of the text.

3.   It does not bore or dist urb the other stu dents in th e class.

4.   It fos ters the ability to read in order to get inform ation.

5.   It is qui cker and saves ti me.

Intensive Reading

Intensive reading defines by Carrell, (1988:101) as an approa ch that le ad to students' improvement in reading comprehension by understanding new vocabularies and realizing the form of the text, Therefore ,the aim beyond using intensive activities the positive effect in students' learning and make them more interested in reading.

Harmar (1990:286) believes that encouraging teachers to their students enable them to read enthusiastically in class, and that need to cre ate interest in the to pic and tasks, without worrying about the meaning of every single word when the students are hopeless t o know what each individua l word means .

(Akbar and Farid, 2012:130) showed that intensive reading enable students to speak English correctly, improvin g and extending their mastery know ledge and ena bling the m to u se English without fear or hes itation .the m ost effective acti vity in Intensive re ading i s the study ing of t he text in detailed and analysis .

Extensive Reading

According to Grabe and Stoller (2001:281) ER is d efined As a teac hing and reading learning approach in which learner s read large amounts of material within their lingu istic com petence. In other words ,exte nsive read ing offe rs effe ctive ele ments , su ch a s a f ast read ing of lar ge volu mes o f mat erial o r lon ger re adings for genera1 u ndersta nding (e.g. who le book s), wit h an overall foc us on the signi ficance o f w hat is r ead ra t her than the lang uage.(Carr ell an d Car son,1997:45)

The main skills in Re ading

Skimming

Skimming can be defined as the mai n idea from a certain tex t, consi dering the m ost eff ective read ing skil l to readers, skim ming inc ludes running o ne 's ey es qui ckly thr ough a who le text (s uch as an ar ticle, es say, or chapter) fo r its g ist. The refore th e stude nts sho uld skim the passage to get the essence of the passage subject.

(Kustaryo ,1998 as cited in AL-Saadi,2018:26)

They may read the titles, subtitles, subhe adings and illu stratio ns or read the first sentence of each paragraph or read the first and last paragraphs using headings, the advantage

of skimm ing is the ability to predict the purpose of the passage, the main topic or the me ssage, and they may also deve lop or supp ort readers with different skimming applications.

Scanning

Cramer (1998:57) def ine Scan ning as downlo ad the printe d page s as the E y es run, s earch fo r specifi c infor mati on, keyw ords and sen tences. It's a quick sum mary o f a pas sage to ob tain par ti cular information (it's u sefu l to loc ate state ments , defi n itions , f orm u las and ot her speci fic item s that req uire a lit tle, if a ny, co ntex t.

Whe n tea ching scan ning, th e teac her give s the stu dents a group o f ke y wor ds from the text and times to the students to see how long it will take them to find these words. As the students become more familiar at finding the key word, the teacher can introduce phrases and increase the nu mber of wo rds that stud ents sho uld lo ca te qu ickly (Cohen and Cowen, 2005: 467)

Prediction

Harmer (1999: 202 cited in Al-Udaini, 2011: 43) st ates predicti on as th e ab ility of the reader to compre hend the Th e text 's literal m eaning by different hints can extract the writer's a im is imp lying or sugg esting. E ffec tive pre dicti on is ba sed, at a la rge im agination, on shared schemata as in example of a caution stating "Y ou are i n a non- smok ing z one ", ev ery - bo dy und erstand s th at sm ok ing i s no t pe rmitted .

Prediction is key to understanding, Effective readers foreshadow sense this they do by predicting what they believe will happen in the Selection and revision as they read of their forecast. creating lecture predictions provide a valuable interaction between

The readers and the printed text are also increased the interest (Duffy .2009:101(

2.5 . 4.Identifying the Topic or Main Idea

One of the most effective skill in go od readers is the ability to iden tify the m ain id ea text as fast as po ssible.by the ir own sche mata ,read ers pick up an idea of what is being read ,the capa city to elicit the main idea from the a written text is very usef ul to stu dents' pro gresses (Harmer, 2001: 201)

Kalmane (2012:9) sh owed that Iden tifying the topic is the ba sic and most impor tant reading skill; without it a reader might get confused and lose the essence of the text. Sometimes it is a hard task for a reader to see what the main ideas of a passage are or distinguish between important or unimportant information.

Visualization

Harvey and Goudvi s (2000: 2) define vis ualization as the abili ty to dra w a m ind pictures of the events in the text which Enabling students to involve skills of creating visual images of the te xt that rei nforces their co mprehension.

It is ne cessary to raise the visuals' awareness of the reader as they bring the information to life. Students can be tter understand the text when teachers concentrate on the visuals. These visuals are provided to make the reading process simpler and more engaging for learners; thus teachers will use visual representations in text as a tool for reading comprehension in

The Advantages of Using Strategies in Teaching Reading Comprehension

Reading is an essentia l skill tha t we all us e ever y day of our li ves Pressley (2000) defi ned Readi ng Co mpreh ension a s The po wer of what is read to ac quire meani ng an d id eas. Re ading awar eness calls f or fast an d su ccessfu l rea ders t o lea rn fr om va rious skills such as wo rd reco gnition , lexic al expert ise, flu ency and pre-exis ting e xpert ise

Reading strategies such as cognitive and deliberate actions which enable students to read, identify and maintain reading strategies as conscious behaviors which readers use to gain meaning from text, before, during and after reading. Teachers have learned the methods that readers use to develop their work, competently and purposefully.(ibid,2000:45)

Accor ding to Block and Pres sley (2002) state that Reading Compr ehen sion s tra tegi es are consi dered as effe ctive to o ls fo r bette r und erstan ding o f l e arner s. The y ar e also co nsciou s p la n s and acti vities th at help lea rners to bett er un d erstand an d co ntrol the ir texts. Du ffy (2009:14) states that a strategy is a p lan to appl y material and pay r eade rs' Attention to use text clue s and prior knowledge to make an initial prediction, and they remain ready to change or adjust a prediction when subsequent text clues provide the readers with more information.

Lai (2013) added that reading strategies are methods and ways to find th e m e anings o f a text . Ande rs on (1999) d ef i ned Rea d ing s tr ate g ies a s m e ntal ta sks u se d by re a d e rs to id ent if y sign i ficance i n t he t ex t. A ls o a s Fa cto rs w hich affe ct rea ding strate gy an d acti vat e the previo us know ledg e of the reader .

Ah madi and Pou rhossein (2012) submit the advantages of using strategies as the following
1- The effective connection between the learners and using strategies has a great impact on learners' comprehension skill.
2-St rategies aid learners to elicit the main ideas of written text.
3- Give the shy learner an opportunity to share in classroom activities and discussion .

Word attack Strategies

Word attack Strategies can be defined as a teaching strategies that utilize to clear the unfamiliar words, also aid learner to improve Reading Comprehension and master the meaning of new words as the need arises. Strategy is a way to describe how you are going to get things done.

Literacy experts show that if we want readers to become expert readers, they have to learn word attack strategies.
C. Faust, Rosemary (1965:16)def ined word attack strategies as a specific application of techniques of word recognition-utilization of all those skills which enable readers to recognize and master the meaning of new words.

According to Greenbaum, Lindsay (2015:32) defined Word Attack Skills: as the students' performance on the Phonological awareness assessment of nonsense words.
One major reading site prescribes what readers must do in great detail most readers who has experience in reading they help themselves comprehend a text in any topic by master variety of strategies. Research has shown that teachers can, and should, teach these strategies to readers these strategies can help students understand any text in any subject, a student in any stage at school can actually try all these tricks one by one. (The student cannot read the sentence even once, but the solution is to read the sentence "more than once.") If millions of hours spent on techniques that experience has shown are largely a waste of time. In effect, each sentence becomes a riddle that must be solved. Reading is hard work ,and a great effort is devoted by researchers to enhance reading process to both teachers and students by using these strategies, And to do things that nobody should bother with .

In Word recognition there are The three cueing systems which can be used by effective reader .
1- Semantics or can be called as Context ,this is a basic indicator that students co me to a word they don't know, they can 'imagine' the significance based on context.
2-Syn ta x is The seco nd in dication ,i t is the order of the word to contain a meaningful sentence, so whe n bo th sem antics an d synt ax are consid ered by a y oung rea ding reader , a m odel sug gests tha t the wor ds ca n b e ev en bet ter edu cated in passing
3--Th e let ter-sou nd inform ation (orthogr aphic infor mation) co ntext c an rare ly tel l wh at a wo rd me ans.

According to Sessa, Elisabeth (1965). there are some procedures of Word Attack Strategy

1-A letter recognition is a reader's ability to distinguish upper case and lower case letters and call them

2- Pictu re clu es :r eader can eli cit the mea ning of w ord from th e pic ture, and rea der can note if there are people, objects, or actions in the picture that make sense in the sentences ?

3-Identi fying the mea ning by its Sound , teach er emph asis on the f irst let ter, an d men tion e ach letter-sound alou d, and teach er then blen d the sound s together a nd t ry to sa y th e wo rd .

4-Identi fying t he chu nks in th e Wo rd an d the teacher looks for familiar letter chunks, Then blend the chunks together and sound out the word. connecting to a Word you know.

5- Teacher point out the unfami liar wo rd, an d then tea cher c ompar es the fam iliar wo rd to the unfa mili ar wo rd, teac her can us e th e kno wn word in the sen tences see if it ma kes sense . If so, the mea nings of th e tw o words are close enough for understanding .

6- Students guess the meaning of unknown words, reread the sentences several times .

7-Using prior knowvledge ,Students think about what they know about the book, paragraph or phrase, see if they know anyt hing in the senten ce that mi ght ma ke sense , Then students read the word sentence to see if it is meaningful.

Review of the Previous Studies

Carli ,Susan M.(1996)

It a ims at investig ating empirically the effect of a cross-age tutoring program to help increase the reading achievement and word attack skills of targeted second graders. this study is conducted in the USA The targeted population consisted of second and fifth graders from mid-western city. teachers' surveys showed that there are problems in RC due to the poor word attack skills ,Probable causes as indicated by surveys of teachers include concerns related to large class size which limits the attention that teachers can give to oral reading and verbal rephrasing. Based on a review by knowledgeable others of the solutions strategies.

Results are presenting and analyzing data on pre- and post-reading test scores, surveys showed the improvement of students in spelling tests, reading comprehension, word attack skills, and a more positive attitude towards reading, in addition to obse rvations made by seco nd grade teache rs. That study t ook 18 weeks to co mplete.

Hutauru k ,Bertaria Sohnata.(2018)

The aim of the stu dy is to exa mine the im pact on Word Attack stra tegy in des cript ive te xt o n stu dents ' readi ng ski lls. The st udy is ca rried o ut in In donesia It was a quan titative stu dy The po pulation of this res earch was from the st udents ' third ye ar at SMPN 1 Gun ung Ma lela

Ther e we re two classes as a s ample. 25 stu dents from exper imental grou p a nd 25 stud ents from cont rol group, so the total sample was 50 students. The reading comprehension performance of the two grou ps is measu red both bef ore and after the experi ment The Ex. class is the c lass whic h was giv en the treatment by using wo rd attack Strateg y on re ading skill, while the C. class is the group which was given the treatment by using conventional strat egy. Bot h gro ups got a sa me pr e-te st and po st-test. The res earcher used Clu ster Purp osive tec hnique in ta king the sam ple. The resea rch findi ng sho wed that the m ean of post-test in exp erimen tal gro up was higher than the mean of post-test in control group, that wa s (71.2 > 63.8). Then, the result of the hy pothesis testing showed that experime ntal group was hig her than control group, that was (3.87 > 1.67). It me ans th at Ha w as accepted an d Ho wa s rejected. Finally, it was carried that a significant effect of Word Attack strategy towards students' readi ng in des criptiv e te xt.

Pro cedures and Met hodology

Design of the Study

Good(1973:126) mention that the exp erim ental desi g n i s th e p la n which determ i ne the ex peri menta1 gro u ps an d the experim enta1 treat m ents and acco rding to it, exper imenta1 treatments are adminis trated and their effe ct is answe red" Best and Kahn 2006:146 State that the exp erimental desig n provides the oppo rtunity and the blu e print of a procedure th at all ows the resear cher to test his hypothesis by arriving at reasonable conclusions on the relationship between independent and dependent variables Best and Kahn ,2006:177) o ne of the mos t commo nly used in educational research. Layout that reduces the assignment bias hazard. A pre-test was made before the experim enta1 and cont rol treat ments were gi ven while a post-test was established at the end of the treatment period. The pre-test was aimed at enablin g the re search ers t o as sess wheth er the two grou ps a re equiva lent t o the de pendent m easure or va riable befo re treat ment (Kothari C.R. 2004:39)

The rese arch er divi ded t he two sam ples i nto 30 s tudents who is cal1ed the experimenta1 grou p (E G) and who taught Rea ding Comprehe nsion by word attack strategy (in dependen t vari able) whe reas the seco nd 30 stud ents (CG).wh ile the CG is taug ht RC by te achi ng t echn ique sta ted in the te acher' s Book. A t the end of th e experim ent, To t est whether or not there is a significant difference between the two groups, both groups are given the same post.

The Pop ulatio n and The Samp le Sel ection

Po pu lation of the c urrent rese arch is inc1 uded all the First grad e at the intermediate schools for girl in Baghdad city Al Rusafa (1st ,2nd,3rd) for the academic year (2019/2020) with a total number of 4671 .

The samples of the study were included the first-grade school students from Al Rusafa 1st in the school of Al Numaan secondary school for girl which is located at the heart of the Baghdad, It is chosen deliberately to resemble an accurate representation of the population. The number of the whole 1st grade students is 143 who are divided into five sections, namely: A , B, C, D and E. Class (A) w as chosen to rep resent the ex perime nta1 s et (30 students) w hile class (B) rep resented the stude nts of cont rol set (30 st udents).

The two g roups Equa lization

In order to equalize between the two groups ,and to fulfill the intervene with the accuracy of the statis tics, Hence, the rese archer has regular ized and contro1led varia bles to get accu rate re sults .. Infor mation conc erning the varia bles in the firs t three item s is ta ken fr om the studen ts them selves and the fou rth item which is taken from their school.
1-age of the students which is measured by months,
2--Acca demic level of the father,
3--Acca demic level of the mother ,
4--Stu dents' score s in Engl ish i n firs t co urse ex am and
5--Pre.te st.

Controllin g Extraneous Variables

Cohen et a l. (2001, 167)mention that in any exper iment ther e are some vari ables other tha n th e indepen d ent v ariable t hat may i nfluence the depen dent variab le . The res earcher att empts to man age these extran eous varia bles in orde r not to con tami n ate the obt ain ed res ults. These factors are as follows:
1-Expe rimental Mortality
2- His tory
3- Ma turation.

4- Se lection Bias .
5- Hawthorne Effect .
 3.5   The Instructiona l Material
English for Iraq for 1st grade Units (5 & 6) is the material which is used by the by the researcher for the two groups

The Instruction of teaching the Control Group

        At teaching control group the guidelines and the steps which provided by the Teachers' Book English for Iraq. are followed by the researcher by Opening the class by greeting the students, Write the title of the passage on the board then discuss the title of the passage by mak ing use of the pict ures in the studen ts' book to demonst rate the topic of the article passage, give student the time to read and practice ,ask student to write any new vocabulary they find in the tex t and check its meani ng in dictionary ,finally student answer the questi ons related to the topic .

The Instruction of teaching the Experimental Group

       At teaching the Exper imental group , the steps in teaching reading compr ehensi on has been fo1lowed an d has util ized word attack strategies.at the first lesson the steps of this strategy were explained ,discuss the title of r eading pas sage ,after displayed and analyzed a written text to students according to word attack's steps. Asking student to find out the unfamiliar vocabularies, applying an example of this strategy to the students, after that, writing 20 unfamiliar words. Asking student to apply word attack strategies.
 Vali dity of the Tests
        Brown (1987:221) defin es Validit y as The te st degre e to wh ich the test usual ly meas ures and w hat the measur ements are intended for" Ric hards and Rena ndya (2002:346) state that validity refer to the degree that measures the test suitability also it measures what is supposed the test measure, and succeed to fulfill the purpose that intended for .
        To ensure it s face val idity and   appropri atenes s fo r the fir st interm ediate stu dents, m ore tha n fifte en TEFL spe cialists and lingu istics spe cialists are exp osed to pr e and p ost tests w ith its m arking section in variou s Iraq i unive rsities.
 th e juro rs hav e ch ec ked the tes t and its scor ing s che me and t hey are fo un d the m suitabl e to Fir st grad e Intermediate with given their few modif ication s are made according to their sugg estions.
The Pilot Study
     In order to fin d out the a ppropriatene ss of the test, the r esearcher conduc ted a pilot study On the 23rd of January, 2020, to 25 lea rners on the Al Sifena Int ermediate sch ool and t o sta te the test difficu1ty leve1.
Data Ana1ysis
        The current research goa1 is to fin d out the im pact of words att ack strat egies on Ira qi E F L stu dents i n R C Th e study hy pothese s that "the me an outpu t sc ore in rea ding co mprehen si on ma y not vary s tatistica1ly from stud ents who are tau ght RC usin g word attack to students who are taugh t RC us ing the teach er's guide pro ces s." The ave rage and sta ndar d devi ations for the two grou ps were determine d by check i ng the a forem entioned hyp oth esis, as sh own in the tab le below .
 Mean Scores, Standard Deviations and T-Value for the two post-test categories

Gro up	N o.	Me an	St andard Deviation	Degre e of Freedom	T-v alues		Significance level
					Calculated	Tabulated	
EG	30	11.00	2.940	58	4.292	2.00	0.05

CG	30	7.966	2.709				

After treating the two independent samples by using   the t-test formula it is discovered that the computed t-value (4.292) is m ore tha n the tabul a ted t-v alue whic h is (2.00) a t (58) degre es of free do m and (0.05) leve l of si gnif ica nce. This sho ws that statistically, there is a significant difference between the mean scor es in f avo ur of the experiment al gr oup wh ich is taug ht by the w ord attack strate gies

The null hypot hesis of t he study i s reject ed and an alter nativ e hyp othesis is accept ed, whi ch statis tically ind icates t hat there is a sign ificant diffe renc e in rea d ing unde r standi ng be tw een the experi menta1 gro up and the contro1 gro up.

DISCUSSION OF THE RESULT

Results were obtained by giving the reading test to intermediate students to know students' ability in RC . It was measured by using the scores of written test in both experimental and control class .

The analyz ing of the re sults which is collec ted by the researcher   , the researcher obta ined the word attack st rategy giv es effe ctive benefi t on RC ,also th e resu lt of the T-Te st w as assu red that..

T he pos itive improve ment in reading compre hension 's performance du e to the fol1owing:

1-T he aim of read ing activity is to und erstand the text and this strategy facilitates to students this task.

2-Word attack strategies enable students to identify new vocabularies.

3-In applying this strat egy, students' cap acity to create their ideas beyo nd the text is deve1oped.

4-This st rategy offers m ore opportunities for the learne rs to m emorize and r etain voca bulary items. T hat is why ex perimenta1 gro up students are no ticed to incre ase their kno wledge of the vocabulary.

5- In application of word attack strategies, the researcher noticed the active involvement of Experimental group in classroom activities so that the students become the focus of the education al process.

THE CONCLUSIONS

Acco rding to the results that obta ined from the stati stical a nalysis a nd wh at was obse rved duri g the imple mentatio n of the exp erime nt, the follo wing concl usions are dr awn.

1--In appl ying of word attack st rategies aid Iraqi EFL Intermediate school students to better their level of rea ding compre hension of differen t reading pas sages.

2- Ex group ' subjec ts of the pres ent rese arch disp lay a h igh attention   and parti cipatin g wi th wor d att ack strat egies, the using of strate gies made Exp erimenta1 gro up stude nt mot ivate d t o RC

3- Word attack strategies are pr oved its effect, And appro priate for teac hing RC to stu dents o f th e Iraqi E F L tha n the con ventional techniq ue prescr ibed i n the b ook of teachers.

4-Impa ct of Wor d attack strateg ies on Ira qi stu dents are not fou nd on ly statis tically important but also effect in using the strategy.

5--Giv es the students the o pportunity to develop their vocab ulary.

6-E n ables the student s to express the mselves i n read ing skil ls .

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