

THE IMPACT(S) OF TEACHING WORD-FORMATION KNOWLEDGE IN INCREASING THE NURSING STUDENTS' READING COMPREHENSION SKILL

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ABSTRACT

Nowadays there is an increasing attention to the teaching and learning of vocabulary in order to facilitate the learners' reading comprehension ability. For many years the programs that prepared the learners for their future reading tasks offered little or no attention to the effective teaching of the relevant lexicon by the instructors and the one hand and the learning and acquiring a sufficient bank of lexicon by the learners on the other hand. The ability to learn new words easily and effectively appears to have vanished. Word-formation knowledge which is one of the most systematic ways of enhancing word power will increase the learner's ability to read difficult texts without continual reference to unabridged sources. It will also offer the pure pleasure of adding to their store of useful knowledge. During the present research, the researcher has tried to investigate, whether teaching word-formation knowledge would have any impact(s) on increasing the nursing students' reading comprehension skill or not. So, 50 nursing students in the form of two groups (each 25 students) were chosen from among many other students. Both groups (experimental and control) received a pre-test and a post-test. But the experimental group received a treatment on word-formation knowledge and the other did not. The results obtained through various statistical methods such as T-test and matched T-test confirmed high rate of progress in experimental group and the rejection of the null hypothesis. This study shows the effective role that word-formation knowledge played in increasing the nursing students' reading comprehension ability at Islamic Azad Toyserkan branch.

Keywords: English Language, word-formation, reading comprehension skill