Ain Shams University
Faculty of Education
Curriculum & Instruction Department

Using Reading Circles Strategy for Developing Preparatory Students' Critical Reading Skills and Social Skills

**A thesis Submitted for the M. A. Degree in Education
(Curriculum & Instruction: TEFL)**

Submitted by
Mohamed Mahmoud Ibrahim Abdelrasoul
(A Teacher of English at the Ministry of Education,
(Sohag Governorate)

Supervised by

Dr.
Zeinab Ali El-Naggar
Professor of Curriculum
and EFL Instruction
Dept. of Curriculum & Instruction
Faculty of Education
Ain Shams university

Dr.
Dalia Ibrahim Yahia
Lecturer of Curriculum
and Instruction
Dept. of Curriculum & Instruction
Faculty of Education
Ain Shams University

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Abstract

Title of the Research: Using Reading Circles Strategy for Developing Preparatory Students' critical Reading Skills and Social Skills**.**

Name of the Researcher: Abdelrasoul, Mohamed Mahmoud Ibrahim.

Source: Ain Shams University, Faculty of Education, Department of Curriculum and Instruction

Supervisors:

Dr. Zeinab Ali El-Naggar, Professor of Curriculum and Instruction, Faculty of education, Ain Shams University

Dr. Dalia Ibrahim Yahia, lecturer of Curriculum and Instruction, Faculty of education, Ain Shams University

The present study aimed at developing the necessary critical reading skills and social skills of the Egyptian EFL second year preparatory school students, through a proposed program based on using reading circles strategy. The study participants were 44 students from Sohag Experimental Preparatory School in Sohag Governorate. Instruments of the study included: A social skills questionnaire (SSQ), a pre-/post critical reading skills test (CRST), reading circles role sheets, and reflection sheets. The study results revealed that there was statistically significant difference at 0.01 level between the mean scores of the study group in the critical reading skills in the pre and post test in favor of the post administration. There was also statistically significant difference at 0.01 level between the mean scores of the study group in the pre and post-administrations of the social skills questionnaire in favor of the post-administration. The data showed that the use of reading circles strategy increased students' critical reading skills and social skills. Students mentioned that they learned how to summarize topics in few sentences. They acquired the following skills: (1) looking up words in a dictionary, (2) differentiating between a fact and an opinion, (3) expecting, the topic of a passage or a story, (4) making connections between the stories they read and similar incidents they knew about; and (5) working in groups. Moreover, they enjoyed drawing pictures of the lessons and stories.

Key Words:

 Literature Circles, Reading Circles, Critical Reading Skills, Social Skills

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1.1 Introduction

Learning English has become a must in the twenty first century. English is one of the most widely used languages in the world. It is the language of communication in the fields of international politics, trade and tourism. It is the language most generally associated with higher education and research. Most scientific and technical journals are published in English. English also provides a foundation for lifelong language learning and for personal enjoyment and enrichment.

National Authority for Quality Assurance and Accreditation of Education (NAQAAE, 2009)stated that   "Having a good knowledge of English is a requirement for membership in a global community." This makes it necessary for Egyptian students to be provided with a strong language basis that will equip them to be active participants in such a community.

Learners also should use appropriate social skills when dealing with others. They should listen carefully to others and participate actively in team work tasks, Learners are also expected to give complements to others in different situations.(Standard: 6-2-3). Students' behavior should reflect dedication and commitment to social values such as respect, truthfulness and honesty. (Standard: 6-3-2-1, NAQAAE, 2011, pp. 61-62).It is generally agreed that English language has four basic skills, listening, speaking, reading and writing. Some researchers believe that reading has a priority over other skills as it involves them."Reading is a source of information and pleasure which involves other skills such as

listening, speaking, writing as well as autonomous learning " (Ilhamy, 1997, pp. 45-62). Because of the importance of reading the ex-USA president Bush called reading the " new civil right" (Third Bush-Kerry debate: on Education)

The National Association of State Boards of Education (NASBE) considers "Reading is a basic human right. An inability to read in today's world is to be consigned to educational, social, and economic failure—an existence entirely devoid of meaningful life, liberty, or the pursuit of happiness."(NASBE, 2006, p.4) Saudi added that knowledge gained through reading has a great effect on developing individual's character comprehensively. He also said that reading is a tool for enjoyment, entertainment, problem solving, and an incentive for creative thinking (Saudi, 2007, p. 2).

Having a look at the national standards for teaching English as a foreign language set by NAQAAE reveals that the preparatory learners are expected to be able to skim and scan complex text for general meaning or to determine subject matter or organization. They are also expected to be able to guess meaning of new words from context, demonstrate culture independent reading for pleasure, and analyze information to determine relevancy of main ideas to supporting details. By the end of the preparatory stage learners should be able to ask and respond to high level thinking questions which connect new ideas to personal experience, draw conclusions about context, events, characters and setting from written texts and read critically to interpret and evaluate the content of long reading texts.(NAQAAE, 2009, pp. 21-23)

Moreover the general aims for TEFL (teaching English as a foreign language) in the preparatory cycle, as stated by the Ministry of Education reveals that learners are expected to develop the ability to extract

information from a listening or reading text or through different forms of mass media, improve the skills of logical and critical thinking, participate positively in dialogue and to respect the opinions of others e.g. through debate and discussion and the exploration of concepts. Students are expected to acquire a set of learning strategies e.g. problem solving, discovery-learning, creative thinking and critical reading. They are also expected to develop moral and social values by encouraging attitudes of tolerance, cooperation and team work. (Directives for general preparatory school teachers, 2009/2010, p.86)

1.2 Context of the problem

Several studies have been implemented in Egypt to investigate students' reading skills such as Amer's (2009) in which the researcher tried group work with reading activities and found it very effective. Also,Abohadid (2003, pp. 108-109) investigated developing students' higher order comprehension skills through free reading. She found that practical implications of the free reading in public libraries develops higher order skills. Also, Ali (1999) suggested that the reading materials used in literature circles develop students' comprehension "in terms of predictions, connections and activation of prior knowledge"(Ali, 1999 cited in Abohadid, 2003, p.26) Other studies such as El-Didi (2001), Abdelmoaty (2002) and Abouhadid (2002) emphasized that EFL reading comprehension skills are neglected in Egyptian classes. They also highlighted the need for adopting better teaching strategies to enhance EFL learner's reading skills.

Similarly, Ibrahem (2007, p.5) mentioned that there was a low level of reading comprehension among students at the second year of preparatory governmental schools. She added that students are not proficient in reading, are poor readers and consequently are poor

comprehenders. Furthermore, in Iran, Sharifian (2005) found that there is a significant correlation between the ability to determine fact and opinion, and the general reading comprehension skill. Critical reading skills require deep understanding. Also,Bedee (2010) added that teachers have begun to use literature circles within their classrooms, but some teachers are still apprehensive because they do not know whether they are as beneficial as the traditional reading instruction/discussion strategies that they are already using. Hence, more empirical studies are needed to investigate the effectiveness of reading/ literature circles in classrooms, and specially in EFL classrooms. The above mentioned studies pave the way to this study to be tried here in Egypt.

To depict the relation between reading and social skills, some researches were consulted such as Raymond (2008), who suggests that reading boosts social skills and empathy. She adds that someone who reads a lot of narrative may gain more insight into other people's behavior and know how to deal adequately with their expected behavior, actions and reactions. Similarly, Stanford researchers, Miles and Stipek (2006) found that children who are poor readers in their early years of schools are assessed by their teachers as more aggressive later on. In addition, the study found that students who have good social skills are more likely to be good readers. Miles and Stipek's study shows that the social and academic domains of school life are interconnected." This is assured by Leffert, Brady and Siperstein (2009) who see that students at all age levels need to be taught social skills. They see that competence at managing the social situations that arise in the classroom is often a prerequisite. It is a critical ingredient for making academic progress. Moreover, they confirm that infusing a social skills dimension into the language arts curriculum stimulates greater collaboration among

students.(pp.1-10)

Though reading boosts social skills and empathy, Johns, Crowly and Guetzloe (2005) mention that it is not necessarily that students know the appropriate behavior in any given situation by themselves. They assure that it is the teacher's responsibility to instruct students what appropriate behavior looks like. Coie (2004) sees that when students are rejected by their peers and lack skills to establish and maintain positive relationships, they tend to be troublemakers and resist teacher's authority. Coie confirms that those students have deficits in knowledge of strategies to resolve conflict are unable to repair damaged relationships. He warns that this may develop into a negative cycle of social interactions. Similarly, Clarke and Holwadel (2007, pp.20-29) wondered why their students still struggled to have positive social interactions during book discussions. They stated that "Book discussions often deteriorated into tension filled discussions marred by class inequities, bullying, name-calling, kicking, and threats." The answer may lie in the fact that they do not pay enough attention to their students' social skills. Similarly, Awbrey, Longo, Lynd and Payne (2008) focused on the lack of their students' proper social skills. They spent the allocated time for the curriculum on discipline and the instruction of social skills.

In the Egyptian context, there are some studies which investigated social skillssuch as Basta (2001) and Aboulaila (2002) who found that parents and educators maltreatment of children lead to their misbehaving and resistance. According to Salha (2007, p.4) Misbehaving is one side of the lack of social skills. Misbehaving of children who are maltreated can be seen at school when those school children are aggressive, refuse to abide by regulations, cause chaos, resist and refuse to cooperate with their mates. Basta (2011,p.15) mentioned that behavioral problems increase

when students have weak ties with their teachers. This happens when students are not allowed to talk about themselves or express their opinions. Students also misbehave when they do not participate in discussions or ask personal questions. She confirms that when students are given opportunity to participate in and comment on topics being discussed in classrooms this lessens troubles, aggression and bad-behaving. Also, Wahba (2010) found that when adolescents lack social skills they tend to be lonely and isolate themselves from others. Wahba examined 265 students in preparatory and secondary Egyptian schools and concluded that when adolescents are aware of and use social skills, their loneliness symptoms decrease. In the same line, Mohamed (2013,p.7) found that verbal and nonverbal violence is a phenomenon between preparatory students.

It is really important to pay attention to preparatory students' social skills. Lacking proper social skills may lead to improper sequences on preparatory students. To find an explanation for students' undesired behaviors Brodeskiand Hembrough (2007) stated the following reasons :

- Lack of social skills instruction,
- Inability to resolve conflict independently,
- Limited opportunities to practice social skills, and
- Exposure to violent and inappropriate behaviors

Brodeski and Hembrough considered the lack of teaching social skills at schools, students' inability to resolve conflicts by themselves and the exposure to violent behaviors and inappropriate behaviors among students to be the reasons for students' undesired behaviors.

Besides the above mentioned reasons for showing lack of appropriate social skills, Costley (2012) adds that parents' focus has

turned from positive behavior skills and character building skills to content area instruction and test scores. He comments that society has changed drastically throughout history. Students twenty years ago behaved differently than the students of today. Students do not seem to be getting the same core, moral, and character values that were previously taught by the parents. Therefore it has been left up to the schools to fill in the gap. Costley also claims that parents do not care about their children's morals and values as they used to be twenty years ago. Costley's claim is reflected in a meeting with a parent held by the researcher of the present study, concerning the negative behavior of a student, the parent assured that he is more concerned the academic performance of his son rather than with the student's improved behavior and social skills. (See Appendix A)

It can be inferred from the above mentioned studies that depriving students from reading skills can result in violence and crime as mentioned in the Reading at risk report. There is a demand to encourage Egyptian preparatory students to read and to use critical reading skills to be able to understand, comment, analyze and judge what they read. Students' social skills need attention to be paid to. Those skills need to be developed and improved. Akasha and Abdel Meguid (2012) see that even gifted students who excel their mates in subject matters are still in need of improving their social skills.

1.3 Pilot Study

To give a rationale for this study, a pilot study was conducted in October 2009 at Sohag Experimental Preparatory Language School. The pilot study aimed at investigating whether preparatory students read English texts outside their course books in their free time or not, and if they do so what type of books they prefer to read and how they read them.

It also aimed at investigating students' social skills used in the reading sessions. In short, the study tried to find out whether the expectations of both NAQAAE and Egyptian Ministry of Education (EMOE) are met or not.

The researcher interviewed three supervisors, seven teachers from two different schools, two librarians, two social workers and sixty two students in three classrooms at Sohag Experimental Preparatory Language School during their reading time. The school consisted of eleven classrooms of about 23 students each. Observations and interviews were based on NAQAAE standards and the EMOE Directives for teaching English as a foreign language in the preparatory stage focusing on the following aspects:

- Students reading habits
- Teachers' questions
- Students asking questions
- Students responding to texts (agreeing, disagreeing)
- Students reading with a purpose
- Teachers' attention to students' social skills
- Students' collaboration
- Students' taking turns.

The findings were that most teachers and students were more concerned with topics related to exams. Teachers asked questions required short answers such as (Who? When? And Where?). Students talked at the same time and did not listen to each other. Students' social skills were neglected. Students did not read extra English texts outside their curriculum during the academic year. Very few students who were known as library friends are frequent readers. They were about 10 students in the whole school, (see Appendix B, for more information).

In light of the findings of the pilot study, the researcher intended to investigate the impact of reading circles on improving students' critical reading skills and social skills as a way to enhance some critical reading and social skills. Those skills are needed to preparatory students not only inside school but also may be needed to become independent readers and lifelong learners who have appropriate social skills required to deal adequately with their society in the 21st Century

1.4 Statement of the Problem

The research problem can be summarized as follows:

The preparatory two students are weak in using critical reading in reading English texts, stories or books and lack the proper social behavior in their communication with each other as the pilot study revealed. Therefore, the present study attempted to answer the following main question: **What is the effect of using the reading circles strategy on developing preparatory students' critical reading skills and social skills?** To answer this main question, the following sub-questions were also answered:

1- What is the current situation concerning the reading skills of preparatory students?
2- What is the current situation concerning the social skills of preparatory students?
3- What are the principles upon which a reading circles strategy-based program will be based for developing preparatory students' critical reading skills and social skills?
4- What is the framework of a reading circles strategy-based program in light of the previously mentioned principles?

5- What is the effectiveness of the proposed program in developing preparatory two students' critical reading skills?

6- What is the effectiveness of the proposed program in developing preparatory two students' social skills?

1.5 Research Hypotheses

This research attempted to verify the following hypotheses:

1- There will be statistically significant differences between participants mean score in the pre and post test on the critical reading skills in favor of the post test.

2- There will be statistically significant differences between participants mean score on the pre and post test on each critical reading sub-skill: anticipation, word knowledge, differentiating between fact and opinion, word reference and summarization in favor of the post test.

3- There will be statistically significant differences between the mean scores in the social behavior skills in favor of the post treatment.

4- There will be statistically significant differences between the mean scores in each sub-social skill: active listening, dedication & commitment to the group, showing respectful behavior in favor of the post treatment

1.6 Delimitations of the study

The present study is limited to:

1- Participants of preparatory 2 studentsare randomly nominated from Sohag experimental language preparatory school in Sohag.

2- The program will last for six months during the academic year 2012-2013 with a total of 40 hours.

3- The critical reading skills to be targeted are differentiating between fact and opinion, anticipating, word knowledge, pronoun reference, summarizing, visualizing and relating to prior knowledge.

4- In this study the researcher concentrated on the following social skills: following respectful behavior, acknowledging and evading disrespectful behavior through active listening, using formulative language (saying please, thank you, etc.) and commitment& dedication to the group.

1.7 Definition of terms

Reading/ Literature Circles

Reading/Literature Circles are "temporary, task-oriented groups of 4-6 [or more] students who have chosen to read a specific article [or topic or book]. Reading circles are structured, and enable open-ended discussions" (Furr, 2003, p.7) Also, Daniels (1994, p.13) adds that Literature Circles are small, temporary discussion groups who have chosen to read the same story,poem, article or book. While reading each group-determined portion of the text (either in or outside ofclass), each member prepares to take specific responsibilities in the upcoming discussion, andeveryone comes to the group with notes needed to help perform that job. The circles have regularmeetings, with discussion roles rotating each session. When they finish a book, the circle membersplan a way to share highlights of their reading with the wider community; then they trade memberswith other finishing groups, select more reading, and move into a new cycle. Once readers cansuccessfully conduct their own wide-ranging, self-sustaining discussions, formal discussion rolesheets may be dropped. The students practice specific roles on a rotating basis until they are internalized.

These groups provide a specific framework allowing EFL students

to have real, meaningful discussions about reading material in English. Morrow and Gambrell (2000) describe literature groups as three to eight students who read and discuss a story over a period of time and construct & refine a deeper meaning of the text.

In the current study, reading circles and literature circles are used interchangeably. They mean teams of students who read or perform a certain task to differentiate between fact and opinion, use reference, anticipate, show word knowledge, summarize, visualize and relate to previous knowledge in order to develop their critical reading skills. During performing these tasks students show respect to each other through developing commitment to their teams, listening actively, recognizing and avoiding disrespectful behavior to develop their social skills.

-Critical Reading

According to Beyer (1985), the term critical reading means "The ability and tendency to gather, evaluate and use information effectively…" (Cited in Abouhadid, 2003, p.3) In the same line, Darch and Kameenui (1987) define critical reading as "the ability to make judgments and inferences, distinguish between fact and opinion, and recognize the author's purpose or point of view" (p82).

In this study critical reading skills refer to differentiating between fact & opinion, using reference, anticipating, showing word knowledge, summarizing, visualizing and connecting reading with previous knowledge.

-Social Skill

Alkhuli (1994) defines a social skill as "… a skill to deal with others successfully" Similarly, Walker, Colvin & Ramsey (1995) defined social skills as the "interpersonal behaviors that permit an individual to interact

successfully with others in the environment. Social skills are goal directed, learned behaviors that allow one to interact and function effectively in a variety of contexts. Social skills are an individual's situation-specific behaviors that others judge as socially appropriate.Social skills are the skills which a person needs when interacting with others. "There are certain ways people should behave if they want to have fun and to have others like being around them. For example, we must take turns, share, be patient, be respectful, listen, talk positive about others and be friendly. Interacting with people who do not use social skill is difficult. Imagine a person who will not share, gets upset easily and refuses to play by the rules. " (Pettry, 2006, p.6).Social skills can also be defined as "learned behaviors that promote positive interactions while simultaneously discouraging negative interactions while applied to appropriate social situations" (Gresham & Elliot,2008,p.1).

In the present study, social skills refer to the interpersonal behaviors which permit students to interact successfully with each other during implementing the program. Social skills refer to active listening, dedication & commitment to the group, avoiding disrespectful behavior, and abiding by respectful behavior.

1.8 Significance of the study

The present study may be useful for:

a) EFL students
- Increasing the number of students who read independently and critically English texts in the preparatory stage.
- Improving students' social behavior which is really needed in the Egyptian society.

- Encouraging students to be more positive and active in the learning process.

b) EFL Educators

- Encouraging teachers to assign out of class activities as well as in class activities to help students read more often using critical reading skills.
- Encouraging teachers to model critical reading and social skills with students.
- Encouraging school librarians to supply libraries with interesting English books suitable for every age group.
- Motivating school leaders to encourage critical reading and inaugurating book clubs at schools.
- Attracting the attention of MOE to supply English curriculum with books and stories in all preparatory grades not only with prep three.

c) For curriculum Developers
- Attracting curriculum developers to enrich text books with activities which enhance students' critical reading through extensive reading assignment and social skills.

1.9 Organization of the remainder of the thesis

The remainder of the thesis chapters is as follow. Chapter Twotackles the theoretical background. It defines the roles in the reading circles.It also presents related studies to critical reading skills and social skills. Then Chapter Three deals with research methods and procedures. After that, in Chapter Four data analysis and results are covered. Finally Chapter Five presents the summary of the study, recommendations and suggestions for further research.

Chapter Two

Review of Literature

Chapter Two
Review of Literature

This chapter covers the review of literature and previous studies related to the research topics. It deals with three concepts: literature/reading circles, social skills and critical reading skills. It also reviews studies and researches related to literature circles and their effect on critical reading skills and social skills.

2.1 Literature/ Reading Circles: Definition and Roles

The term "literature circle" refers to a classroom instructional strategy that connects all aspects of literacy for students with varied interests and levels of reading achievement. Literature circles involve small heterogeneous reading groups that explore content within a collaborative structure that allows students the opportunity to listen, reflect, and share thoughts about literature. Listening, speaking, reading, and writing are reciprocally reinforced through literature circle group work. Anderson andLeAnn, (2008, pp. 25-33). Literature circles are also defined as small discussion groups in which students are given roles. Straits (2007) sees the purpose of literature/reading circle is to guide students to develop understanding of particular concepts as they explore the text and meaningfully participate in small group discussion.

In literature/ reading circles, small groups of students gather together to discuss a piece of literature/ writing in depth. According to (Farris, Nelson and L'Allier, 2007 p.p. 38-42), all students need teacher modeling to assure the effectiveness of literature circles. It is important present all roles to ensure that students understand their respective roles and communicate with other members of their group. The discussion is guided by students' response to what they have read. Literature/ reading

circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Furthermore, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic responses. In addition, Literature circles (LC) strategy is a strong classroom strategy because of the way that it joins collaborative learning with student-centered inquiry. So, according to Literature reading website Literature/ reading circles is:

> *a learner-centered approach which focuses on students' responses to the literature they read. In Literature Circles, students are actively engaged in reading through making choices, discussing, and constructing meaning. This strategy engages students in higher-level thinking and reflection by encouraging collaboration and constructing meaning with other readers. These literary discussions are guided by student insights, observations, and questions. They may be related to the characters, setting, plot, and author, along with connections to student experiences. Learners often take on a variety of roles in their group and learn to facilitate their own discussions and projects.*
> (Available at: http://eduscapes.com/ladders/themes/circles.htm)

According to Bedel until the year 2000 LC were not popular or used inside EFL classrooms. Bedel explained the chronological process of LC/ RC. Since the 16th Century, adult clubs and reading groups have been popular where people gather together to discuss a certain book. From 1980s teachers have used literature circles in L1 English classrooms, especially in the United States. With the dawn of the third millennium L C/ RC started to be used in EFL classrooms. (Bedel, 2012, p.p.1-13). Farr (2000, p.1) added that literature circles were first implemented in 1982 by Smith, an elementary school teacher in Phoenix, Arizona. Smith observed

that her fifth grade students were very engaged and enjoyed discussing novels where they loosely organized themselves into reading groups to read books that had been donated to classroom.

In the same line, Daniels (2006) commented that by most accounts, L Cs [R Cs] have been a valuable addition to many kids' school experience, helping them to become more self sustaining and lifelong readers. Nash and Dutch (2000, pp.29-37) explained the ways in which Literature Circles helped students become stronger readers:

> *"Students learned to take responsibility for their own learning, and this was reflected in how effectively they made choices and took ownership of literature circle groups. They took charge of their own discussions, held each other accountable for how much or how little reading to do, and for the preparation for each session. The positive peer pressure that the members of each group placed on each other contributed to each student's accountability to the rest of the group. When students engage with texts and one another in these ways, they take control of their literacy in positive and rewarding ways."*

Students are placed in literature/reading circles for many reasons. For example according to read write think organization students join these circles to:

- discuss, define, and explore unfamiliar words.
- predict text events using previous knowledge and details in the text.
- use evidence in text to verify predictions.
- ask relevant and focused questions to clarify understanding.
- respond to questions and discussion with relevant and focused comments.
- paraphrase and summarize information from the text.
- identify and analyze literary elements in text. (Available at: www.read.write.think.org.Retrieved on the 15th of June 2011).

It may be worthy to mention the difference between L C/ RC and other forms of readings. Perhaps the following table facilitates understanding what the LC/ RC are in comparison with what they are not. For more information, see table (1). The table is designed by Noeand Johnson (1999, p.91)

Table (1) Differentiating between Literature/ Reading circles and other forms of reading

Literature Circles are . .	Literature Circles are not . . .
Reader response centered	Teacher and text centered
Groups formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled "talk time" without accountability
Guided primarily by student insights and questions	Guided primarily by teacher- or curriculum-based questions
Intended as a context in which to *apply* reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive "recipe"[fixed, controlled and repeated in the same steps].

To achieve the objectives of joining an L C/ RC and understanding a text,Zimmerman , Harvey and Goudvis (Cited in Briggs, 2010) have laid out a set of reading strategies Teachers can use these strategies to help their students understand how to make sense of what they read. Teachers can explain to their students that smart readers can:

- Visualize- Students make mental pictures or sensory images as they read.
- Connect- Students connect the text to their own experience, to events, in the world, and to other readings.

- Question- Students actively wonder, surface uncertainties, and interrogate the text, the author, or the characters.
- Infer- Students predict, hypothesize, and draw conclusions.
- Evaluate- students determine relative importance, make judgment, and develop critiques
- Analyze- Students notice elements of the author's craft: text structure, language, style, theme, and point of view.
- Recall- Students can retell, summarize, and remember information.
- Self-monitor– Students recognize and act upon uncertainty as they read; adjusting, troubleshooting, fixing up their understanding."

After introducing LC/ RC' definition, nature and the strategies which students use when participating in these circles, in the following section the roles in LC/ RC are presented.

2.2 Roles in literature/ reading circles

It is important to recall here that Daniels (2002, p.103) differentiated between two types of roles in literature circles/ reading circles, the basic roles and the optional roles. The basic roles contained the following roles: the Connector, the Questioner [Discussion Director], the Literary Luminary, and the illustrator. The optional roles included: the Summarizer, the Researcher, the Word Wizard, and the Travel Tracer. Similarly, literature learning ladders website (LC/ RC roles are: discussion director, wacky word finder, travel tracer, super summarizer, passage picker, and interest investigator. Rotating roles keep the discussions fresh and interesting and allows students to each take different leadership responsibilities. The roles encourage students to focus on different cognitive perspectives related to their reading and draw on different intelligences. At first, the roles may be primarily directed at the

readings. For example, for a given chapter one student writes discussion questions, another visualizes the setting through art, while still another student identifies new vocabulary or interesting passages. In the following, the roles are more elaborated:

Discussion Director/ Questioner/ Quality Questions

This role involves developing a list of questions that the group might discuss about the section of the novel to be discussed for that meeting. Questions should be designed to promote lively conversation and insights about the book; they should be open-ended and should not be "yes/no" questions. A student with this task asks these questions to the group to prompt discussion; overall, the job is to keep the group talking and on-task. Questions that a student might ask could be: "What was going through your mind when you read this passage?" or "How did the main character change as a result of this incident?" (Moen,1998, p.20)

Vocabulary Enricher/ Word Wizard/ Word Finder

Also called the Word Master, this role is to record important words for that day's reading. Words that are unusual, unknown, or that stand out in some way are usually chosen by the student. Their page number and definition is also recorded. Often students do not see this role as particularly stimulating; however, it can be a role suited to students who are still developing confidence in English classes or textual analysis.

(Bringolo, 2010, p.54)

Checker

The checker checks for completion of assignments. He/she also evaluates participation and helps monitor discussion for equal participation. .(Available at : www.readwritethink.org , Retrieved on September 20th 2009)

The Connector

This role involves locating several significant passages in the novel and connecting these passages to real life. The connections might relate to school, friends or family, home, the community, or they might relate to movies, celebrities, the media etc. Students should also feel free to connect incidents or characters with other books that they have read. Of all the roles, this role is often the most personal in its focus.(Available at: www.abcteach.com, Retrieved on September 20th 2009).

The Illustrator/ the Creative Artist

As the term implies, this job entails drawing, sketching, or painting a picture, portrait or scene relating to the appropriate section of the novel. Collages from magazines, images from the internet, and other media can also be used. The student with this role then shares the artwork with the group, explaining the passage(s) that relate to the art. Often students who do not like to write do very well with this role. The pictures usually generate interesting group conversations. (Daniels,1994, p. 103)

The Summarizer

This role involves preparing a brief summary of the reading that was assigned for that day's meeting. The summary should include the main ideas or events to remember, major characters, symbols or other significant highlights of the passage. Good summarizers are important to literature circles, as they can help their peers see the overall picture (Daniels, 2002, pp. 107-132).

Literary Luminary/ Passage Person/ Passage Master

This role is used for fictional texts only. The person who takes this role is responsible for identifying a few special sections of the text that

the group might like to hear read aloud. A passage may be selected for various reasons, it might be surprising, funny, confusing, controversial and so on. The idea is to help other group members remember some powerful, funny, interesting or important sections of the text. The luminary decides which passages are worth hearing. He/ she reads passages aloud, asks someone else to read them or asks his group members to read them silently. He/ she records the location of the reading passage, reason for the choice of reading passage, and the plan for reading. (Moen,1998, p. 40)

The Recorder

This person takes notes of what all group members say about the text during the reading circle discussion. He/she synthesizes the information with the intention of writing a review of the text. This review is based on the ideas or facts presented during the discussion. The recorder writes an opinion of why the text should be read. This review can be posted inside the classroom or on the book reviews page of the school or class website.

Travel Tracer

Travel tracer follows the changing of the setting. Characters in a story usually move from one place to another and the scene changes. It is important for members in a reading circle to know where things are happening and how the setting might have changed. The tracer tracks carefully where an action takes place. He/ she describes each setting in details either in words or in or with an action map or diagram. (www.abcteach.com, 2004).

The Researcher/ the Passage Picker

The researcher digs up for some background information on any

relevant topic related to the text being read. This might include:

The geography, weather, culture, or history of the book's setting
• Pertinent information about the author and other related works
• Information about the time period portrayed in the book
• Information on any topics or events represented in the book
• Information on any topics or events that may have influenced the author
• Pictures, objects, or materials that illustrate elements of the book
• The history and derivation of words or names used in the book
• Information about any character that is based on a historical person

<div align="right">(Marshall, 2006, p.9, Watchtel, 2010, p.10)</div>

Culture Collector

The job of this person is to search for differences and similarities between his culture and that of the story being read. He/ she makes notes about one or two examples of these cultural points. He/she selects those passages and read them aloud to the group. He asks questions to his group about these cultural points. (Furr, 2004,p.8).

The above mentioned roles are the most commonly used in L C/R C. In this study only six roles are used. These roles are: the discussion director (D. D.), the word wizard (W. W.), the Checker (C), the story Connector (S. C.), the creative artist (C. A.) and the story summarizer (S. S.). Before moving to administrative roles , it is important to recall Daniel's assurance that the sheets do not assign different jobs to different students but rather invite all students to respond in multiple ways to the text at hand. Therefore, he insisted that teachers should use the roles rather than using the role sheets.   Students visualize, connect, question, summarize, and evaluate. (Daniels, 1994,p. 203). In the following lines administrative and cooperative roles which are necessary to develop students' social skills are explained.

2.2.1 Administrative and Cooperative Roles which are related to Social Skills

Administrative and cooperative roles are also assigned to participants in this study besides their LC/ R C roles. The roles are taken from Support to Egyptian Primary Schooling Project (STEPS II).These roles are as follow:

Leader & Encourager

The leader directs the action for the day once the teacher has given the instructions. He / she reads instructions and directs participation. He/ she also reads the instructions , calls for speakers, takes turns, calls for votes, counts votes and states agreed position. The encourager gives compliments related to how the group is working, such as "That was a great answer!" This role is assigned to the Discussion Director (D D)

Time Keeper

He/ she keeps an eye on time and warns others about time constraints. He/she keeps looking at watch/ clock He/ she also holds signs/ makes signals that time is about to finish. The word wizard (W W) also holds the role of the time keeper.

Reporter/Spokesperson

This member reports orally the group's work to the other groups or to the teacher. This role is given to the story summarizer (S S).

Checker

This member checks and hands in the work for the group. He/ she corrects mistakes and watches for spelling. He/ she assures accuracy. This role is the responsibility of the checker (C).

Store keeper

He/ she locates, collects and distributes resources. He/she gets all the materials for the entire group and collects worksheets from the teacher. He /she also sharpens pencils and tidies up. This is the only person who is allowed to leave your place without teacher permission. This role is given to the creative artist (C A).

Scribe / recorder

This group member does the writing for the entire group. He or she uses one sheet, which saves paper. He or she writes, reports groups' ideas; and records all ideas. He/ she writes and reports. This role is allocated to the story connector (S C).STEPS II (2010, pp. 149-162).

Before reviewing literature related to literature circles and the above mentioned roles, it is important to refer to an experience happened in Ferguson's classrooms (2012). Ferguson is a middle school English language arts teacher who teaches K7 and K8 classrooms. Ferguson runs literature/ reading circles and her students' mother tongue is English. She noticed the following among her students as a result of using the traditional roles in the reading circles:

- Her students did not show strong readings,
- Some students did not complete the reading,
- The requirements of word wizard and literary luminary roles could be met easily without actually reading the assigned texts,
- The roles of the summarizer and the connector can be done without completing the reading. The worksheets can be completed on a surface level.

It is important to notice two things in Ferguson's experience. The

first thing is that she uses reading circles with students who speak English as their first language. The second thing is that, her students are familiar with reading circles. In this present study, the students study English as a foreign language and they are not familiar with the reading circles. This means that students are expected to be enthusiastic about trying the new reading circles strategy. They are also expected to perform the reading tasks and complete the assignments accordingly. Daniels (2002, p.134) mentioned 11 features of LC/ RC to be borne in mind while implementing LC/ RC strategies. Those features are as follow:

- Students choose their own reading materials,
- Small temporary groups,
- Different groups read different books,
- Students and teachers hold regular meetings,
- Discussions come from students,
- Group meetings are open and natural,
- Teacher acts as a facilitator,
- Evaluation by teacher's observation and student's self observation,
- After finishing books {tasks] new groups are formed.

In the coming section, a review of literature related to the L C/ R C and social skills will be discussed.

2.3 Related studies to literature/ reading circles

The studies which investigated reading/literature circles and social skills are either concentrating on reading/ literature circles, social skills or both. In the following lines, a review of some of these studies is presented.   Among the first attempts to teach students multiple reading strategies in a similar setting to LC/ RC come two studies by Palinscar and Brown (1984) in which they taught students to summarize, question,

predict, and clarify. Those skills increased their ability to complete post reading tasks. It is important here to mention that Anderson and Nagy (1991) offered evidence that teaching definitions devoid of context was ineffective. They suggested that using words in multiple contexts enhances word learning. Also other critical reading skills such as anticipation and prediction should be taken into considerations as Dufflemeyer (1994) found that statements on anticipation guides should be based on student's prior knowledge, center on main ideas, and include ideas that are new. Foley (1993) reviewed research on the importance of prediction since the 1960s and found that prediction strategies help readers comprehend text. Similarly, Fukkink, and de Glopper (1998) found that students can be taught how to use context clues and that students who used context clues had higher comprehension scores.

Gambrell (1996) conducted a research in primary classrooms to determine the effects of discussion -which is unavoidable in reading circles setting- on students learning. The research suggested that the outcome of small group discussion in classrooms is deeper understanding, higher-level thinking, and better communication skills. Discussion is influenced by the text type, group size, and by leadership. Research supported the efficacy of group discussion.

Furthermore, Wollman (1994) analyzed two literature (reading) discussion groups in a sixth grade classroom. Wollman sought to show how the resulting discourse reflected the differences in success of the teachers intended goal to make a space for the students' voice and foster collaborative discussion. The results of the data revealed distinct differences in the way students viewed the purpose of literature discussion groups, and the way they constructed and maintained group discussions. The higher ability students viewed discussion groups as a

time to eagerly share and learn from one another's views on the book discussed. They viewed the teacher as more of an equal in discussion and not as the ultimate authority in the group. The less able readers constructed a more teacher-dominated group. They usually waited to be questioned or called on before participating in the group. Wollman's study highlighted the dilemmas teachers face when trying to implement literature based discussion groups in the classroom with a wide range of reading levels. The suggestion of teachers providing explicit guidance for students on how to engage in informal talk, by explaining exactly what teachers intend to happen during informal discussion groups is made. The teacher's choice of text and grouping methods are suggested as other areas of influences of the outcomes in literature discussions.

Similarly,Almasi (1995) explored and described the nature of episodes of socio cognitive conflict in ninety seven fourth grade readers in peer led and teacher led discussions about narrative texts. The study also examined the nature of the discourse occurred during these episodes. The participants comprised six classrooms and six teachers in a suburban elementary school on the east coast of the United States. The results revealed variations between peer-led and teacher-led discussions in the areas of student recognition and resolution of conflicts. Students in peer-led discussion groups were significantly better able to recognize and resolve episodes of conflict than students in teacher-led discussions. Sociolinguistic analysis revealed that the type of discourse that occurred in peer-led discussion groups was such that it enabled students to express themselves more fully and to explore topics of interest. In a word, peer-led discussions are more beneficial than teacher-led discussions on behalf of students.

Also,Villaume and Hopkins (1995) investigated the types of

transactions between text and personal knowledge in literature discussion groups of elementary students and the impact of social dialogue about literature on personal response. The results revealed that elementary students are capable of engaging in student centered discussions and creating multiple bridges between text, personal experiences, imagined experiences, and could relate text to other texts or story scenes in movies. The results suggest that social encounters around literature affect personal response and that observing how others transact with text can impact group participation by scaffolding one another's responses. This finding supports that in-depth and critical thinking is developed through interactions with other people. The implications of this study's findings indicate the classroom teacher should strive to create social contexts where mixed ability groups can work together to scaffold personal response, and thus enable students to grow into the intellectual life around them.

Raphael, Goatley, McMahaon and Woodman (1995), described the common components that book discussion groups have regardless of what they are called are; high quality literature, opportunities for student interaction with peers, acceptance of personal response as comprehension and a natural approach to the structure of discussion. Reading of text took place individually, with a peer, or in small group. Writing was done in response journals, which contain blank pages for pictures, charts, maps and lined pages for reflections. These journals are impetus for discussions.

In the same line, Almasi, O'Flahavan, &Poonam (2001) investigated the factors in peer discussion groups that enabled a group of students to be more successful in collaborating to construct meaning from text, and to explore how those factors developed over time. Three areas of inquiry

guided the research in comparing proficient and less proficient peer discussion. One was the comparison how proficient and less proficient groups managed topics. The second was how they managed group process during discussion and the third was how they developed discussion over time.

Participants were forty-nine fourth graders and their teachers from a school in middle to upper middle class community on the east coast of the United States. From September through December each classroom had peer discussions that involved nine identical pieces of fourth grade teacher selected literature from their basal. Students were grouped heterogeneously and ranged from average to below average reading ability. The conclusions ofAlmasi et al'sstudy indicated that peer discussion, while worthwhile was difficult to implement successfully. The study suggested that groups needed to meet for at least five times before the members of the more proficient groups could function well together. The more proficient groups would revisit old topics and make greater linkages between topics and embedded topics within one another for greater coherence. Finally the teacher should be extremely careful to ensure that the scaffolding used to facilitate group discussion did not hinder or short-circuited the students' ability to take ownership of, or function independent of the teacher.

Abouhadid (2003) implemented a case study entitled "Using free reading in public libraries for developing reading comprehension for intermediate experimental language school students." The subjects of this study were six students from experimental schools in Cairo governorate. Abouhadid's object was to design a free reading program (FRP) to develop higher order comprehension skills for experimental language school students. Abouhadid executed her program during the academic

year 2002/ 2003 in a public library during the reading for all festival. With the help of the researcher, the six participants read and discussed books in a similar sitting to that of literature/ reading circles, though the roles in L C / R C were not used. The findings of the study were as follow:

- There were statistical differences in favor of the post program treatment in the mean scores of the participants regarding the prediction skills and the critical thinking skills.
- There were no significance differences between the mean scores of the participants in the pre/post test regarding the inference skill.
- Free reading in public libraries develops higher order skills.
- There is a relationship between learner's reading performance and environmental changes such as student's daily mood, eagerness to read and parental circumstances.
- There is a relationship between learner's performance and their age.
- Learners' performance varies according to the activity used. Learners' best performance was in the book conference activity. Also learners' performance was better on the prediction and critical thinking skills than on the inference skill which showed no difference between pre and post program treatment.
- F R P has a positive effect on learners ' vocabulary. This was clear in participants' summarization activities and spoken language.

On the other hand, in 2005, Morrow studied incorporating literature circles in a third grade classroom. Her object was to study the effect of using role-playing in a literature circle format. She wanted to study the improvement of her students' ability to become discussant through role-playing in literature circle. Over a span of nine months, the researcher documented students' initiation, training, and practice utilizing role-

playing to conduct peer-led discussions about books.

Findings of Morrow's study indicated that roles used to promote individual participation in discussions about books were easily adapted, particularly for the low and average-ability students who required more support in their learning. Over time and texts, students appeared to shift naturally in and out of roles while making contributions to discussions. Interactions known as Informative ranked highest in frequency for all students followed by Facilitative and Solicitation. Acknowledging interactions ranked third in frequency for the low-ability student. Responses known as Personal were most frequent and progressive across time and texts for all students. Interpretive responses showed the greatest percentage increase compared to other categories, but the lowest in cumulative frequency. Evaluative responses were most frequent and consistent across time and texts for the high-ability student compared to low and average ability students. Descriptive responses were lowest cumulative tally for high and low students only. The role of the teacher was viewed as shifting from voice of authority to facilitator assisting youngsters in finding their own voices.

In 2006 Marshall implemented a study to determine the effects of participation in literature circles on the reading comprehension of middle school students. The study examined whether there was a difference in the reading comprehension scores of students after participating in literature circles versus participating in directed reading activity. The study also examined whether there were interactions of type of instruction and students' overall reading achievement level. A mixed design using split-plot ANOVA was used to examine the within-subject variable of treatment, and the between-subject variables of class period, assessments (or passages used), and overall reading achievement levels, as well as

determine interactions among the variables. Eighty six eighth-grade students (65% male, 35% female) in a suburban public middle school in the southeastern United States participated in the eight-week study.The reading scores indicated there were no significant differences between the two types of instruction. However, results were statistically significant for all interactions (treatment and passages, treatment and class period, and treatment and overall reading achievement). In addition, when the data were analyzed by overall reading ability it couldbe argued that the findings had practical significance.

Sai and Hsu (2007) tried Literature Circles with college students in two JFL (Japanese as a foreign Language) and EFL (English as a foreign Language) Taiwanese' classes. The researchers used bilingual techniques and allowed students to use their mother tongue in classroom. They formed LC with four roles only: Discussion Director, Connector, Illustrator and Literary Luminary. Their experiment lasted for one semester. Their findings were as follow. The JFL L C was more effective than the EFL LC. Students' self- selection of reading materials and L C roles, allotted class time for real discussions, teacher's feedback and grading policy were potential factors in the success of this experiment.

On the other hand, Ibrahem (2007) implemented a training program to improve reading comprehension skills for low- achievers in Egyptian preparatory schools. Her study also investigated the relationship between metacognitive strategies used by low- achievers and their level of comprehension. The subjects of the study were 86(43 control and 43 Experimental) female participants who were randomly selected from El Nasr preparatory School for Girls in Cairo. The program proved to be effective in developing the necessary reading comprehension skills namely: word knowledge, prediction, inference & conclusion, pronoun

reference and relation between sentences among the experimental group students.

In 2011, Bilimleriexamined the effect of literature circles on fourth grade primary students' reading habits and comprehension skills and collected the opinions of students and teachers about the method. In this study, quantitative (pre-test and post-test designs) and qualitative (case study) methods were employed together. The study was conducted on 72 students in the fourth grade of a private school in Istanbul. The data were collected through focus group interviews conducted with teachers and students using "Semi-structured interview forms" and a "reading comprehension scale". The reading comprehension scale was administered as pre-test and post-test. A dependent group's t test was employed for the analysis of the scale scores, and a structured reporting technique was used for the analysis of interview data.

Unlike Marshall's study, the findings of Bilimleri's study showed that the literature circles method improved the reading comprehension skills of students who had low level reading comprehension. It was also found out that students liked reading books by performing different tasks, discussing and cooperating with their friends over a period of time. Students stated that they remembered the book they had read with all the details even two weeks later. The book presentation projects were found beneficial by the students who had prepared them and their audience. This study supports the finding of Ibrahem's program for enhancing low- achievers' comprehension skills.

In an action research project entitled "Effects of literature circles on comprehension and engagement", Van-Keulen (2011) examined how literature circles affected fifth-grade students in the areas of comprehension, engagement, and attitudes about reading. The study was

completed in a fifth-grade elementary classroom in rural Southwest Minnesota. The participants consisted of two fifth-grade classes with a total of 27 students, 13 in the experimental group using literature circles, and 14 in the control group using a traditional method of teaching reading. The action research was completed during the fall of 2010, with the literature circles being used for six weeks. The quantitative and qualitative research consisted of pre- and post comprehension tests, a book comprehension test, an attitude survey, and observations.

The findings of the study did not indicate a significant difference between the experimental literature circle group and the control traditional reading group in the areas of comprehension and attitude. During the use of literature circles, it was observed that students learned and used appropriate reading strategies. Furthermore, the students expressed interest in the literature circles, asking, "When do we get to do these again?" Results of this study could provide relevant information for teachers and administrators on a method to get more students involved in the classroom and learning through reading.

Hamilton's study (2013) explored the effect of implementing Literature Circles in a secondary Communication Arts classroom on reading comprehension. While extensive research on Literature Circles existed, most of it focused on their use at the elementary school level, with few studies investigating their implementation at the secondary level. However, the research established Literature Circles as a proven practice to assist students in making gains in reading skills. The sample population consisted of five 10th grade classes participating in Literature Circles and one 10th grade class as a control group. Students were assigned to groups with the rotating roles of L C. By implementing a classroom infrastructure that supported Literature Circles, students

collaborated effectively about a text and used textual support to justify their responses to questions and to derive meaning from the text.

The results of the data did not support the hypothesis that secondary students reading comprehension increased through participation in Literature Circles. While this study did not prove statistically any significant gains from participation in Literature Circles, observable gains occurred through the higher level of student questioning and students responding with evidence cited from the text.

Ulbrich (2013) conducted a study to determine if the use of literature circles would increase reading comprehension as well as student motivation to read. At a suburban middle school in the Midwest, 67 students in three sixth-grade reading classes participated in this study Students were taught how to operate and participate in literature circle discussions with various readings. They were then divided into groups, and each group was given a different novel to read and discuss within literature circles. Comprehension was assessed by studying student journal response entries while motivation was assessed by comparing survey results. Using the aforementioned assessments, a slight gain in comprehension was recorded, but results varied for the use of literature circles affecting motivation to read.

The aforementioned studies dealt with reading comprehension skills whether in the form of critical/ reading circles or in traditional setting. The studies' findings can be summed up as follow:

- Students benefited from most interventions.
- In Marshall's, Van-Keulen's and Hamilton's studies, students' reading comprehension skills did not increase through participation in Literature Circles.

- High- achievers benefited more than -low achievers from literature/ reading circles.

- High-achievers benefited more from student-led discussion groups than from teacher-led discussion ones.

- Low-achievers reacted to tasks in circles when they are guided and supported by teachers.

- L C/ RC proved to be very effective in EFL classroom settings.

- Students simulated what they learnt from their teachers.

- Students led discussions [tasks] improved students' skills to ask questions, take decisions, negotiate, and hold a certain point of view and defend it.

- When students found links between real world and the reading topics they set purpose for their readings and increase their comprehension.

2.4 Studies related to social skills

To mention social interaction and its related disciplinary problems, Andrews and Martin (1995) reviewed the American Literature of value teaching [social skills] and found that there were three approaches to values teaching. The first one was the product approach which concentrates on the outcomes as fixed values, core values or moral basics. The second one was the process approach which uses the classroom as a context for values clarification. The third and last approach was the integrated one which drew on each of the other two approaches to create a moral community. The integrated approach was used in a project at a Houston, Texas, intermediate school to promote democratic and social values such as informed work ethic. Over 60 fifth-grade students were involved in the following activities: (1) classroom routines; (2) dialogue

journals; (3) learning teams; (4) literature circles; (5) read-alouds; (6) action research projects; and (7) school/ community projects. The results of the project showed that students' awareness of social values and work ethics was raised. Students showed improvement in their social values [skills] through the implementing of the project.

Following the process approach, Nazario (1995) mentioned that major disciplinary problems have dropped 25% in some Los Angeles schools after using Jefferson Center for Character Education's 10 minute daily value lessons. Nazario also cited that children registered significant improvements in helpfulness and cooperation, and ranked higher in these areas than control groups.(Nazario cited in Andrews and Martin, 1995, p.3)

Similarly, Andrusyk and Andrusyk (2003) found that primary four students in two primary schools in an urban Midwestern community exhibited a lack of appropriate social skills in the classroom. Students were unable or unwilling to successfully work with classmates in small group setting. Five behaviors were included in the baseline observation: listening to teammates, encouraging teammates, using group level voices, disagreeing with the idea rather than the person, and using put-downs. The use of or lack of these behaviors defined the level of success obtained by the group. Baseline observation indicated a lack of social skills demonstrated by students in both schools. Most students were unable to disagree with an idea presented by another member of the group without making a personal attack on the team member. Most students struggled with the social skill of using level voices.

The objective of Andrusyk and Andrusyk research project was to increase the ability of the students to demonstrate appropriate social skills. The implementation of cooperative learning base groups and the use of a social skills curriculum were selected to effect the desired

changes. The research project was implemented during the period of September 2002 through January 2003. 101students participated in the program. The objective of their program was to increase the ability of the students to demonstrate appropriate social skills. A series of lesson plans to directly teach appropriate social skills were developed. Activities to incorporate cooperative learning base groups to perform mathematics problem solving were implemented.

Post treatment assessment showed that the skills of listening to teammates, encouraging teammates, using group level voices, disagreeing with an idea rather than the person, and avoiding the use of put-downs were positively affected by the lessons designed to teach these skills. The social skills which the students learned through the direct instruction were applied while they worked in their base groups on mathematics problem solving. Students learned how to work successfully in groups, and enjoyed the opportunity to work as teams. Through group activities, they were able to get to know their group members and build a feeling of community with them.

Similarly, Awbrey, Longo, Lynd and Payne (2008) are teacher researchers. They focused on the lack of their students' proper social skills in an action research project. They spent the allocated time for the curriculum on discipline and the instruction of social skills. The teacher researchers found that their students were displaying unfavorable behaviors such as: being disrespectful to both adults and peers, not being responsible for daily work, making poor choices, and being uncooperative. The researchers documented the evidence through a student survey, a teacher survey, and an observation checklist. Through these three tools, it was found that the majority of students in the teachers' schools and classrooms needed to improve on the social skills of integrity,

respect, cooperation and responsibility.

The four researchers instituted a project whereby the students would receive social skills education through the use of literature and role playing. The subjects of the study were a total of 89 participants (1st grade were 46, 3rd grade were 23 and a fourth/fifth gifted class with a total of 20 students). The program lasted from January 22nd till May 18th. The teacher researchers incorporated literature and role playing to help encourage their students use positive social skills. With clearly defined goals, literature can be a highly effective aid in social skills development. The results of this study were varied. Little to no positive change was found from pre to post observation. However, a minimal decrease in the frequency of disrespectful and uncooperative behaviors was found. On the other hand, there was a dramatic increase in the occurrences of poor integrity and irresponsibility. The teacher researchers felt that had the intervention occurred at the beginning of the school year rather than towards the end, the results could have been different.

In Egypt, Abouzaid and Hassan (2009) implemented a program on 17 deaf children aged between 9 and 12 in Qena Governorate in Upper Egypt. The outcome of the program was that social skills training resulted in reducing some behavior and emotional disorders. The effectiveness of the program continued after a month of application.

Also, Basta (2010) implemented a program on 48 students males and females aged between 9 and 12 at Tunis Primary School in Sohag governorate. She divided students equally into one control and one experimental group. She aimed to solve students' stubbornness and resistance to school authority. The study used a stubbornness scale and a program to modify stubborn students' behavior. The program lasted for 12 weeks and students met twice a week for about one hour through various

activities to discuss and practice different social activities such as role playing and fun activities. The program proved to be very effective. Similarly, Mohamed (2013) implemented a program on 80 students (40) experimental and (40) control aged between 13 and 15 at Sohag Experimental language school, Sohag governorate. The program took place during the second semester of the academic year 2011/ 2012. The study aimed at determining the effectiveness of a program based on extra-curricular activities to decrease the level of violence among preparatory students. T test was used and the program proved to be effective.

In light of the previous studies the following findings can be concluded:

- Having social values [skills] improve students' behavior.
- Acquiring social skills can be carried out in different classroom situations.
- Social skills training resulted in reducing social and emotional disorders.

2.5 Studies related to both reading skills and social skills

This part of related studies is dedicated to the studieswhich investigated both the reading skills and social skills. Gutherie and McCann (1996) used Idea circles which were a method of discussion. In idea circles, students discussed a certain topic or idea. It is not a necessity in idea circles to read the same topic or passage as in L C/ R C. Gutherie and McCann found that the success of idea circles was contingent upon participants' ability to listen to one another, take turns, and listen to the leader. Each student brought information to the circle, which was connected and constructed by the group. Groups were heterogeneous and included 5 or 6 students.

Similarly, Alverman et al (1996) found that middle and high school students were aware of the roles in Literature discussion groups. The study highlighted the awareness which students at this level had for the conditions that were conducive to good discussion. Students had knowledge about the different tasks and topics that influenced participation and were cognizant of the benefits of classroom discussion on their understanding of what was read. Analysis showed that students valued listening to each other as they expressed their opinions and argued about the meaning of what they read.

In addition to the importance of group discussions [activities], Gambrell (2001) recommended that children should be encouraged to talk about books and share the different kinds of reading they did in a variety of ways. He also suggested that motivation and encouraging are important and have a high priority in students' social interaction.Wood , Roser, and Martinez (2001) mentioned that students who were engaged in-group activities read, discussed and analyzed . Students usually worked together and learnt many of life's important lessons. Students explored and applied the story to their lives, classrooms, homes and communities. The literature which was being read became the vehicle for students to make real life connections as it propelled their thinking through discussion. This process looks similar to the role of the Connector in the reading circles in the present study whose main task is to make connections between incidents in the reading story or text and real life situations or similar stories or life experience.

Similarly, Evans (2002) found that fifth grade students had a clear notion of conditions that were conductive to effective discussion in literature group discussion. These conditions are: basic requirements, respect issues, people you can work with, task structure assigned by

teacher, and the text being read. Something important to mention is that Students said that the presence of a bossy group member influenced their participation in discussions. Students felt bossy members were a negative influence in their group. The results of the study revealed that fifth grade students could identify and describe the conditions and needs for successful literature discussions groups. Implications from these findings for educators relate to the usefulness of student input into constructing effective discussion groups.

On the other hand, Hussein (2007,p.126) found that: "Offering students with no "real world" purpose for reading and lack of "seeing real life connection" resulted in student readers' failure to recognize the relevance of reading in their lives…" Making use of Hussein's finding the L C/ R Cs offer opportunities for students to connect what they read to their lives and the world they live in. Also, Briggs (2010) found that through the use of literature (reading) circles students developed better comprehension skills and increased social skills that would lead to enriched learning.

The above mentioned studies investigated reading skills and social skills. The findings of the studies showed the following:

- Small and heterogeneous grouping offers better opportunities for enhancing students' critical thinking [reading] skills and social skills.
- Idea circles provide students with opportunities to express their opinions and interact positively with other group members.
- Motivation and encouragement are important and have priority in students' social interaction.

2.6 Conclusion

The review of literature and related studies showed that literature/ reading circles were very effective in involving students in reading activities with different rotating roles. These different roles help students understand passages better and tackle them from different perspectives. This paves the way to the present study to try using reading circles to develop students' critical reading skills. The nature of reading circles also involve students in social cooperative environment which is also an opportunity to pay attention to enhance students' social skills. It is safely from the above review of literature and related studies to try using reading circles to develop preparatory two students' critical reading skills and social skills.

This part of the theoretical background helped the researcher in:

- Specifying the objectives of the present study.
- Selecting the critical reading skills and the social skills to be investigated in the present study.
- Designing the program and presenting the activities in the present study.
- Designing and implementing the assessment tools of the study.

Chapter Three

Research Method and Procedures

Chapter Three

Research Method and Procedures

This chapter describes the research method. It includes the quantitative and the qualitative phase of the study. It, also, sheds light on the study participants and instruments. In addition, it illuminates the data collection procedures. It provides a detailed description of the steps followed by the researcher. The following points will be discussed:

1. Design of the study
2. Variables of the study
3. Participants of the study
4. Instruments of the study
5. The proposed program

3.1. Design of the study

The present study made use of the quasi-experimental one group pre-post test design. It aimed at investigating the effectiveness of the proposed program based on using reading circles in developing some critical reading skills and social skills of the study participants. Two classes(one for boys and one for girls) were selected at random in order to represent the study group. The students received the instruction through the proposed program. A pre-post test and questionnaire were administered to the participants.

3.2. Variables of the study

In this present study there is one independent variable and two dependent ones. They are as follow:

1- The independent variable

It is a suggested training program based on reading circles strategy.

2- The dependent variables

   a) developing some EFL critical reading skills.

   b) developing social skills.

3-3 Participants of this study

The number of participants who attended was(44) 2nd preparatory grade students in an experimental school in Sohag governorate called Sohag Experimental language school. The participants were selected randomly from the academic year 2012/2013. They were assigned into one group of boys and girls. The group consisted of 22 boys and 22 girls. The age of those students ranged from 13-14 years. The following table provides data about the participants:

Table (2)The characteristics of the participants

Group	Year	Type	Sex	Age	Number
One	Second year preparatory	Experimental	Male	13-14	**22**
			female		22

3.4 Instruments of the study

The present study utilized the following instruments:

   1- A Critical reading skills test (CRST)

   2- A Social skills Questionnaire (SSQ)

   3- A Student's reflection log

3.4.1 Pre-post critical reading skills test

The researcher developed a critical reading skills test (CRST). The test was used as a pre-post instrument to assess the critical reading skills of students before and after administering the proposed program and consequently, to investigate the effectiveness of the program.

3.4.1.1 Test construction

The test was constructed in light of the following procedures:

1. Reviewing previous studies concerned with language tests, especially those that are concerned with the topic of how to develop critical reading skills

2. Identifying the critical reading skills to be measured in the final version of the critical reading skills test.

3. Examining the student's book content to identify the learning objectives to be measured.

4. Reviewing the Ministry of Education Circulation concerning the aims of teaching English as a foreign language for the preparatory stage.

5. Reviewing the NAQAAE standards for teaching English as a foreign language in the preparatory stage.

6. Transferring test objectives into test items.

7. Submitting the test to a panel of jury to establish its validity.

8. Establishing the test statistic reliability and validity

3.4.1.2 Test aims

- To measure the preparatory two graders level in the selected critical reading skills which were selected by the jury.

- To draw a true image of the practical use of the selected critical reading skills.

3.4.1.3 Description of the critical reading skills test

The critical reading skills test included five dimensions; the first dimension included six statements which measured student's ability to differentiate fact from opinion. The second dimension measured the skill

of anticipation. It included three statements in the form of (MCQ). The third dimension had six statements to test student's word knowledge in the form of MCQ. The fourth dimension included five statements which tested student's understanding of vocabulary reference. They were in the form of MCQ. Dimensions five (a) and five (b) came in the form of comprehension passages. Each passage was followed by seven questions. The questions tested the following skills: Identifying the topic sentence, Giving title to a passage, Summarizing the main ideas of the text, Connecting incidents to previous knowledge, Word knowledge, Recognizing Fact / Opinion and Pronoun Reference.

Table (3) Specifications of the Critical Reading Skills Pre / Post Test

Question	Measured Skill	Mark
I (1-6)	Differentiating Fact from Opinion	6
II (7-9)	Anticipation	3
III (10-15)	Word knowledge	6
IV (16-20)	Pronoun Reference.	5
V-a (21-27)	(Overall Skills) Identifying the topic sentence, Giving title to a passage, Summarizing the main ideas of the text, Connecting to previous knowledge, Word knowledge, Recognizing Fact from Opinion and Pronoun Reference.	7
V-b (28-34)		7
Total		34

(See Appendix C)

3.4.1.4 Content validity of the test

To measure the test content validity, the first version of the test was submitted to fifteen TEFL specialists to evaluate the test in terms of (a) number of questions and appropriateness to the chosen skills, (b) suitability of the test to the second preparatory graders, and (c) suitability of the test to measure the intended skills. Jury suggestions were taken seriously into consideration and modifications were done accordingly.

After the modifications were made, the test proved to be mostly a valid one, as it proved to measure what it was intended to measure as stated by the jury. Some of the most prominent modifications suggested by the panel jury were as follow:

- Adding additional reading passage to the test as one passage was not enough.

- In the first passage students were asked to guess the meaning of "indispensable" but it was replaced by another simpler word to be tested "gradually".

- In the first passage also question No. 27 was stated directly as open ended question ' Find one fact in the passage". It was changed into a MCQ as follows:

27- To play a proper team game, the most important thing is...

a) being on your own   b) cooperation   c) arguing

Reliability of the test

The test retest method was used to determine the reliability of the test. The test was administered to 15 students and was readministered by an interval of fifteen days to the same group. Using the Cronbach's Alpha Formula, reliability obtained was 0.865. The test proved to be reliable for administration, (See Table 4)

Table (4) CRST reliability and significance according to Cronbach's Alpha Formula

Test Dimensions	Reliability	Validity
Fact Versus Opinion	0.682	0.826
Anticipation	0.740	0.860
Word Knowledge	0.724	0.851
Pronoun Reference	0.820	0.906
Overall Skills (a)	0.731	0.855
Overall Skills (b)	0.767	0.876
Test as a whole	0.865	0.930

3.4.1.5 Timing of the test

During the pilot administration of the test, the time taken by the first student was calculated to the time spent by the last one and divided by 2

$$\frac{\text{The time taken by the fastest student + the time of the slowest student}}{2}$$

$$\frac{40 + 60}{2} = 50 \text{ minutes}$$

3.4.1.6 Test administration

The researcher explained the purpose of the test and its content to the students before the test. The students were informed that the test contained six dimensions with 34 statements measuring critical reading skills. The researcher assured that the students' responses would not affect their academic assessment or year work in any way.The pre-test was administered to the group. It was administered on the 9th of October 2012. The post-test was administered on the 24th of March 2013. The conditions of the post test were the same as those of the pre-test in terms of place and time.

3.4.1.7 Scoring the test

The final version of the test contained four groups of MCQ and two different passages at nearly the same level of difficulty and length. Every passage was followed by a number of questions (M.C.Q and open ended items) to measure the selected critical reading skills, namely, differentiating fact from opinion, anticipation, reference, word knowledge, summarization, connecting to previous knowledge and experience. The total number of questions in the test was thirty four. The questions in the test were relatively presented according to the degree of difficulty, so they ranged from easy to more difficult, starting with

multiple choice and moving to open-ended questions. Every skill was measured two times one separately in MCQ and collectively in the questions about each of the two passages.

Number and types of questions allocated for each passage were as follows:

Passage 1: was followed by 7 questions, 3 M.C.Q and 4 open-ended questions.

Passage 2: was followed by 7 questions, 2 M.C.Q and 5 open-ended questions.

The test which covered all the selected critical reading skills was evaluated as follows:

6 Marks for differentiating fact from opinion skill

3 Marks for anticipation skill

6 Marks for pronoun reference skill

5 Marks for word knowledge skills

14 Marks for overall skills

So, the total score of the test was 34 marks. The following table (Table 5) clarifies test specifications:

Table (5) Critical Reading Skills' Test Specifications

Critical Reading Skills	Types of questions		Mark
	M.C.Q	Open ended questions	
1- Fact Versus Opinion			
a) Recognizing fact	3		3
b) Recognizing opinion	3		3
2- Anticipation			
a) Predicting coming events	3		3
3- Word knowledge	6		6
4- Pronoun Reference	5		5
5- Overall skills:			
Summarization			
a) Identifying the topic sentence		1	1
b) Giving title to a passage		1	1
c) Summarizing the main		1	1
Connecting incidents		1	1
Word knowledge	2		2
Recognizing Fact	1		1
6- Overall skills:			
Summarization			
a) Identifying the topic sentence		1	1
b) Giving a title to the story		1	1
c) Summarizing the main ideas		1	1
Connecting incidents to		1	1
Word knowledge	1		1
Pronoun Reference	1		1
Recognizing Fact		1	1
The test total score = 34			

3.4.2 Description of the social skills questionnaire

The social skills questionnaire included four main skills, active listening (4 statements from 1 to 4), dedication and commitment to the group (8 statements from 5 to 12), disrespectful behavior (9 statements from 13 to 21), and respectful behavior (9 statements from 22 to 30).The statements had three levels of expressing opinion. The first level is (agree). The second level is (don't know). The third level is (don't agree). Table (6) shows the specifications of the social skills questionnaire.

Table (6) Specifications of the Social Skills Questionnaire

Item	Measured Skill	Mark
(1-4)	Active Listening	12
(5- 12)	Dedication and commitment to the group	24
(13-21)	Disrespectful behavior	27
(22- 30)	Respectful behavior & giving and receiving praising and compliment	27
Total		**90**

(See Appendix C)

3.4.2.1 Validity of the social skills questionnaire (SSQ)

To validate the developed social skills questionnaire, the questionnaire was submitted to a panel of jury specialized in the field of EFL curriculum and methods of teaching to determine:

a) The degree of importance of each skill.

b) Appropriateness of the skills suggested to Egyptian students at the second year preparatory stage.

c) The relationship of each sub-skill to its main domain.

The panel of the jury members (a total of fifteen) consisted of TEFL specialists (n=5), a group of TEFL supervisors (n=4) and TEFL teachers (n=6). Moreover, the members were requested to modify, omit and/or add to the critical reading skills test and social skills questionnaire whatever they considered important.

In light of the jury members' opinions, some modifications were followed to finalize the questionnaire. Some of the most prominent modifications suggested by the panel jury were as follows:

There were four scales in the first form of the questionnaire varied from "strongly agree", "agree", "don't agree", "strongly disagree". The jury suggested 3 degrees of scaling: "agree", "don't know", "don't agree" to be easier for young learners to decide.

The number of statements in the first form was 25 and was increased to 30 in the final form. The previous modifications led to the final version of the social skills questionnaire. (See Appendix C).

3.4.2.2 Questionnaire's reliability

The test- retest method was used to establish the reliability of the questionnaire. The questionnaire was administered to 15 students and readministered to the same group two weeks later. Then, the Cronbach's alpha correlation coefficient was estimated.

Table (7) Questionnaire's reliability and validity

Questionnaire Dimensions	Reliability	Face Validity
Active Listening	0.723	0.850
Dedication & Commitment to Group	0.810	0.90
Disrespectful Behavior	0.803	0.896
Respectful Behavior	0.830	0.911
Questionnaire as a whole	0.792	0.889

The reliability coefficient was 0.792 which is relatively high.

Therefore, the Questionnaire proved to be a reliable tool for the purpose of the present study.

3.4.2.3 Timing of the questionnaire

During its pilot administration of the questionnaire, the time taken by the fastest student was added to the time taken by the slowest student and divided by 2. The suitable time to finish the questionnaire was 15 minutes.

The time taken by the fastest student + the time of the slowest student
$$\frac{}{2}$$
$$\frac{10 + 20}{2} = 15 \text{ minutes}$$

3.4.2.4 Scoring of the social skills questionnaire

The final version of the social skills questionnaire included four main skills, active listening (4 statements from 1 to 4), dedication and commitment to the group (8 statements from 5 to 12), disrespectful behavior (9 statements from 13 to 21), and respectful behavior (9 statements from 22 to 30).The statements had three levels of expressing opinion. The first level is (agree). The second level is (don't know). The third level is (don't agree). The " agree" statements took 3 marks each except for statements (13- 21) which took 1 mark each. The "don't know/ neutral" statements took 2 marks each. The "don't agree" statements took 1 mark each except for statements (13-21) which took 3 marks each. Scoring was in light of the following criteria:

1- The highest mark (3) was given to the positive behavior.

2- The medium mark (2) was given to the neutral response.

3- The lowest mark (1) was given to the unacceptable and disrespectful behavior. (See Appendix C)

3.4.2.5 Questionnaire's administration

The researcher explained the purpose of the questionnaire and its content to the students before the implementation. The students were informed that the questionnaire contained four dimensions with 30 statements measuring social skills. Each student responded to the statement which is most appropriate for him/ her. The researcher assured that the students' responses would not affect their academic assessment or year work in any way.

The pre program questionnaire was administered to the group on the 9th of October 2012. The post-test was administered on the 24th of March 2013. The conditions of the post program questionnaire were the same as those of the pre program questionnaire in terms of place and time.

3.4.3 The reflection forms

Three different reflection forms were used by participants in this study. The formswere designed in a friendly way. The first form is designed to be used individually. Each student wrote his/ her name and the date on top of the form. He / she wrote what he/she thought about the topic presented. The second part of the form carried emoticons which meant they liked the topic very much, they didn't like it at all, or they were neutral. This form consisted of two items as follow:

- What I think?

- How I feel?   (See Appendix C)

The second form was designed as a group reflection at the end of each session. Each group wrote its name , members' names and the date. Students registered what they liked best. They also wrote what they did not like and their suggestions for the following session. This form

consisted of three items as follow:

- The best things we liked.

- The things we didn't like.

- Next time we will change/ do differently. (See Appendix C)

The third reflection form was used at the end of the program. Students reflected what they liked and what they benefited from participation in the program. It also asked students about what they did not like. It asked students if they would like to participate in similar programs in the future and what topics/ activities they would like to find in these programs. The form was designed to be answered individually. It required five pieces of information as follow:

- What are the best things you learned from participation in the current program?

- What are the things you like best?

- What are the things you did not like?

- Would you like to participate in similar programs in the future?

- What topics and activities would you like to find in the future programs? (See Appendix C)

3.5 The proposed program

In the following section, lights are shed on the proposed program, its aims, objectives and strategies used in implementing it. Lights are also shed on the program's content, resources, materials, duration, procedures and activities.

3.5.1 The aims of the program

The proposed program aimed at:

1. Enhancing preparatory two students' critical reading skills and social skills in learning English as a foreign language.

2. Developing the preparatory two students' critical reading skills; namely, differentiating Fact from Opinion, anticipation, word reference, word knowledge, summarization, and connecting new knowledge to student's experience

3. Developing preparatory two students'social skills of active listening, dedication and commitment to the group, and showing respect through well behaving.

3.5.2 The objectives of the proposed program

After conducting the experiment of the study, the participants were expected to be more able to develop the target critical reading skills and social skills Thus, by the end of the program, the participants would be able to:

- discuss and define unfamiliar words,
- differentiate between fact and opinion,
- predict text events using previous knowledge and details in the text,
- use evidence in text to verify predictions,
- understand clues in the passage and use reference,
- ask relevant and focused questions to clarify understanding,
- respond to questions and discussion with relevant and focused comments,
- paraphrase and summarize information from the text,
- relate new learned information to previous experience,
- draw pictures to display understanding of texts.
- listen carefully to others,

- look into the eyes of the speaker,
- nod your head in agreement,
- Show interest in the topic,
- give and receive compliment,
- use positive language
- use formulaic English such as "Good idea, that's interesting, I agree….etc.
- saying please and ask politely

3.5.3 Strategies used

There was a variety of strategies used to enhance the anticipated social and critical reading skills. Students got involved in groups of six members each. These groups formed the Reading Circles. The reading circle strategy was the principal strategy used by students throughout the program. Students were assigned functional roles (6) and learning roles (6). The researcher sometimes used modeling and think aloud strategies to introduce new skills. Moreover, there were honor charts and ground rules posted on the classroom walls. Students also got involved actively in reading activities and performed together.

The program is divided into a teacher's manual, a student's handbook and a tool box.

At the end of the teacher manual there is a section for the work sheets, cards, forms, and charts to be used during the program. There is also a template included for lesson planning to be followed while implementing the program. It is called *"How to Present Sessions Template"* Instructional Plan See Table (8) *for* integrated skills.

Table   (8)   contains   the   steps   to   be   followed   while

presenting/practicing critical reading skills and social skills when they are integrated together especially on Thursdays. Thursday are dedicated for weekly presentations. Sometimes, due to regular course constrains, the researcher is obliged to concentrate on only one skill either social or critical reading which is determined by the topic presented and its suitability to be integrated with the intended program content. During these conditions the template is modified accordingly. For example, when a social skill is introduced separately a maximum of 20 minutes is dedicated to the whole session.

Table (8) How to Present Critical reading Skills &Social Skills Sessions Template.

Instructional Step	Topic	Remarks
	Session# No. & Title	
1	Objectives: Using reading Circles to introduce; Social Skill (s) Critical Reading Skill (s)	It is advised to concentrate on one skill from each type (a critical reading skill& a social skill
2	Revision of Previous Session	3 Minutes
3	Warm up Introduction to the new / Role or topic	3 Minutes
4	Material used: Worksheets from the tool box: Role Sheets (Cooperative Learning Functional Roles, Literature/ reading Circle Roles, Peer Assessment Chick list, Self Reflecting Tool) Reading Text from Student's Manual/ Teacher's Manual	Available in the Tool Box Section
5	Teacher Modeling targeted skill/ role	9 Minutes
6	Students' Practice & presentations	20 Minutes
7	Peer Assessment and comments on Presentations	5 Minutes
8	Self Reflection Tool	5 Minutes
9	Open Discussion & Closure	5 Minutes

3.6 Materials and resources

The materials of the program were developed using authentic materials/texts which were selected from different resources. These resources are as follows:

-English in Mind (Book3) for Preparatory 2
-David Copperfield by Charles Dickens Simplified for Preparatory 2
- Fables: five stories were selected. The stories are as follow:
    1. The Lion and the Mouse
    2. The Kid and the Wolf
    3. The Eagle and the Fox
    4. The Miser
    5. The Hen and the Golden Eggs
-Arabic (in English) Stories. The following five stories were selected:
    6. Nasreddin and the Beggar
    7. Nasreddin Goes Shopping
    8. Nasreddin and the Pot
    9. Nasreddin's Visitors
    10. Nasreddin and the Smell of Soup
- Bed time Stories: Six stories were selected. They are as follow:
    11. The Big Match
    12. Jamima the Nosy Giraffe
    13. The Respectful Prince and the Dwarves
    14.The Tree and the Vegetables
    15. The Original of Happiness
    16. The Boy Who Made a Country Smile.
-Hello! English for Preparatory 2
    17. Unit 13 Danger in the Sea, part 1
    18. Unit 14 Danger in the Sea, part 2
    19. Unit 15 Changing Lives
    20. Unit 16 The Story of Charles Babbage
    21. Unit 17 Sports time
-Esteem Builders
-Character Builders (Respect for Self and Others)

The researcher selected new and unseen passages to attract students

and challenge their abilities besides giving them familiar passages from their syllabus. The texts which were selected were expository and narrative in order to be suitable for the nature of reading circles.

3.6.1 Selection of passages

The passages were selected in light of the following criteria

1. The selected critical reading skills
2. The selected social skills
3. The nature of reading circles
4. Linguistic difficulty and length.
5. Very few unknown words per page.

3.6.2 Resources

- Multiple copies of the Student's Manual. (It is called "Respect Building Notebook"
- Teacher's Manual
- Reading Circle Role Sheets
- Self-Reflection Worksheet.
- Charts of (Honor- Group Names & Roles- Ground rules)

    For more information see Appendix E

3.7 Content, Learning/ teaching strategies and activities

The program consisted of four main phases based on different topics which are suitable for preparatory two graders. The first phase concentrated on establishing Classroom ground rules, nature and roles of cooperative learning as a base for reading circles. This phase lasted for two weeks at the beginning of the school year. The researcher introduced the administrative [functional] cooperative roles to establish order and

organization of the classroom setting. The roles were as follow: the group leader, the store keeper, the time keeper, the checker, the scribe/ recorder and the reporter/ spokesperson. The second phase concentrated on the Reading Circles Roles. Six roles were selected. The selected roles were as follows: the discussion director and was assigned to the group leader. The second role was the word finder and was assigned to the time keeper. The summarizer and was assigned to the reporter/ spokesperson. The checker and was assigned to the person who participated as a checker in the administrative roles. The creative artist and this role was assigned to the store keeper. Finally the connector and was assigned to the recorder. The roles were introduced one role per session followed by other session(s) for further practice with a critical reading skill associated with it. (See different roles Table (9), and description of roles, Tool Box Section of the program Appendix E). This phase is presented in Unit 2 and took about three weeks.

The third phase of the program concentrated on student's social skills to be improved. Each social skill session took about 20 minutes to teach every English period (the English period was 90 minutes). This phase was covered mainly in Units 3 and 4 of the program. The fourth phase was dedicated to practicing reading circles with concentration on both critical reading skills and social skills. At the beginning of the program, while circles are in process students are assigned to same passageswith different roles.After that they were assigned to different passages with different roles. Their social behavior was being monitored during the process. Reflection sessions and positive commentary were followed after each presentation. The fourth phase was the longest of the program as the researcher integrated the program with the course books' materials and made use of the school syllabus to find opportunities for

students to practice the targeted skills in the program. This meant that every possible lesson that could be taught through using reading circles strategy was taught through it.

The reading circle had three major phases: the planning phase and the implementation one, and the reflective one. In the planning phase, the researcher considered the students (especially anything that might influence the students' success or failure in reading a particular selection), the text (including such features as themes, vocabulary and any potential difficult or engaging topics), and the purpose (s) for reading. The implementation phase of reading circle had three components: pre reading, during reading and post reading activities. Based on the teacher's consideration of the elements in the planning phase (the students, the text and the purpose (s) of reading), the teacher selected pre, during, and post reading activities that helped the students better understand the text and achieve the purpose set for reading it.

Pre-reading activities for reading circle included such general categories as relating the reading to students' lives, pre-teaching vocabulary and anticipation. During-reading activities included such activities as supported reading and silent reading. Finally, post reading options included graphic and artistic activities, questioning, discussion, and other activities that helped give closure to the reading experience. By choosing activities that would enhance students' experience with the text, students were led to better understanding of the text, learnt from it, achieved the purposes for reading it and appreciated it. Sessions throughout the week were implemented using reading circles strategy if the content of the lesson is served the program. This happened when the researcher taught " David Copperfield" for example or when exercises from the text books supported the skills being investigated. There were 16

topics in the program outside the course books. They were all short stories and helped as additional reading material.

3.8 Duration of the proposed program

The experiment lasted 30 weeks during the school year 2012 / 20103. It started on September 25th, 2012 and ended in April, 2013. The program was taught by the researcher himself in Sohag Experimental Language School. The researcher used to meet the students five days a week according to his timetable – Every unit took about four weeks to be taught. The time allocated for English was 90 minutes every day with total of 450 minutes per week. Every Thursday was dedicated to the program and students' presentations. The program lasted for 40 hours in total. About 90 minutes were dedicated for the program's implementation every week.

3.9 Procedures

Instructional procedures

To achieve the program objectives, the coming procedures were followed:

A- Introduction

- At the beginning of every unit, the researcher introduced the unit and its aims to the students.
- Units varied in sequence and time according to the school year variables, nature of units and students' readiness. For example unit one was introduced in two successive weeks.
- Students kept practicing the cooperative and administrative roles throughout the classroom English activities.
- Program's activities were integrated with the regular teaching process as well as the program.
- Unit two was introduced after that also in two successive weeks.

- The members of groups were met separately according to their roles to assure that they understood the roles thoroughly and could implement them accurately.
- The meetings were held during the break time.
- Unit two was also integrated with the regular teaching and the cooperative roles.
- It was mainly applied to the novel of Charles Dickens ' David Copperfield" (See sample of the chapters, Appendix E).
- Units three and four of the program were dedicated to the introduction and practice of the social skills.
- Unit three consisted of 12 sessions and unit four consisted of seven sessions.
- The sessions were introduced in the form of a daily 15 : 20 minute session.
- Every day a new concept was introduced and modeled by the researcher. Students then practiced it.
- After that students performed a task related to this skill either at school or at home.
- Unit five of the program contained the reading passages used in the program.
- Therewere 43 different passages.
- The passages which were selected from the text books are studied by all students. (no =30). There are other passages for groups to select from (no = 16)

B- The researcher stated the objectives of every session.

C- Warm up

The researcher made appropriate warm up using various techniques such as reviewing roles, definitions and other techniques. Warm up activities were used in a pre-reading stage in this program.

D- **Presentation**

The presentation steps of each session followed the following pattern:

1. During the first month of program application students were introduced to and practiced the six social roles for two weeks.

2. Administrative roles were assigned to students and were divided into seven heterogeneous groups. As classrooms were separated according to gender, there were four boy groups and three girl groups.

3. From the third week of program's implementation, the reading roles were introduced and practiced for two weeks.

4. From the beginning of the second month, groups were established and started performing the tasks. Every group included 12 roles, six social roles and six reading roles. The social roles included a group leader, a spokesperson, a time keeper, a store keeper, a checker, and a recorder. The members of each group work and interact with each other in most of the activities.

5. The reading roles for the group members included DD (discussion Director), WW (word wizard), C A (creative artist), S C (story connector), S S (story summarizer)and C (Checker). See Table (9)

Table (9) Group names &members' roles.

Group Name	Members	Reading Roles	Social Roles	Slogan
		Discussion Director	Group Leader	It differed from one group to another
		Word Wizard	Time Keeper	
		Creative Artist	Store Keeper	
		Summarizer	Reporter/Spokesperson	
		Connector	Scribe/ Recorder	
		Checker	Checker	

6. Every group began to interact with pre-reading activities to recall their background knowledge and learn about the objectives of the lesson.

7. Then, the students were asked to carry out the procedures during reading stage which was in the form of silent reading/ group reading of certain passages and doing certain tasks related to the activities of the lesson.

8. After reading students present their findings as a team according to their assigned roles. (See Reading Circles Role Sheet in the Tool Box Section Appendix E).This stage was related strongly to the previous activities.

9. After the students evaluated their own abilities, they began to make a sort of self-assessment through engaging in reflection worksheets. Reflection worksheets were very important to both researcher and students as they clarified and exposed the difficulties the researcher and the students faced during the sessions. See Table

   (8) for program teaching's plan.

10. Each group kept a porto-folio which contained a copy of the group performance and work.

11. Each member of the groups kept a copy of the Respect Building note book to register the progress of their social skills.

12. Weekly meetings were held with the group leaders to distribute the selected passages to be prepared for Thursday presentations. In the following lines the roles of the teacher and students are presented.

3.10 The role of the teacher

- Introducing activities and concepts

- Modeling new skills

- Monitoring student's practice and performance

- Offering support and feedback

- Photocopying and preparing materials

3.11 The role of students

Besides traditional roles, students performed the following:

- Reading assigned passages
- Performing assigned tasks
- Working in groups
- Reflecting on their own performance

After mentioning the instructional procedures and the roles of the teacher and students, it is important to talk about the assessment methods used in this program.

3.12 Assessment Methods

There were different methods of assessment used in this study. A formative evaluation or an ongoing assessment was a continuous process during the period of application. It was conducted for the purposes of assisting the students' progress and providing feedback on their performance. This was achieved by giving the participants different reflection worksheets, exercises, oral questions, assignments and cards.

At the same time, the researcher used presentation and reflection sessions as a form of qualitative phase of the study to collect data regarding the nature of critical reading skills and social skills.

The objectives of the Social Skills were also realized through the activities of the program. There were reflection forms used by students. The checker (C) of each group commented and took notes of his/ her group members' performance. The researcher took anecdotal notes of students' interaction and performance regarding the studied sub skills. Students' responses to the social skills questionnaire was also an indication of the improvement of their understanding and awareness of

the targeted social skills.

On the other hand, summative assessment was used at the end of this program for the purpose of evaluating students' progress through administering the critical reading skills post-test and the post social skills questionnaire to the study group.

3.13 Conclusion

The present chapter dealt with the design and subjects of the study. It also illustrated the instruments used in the study. The chapter shed light on the material used, the role of the teacher and the role of the students. It finally illustrated the assessment methods used in the program. In the next chapter, the statistical analysis of the data obtained will be discussed. In addition, a qualitative analysis is provided to depict a clear picture and give insights of the findings of the study.

Chapter Three

Research Method and Procedures

Chapter Three
Research Method and Procedures

This chapter describes the research method. It includes the quantitative and the qualitative phase of the study. It, also, sheds light on the study participants and instruments. In addition, it illuminates the data collection procedures. It provides a detailed description of the steps followed by the researcher. The following points will be discussed:

1. Design of the study
2. Variables of the study
3. Participants of the study
4. Instruments of the study
5. The proposed program

3.1. Design of the study

The present study made use of the quasi-experimental one group pre-post test design. It aimed at investigating the effectiveness of the proposed program based on using reading circles in developing some critical reading skills and social skills of the study participants. Two classes(one for boys and one for girls) were selected at random in order to represent the study group. The students received the instruction through the proposed program. A pre-post test and questionnaire were administered to the participants.

3.2. Variables of the study

In this present study there is one independent variable and two dependent ones. They are as follow:

1- The independent variable

It is a suggested training program based on reading circles strategy.

2- The dependent variables

    a) developing some EFL critical reading skills.

    b) developing social skills.

3-3 Participants of this study

The number of participants who attended was(44) 2nd preparatory grade students in an experimental school in Sohag governorate called Sohag Experimental language school. The participants were selected randomly from the academic year 2012/2013. They were assigned into one group of boys and girls. The group consisted of 22 boys and 22 girls. The age of those students ranged from 13-14 years. The following table provides data about the participants:

Table (2)The characteristics of the participants

Group	Year	Type	Sex	Age	Number
One	Second year preparatory	Experimental	Male	13-14	**22**
			female		22

3.4 Instruments of the study

The present study utilized the following instruments:

    1- A Critical reading skills test (CRST)

    2- A Social skills Questionnaire (SSQ)

    3- A Student's reflection log

3.4.1 Pre-post critical reading skills test

The researcher developed a critical reading skills test (CRST). The test was used as a pre-post instrument to assess the critical reading skills of students before and after administering the proposed program and consequently, to investigate the effectiveness of the program.

3.4.1.1 Test construction

The test was constructed in light of the following procedures:

1. Reviewing previous studies concerned with language tests, especially those that are concerned with the topic of how to develop critical reading skills

2. Identifying the critical reading skills to be measured in the final version of the critical reading skills test.

3. Examining the student's book content to identify the learning objectives to be measured.

4. Reviewing the Ministry of Education Circulation concerning the aims of teaching English as a foreign language for the preparatory stage.

5. Reviewing the NAQAAE standards for teaching English as a foreign language in the preparatory stage.

6. Transferring test objectives into test items.

7. Submitting the test to a panel of jury to establish its validity.

8. Establishing the test statistic reliability and validity

3.4.1.2 Test aims

▪ To measure the preparatory two graders level in the selected critical reading skills which were selected by the jury.

▪ To draw a true image of the practical use of the selected critical reading skills.

3.4.1.3 Description of the critical reading skills test

The critical reading skills test included five dimensions; the first dimension included six statements which measured student's ability to differentiate fact from opinion. The second dimension measured the skill

of anticipation. It included three statements in the form of (MCQ). The third dimension had six statements to test student's word knowledge in the form of MCQ. The fourth dimension included five statements which tested student's understanding of vocabulary reference. They were in the form of MCQ. Dimensions five (a) and five (b) came in the form of comprehension passages. Each passage was followed by seven questions. The questions tested the following skills: Identifying the topic sentence, Giving title to a passage, Summarizing the main ideas of the text, Connecting incidents to previous knowledge, Word knowledge, Recognizing Fact / Opinion and Pronoun Reference.

Table (3) Specifications of the Critical Reading Skills Pre / Post Test

Question	Measured Skill	Mark
I (1-6)	Differentiating Fact from Opinion	6
II (7-9)	Anticipation	3
III (10-15)	Word knowledge	6
IV (16-20)	Pronoun Reference.	5
V-a (21-27)	(Overall Skills) Identifying the topic sentence, Giving title to a passage, Summarizing the main ideas of the text, Connecting to previous knowledge, Word knowledge, Recognizing Fact from Opinion and Pronoun Reference.	7
V-b (28-34)		7
Total		**34**

(See Appendix C)

3.4.1.4 Content validity of the test

To measure the test content validity, the first version of the test was submitted to fifteen TEFL specialists to evaluate the test in terms of (a) number of questions and appropriateness to the chosen skills, (b) suitability of the test to the second preparatory graders, and (c) suitability of the test to measure the intended skills. Jury suggestions were taken seriously into consideration and modifications were done accordingly.

After the modifications were made, the test proved to be mostly a valid one, as it proved to measure what it was intended to measure as stated by the jury. Some of the most prominent modifications suggested by the panel jury were as follow:

- Adding additional reading passage to the test as one passage was not enough.

- In the first passage students were asked to guess the meaning of "indispensable" but it was replaced by another simpler word to be tested "gradually".

- In the first passage also question No. 27 was stated directly as open ended question ' Find one fact in the passage". It was changed into a MCQ as follows:

27- To play a proper team game, the most important thing is...

   a) being on your own   b) cooperation   c) arguing

Reliability of the test

The test retest method was used to determine the reliability of the test. The test was administered to 15 students and was readministered by an interval of fifteen days to the same group. Using the Cronbach's Alpha Formula, reliability obtained was 0.865. The test proved to be reliable for administration, (See Table 4)

Table (4) CRST reliability and significance according to Cronbach's Alpha Formula

Test Dimensions	Reliability	Validity
Fact Versus Opinion	0.682	0.826
Anticipation	0.740	0.860
Word Knowledge	0.724	0.851
Pronoun Reference	0.820	0.906
Overall Skills (a)	0.731	0.855
Overall Skills (b)	0.767	0.876
Test as a whole	0.865	0.930

3.4.1.5 Timing of the test

During the pilot administration of the test, the time taken by the first student was calculated to the time spent by the last one and divided by 2

$$\frac{\text{The time taken by the fastest student + the time of the slowest student}}{2}$$

$$\frac{40 + 60}{2} = 50 \text{ minutes}$$

3.4.1.6 Test administration

The researcher explained the purpose of the test and its content to the students before the test. The students were informed that the test contained six dimensions with 34 statements measuring critical reading skills. The researcher assured that the students' responses would not affect their academic assessment or year work in any way.The pre-test was administered to the group. It was administered on the 9th of October 2012. The post-test was administered on the 24th of March 2013. The conditions of the post test were the same as those of the pre-test in terms of place and time.

3.4.1.7 Scoring the test

The final version of the test contained four groups of MCQ and two different passages at nearly the same level of difficulty and length. Every passage was followed by a number of questions (M.C.Q and open ended items) to measure the selected critical reading skills, namely, differentiating fact from opinion, anticipation, reference, word knowledge, summarization, connecting to previous knowledge and experience. The total number of questions in the test was thirty four. The questions in the test were relatively presented according to the degree of difficulty, so they ranged from easy to more difficult, starting with

multiple choice and moving to open-ended questions. Every skill was measured two times one separately in MCQ and collectively in the questions about each of the two passages.

Number and types of questions allocated for each passage were as follows:

Passage 1: was followed by 7 questions, 3 M.C.Q and 4 open-ended questions.

Passage 2: was followed by 7 questions, 2 M.C.Q and 5 open-ended questions.

The test which covered all the selected critical reading skills was evaluated as follows:

6 Marks for differentiating fact from opinion skill

3 Marks for anticipation skill

6 Marks for pronoun reference skill

5 Marks for word knowledge skills

14 Marks for overall skills

So, the total score of the test was 34 marks. The following table (Table 5) clarifies test specifications:

Table (5) Critical Reading Skills' Test Specifications

Critical Reading Skills	Types of questions		Mark
	M.C.Q	Open ended questions	
1- Fact Versus Opinion			
a) Recognizing fact	3		3
b) Recognizing opinion	3		3
2- Anticipation			
a) Predicting coming events	3		3
3- Word knowledge	6		6
4- Pronoun Reference	5		5
5- Overall skills:			
Summarization			
a) Identifying the topic sentence		1	1
b) Giving title to a passage		1	1
c) Summarizing the main		1	1
Connecting incidents		1	1
Word knowledge	2		2
Recognizing Fact	1		1
6- Overall skills:			
Summarization			
a) Identifying the topic sentence		1	1
b) Giving a title to the story		1	1
c) Summarizing the main ideas		1	1
Connecting incidents to		1	1
Word knowledge	1		1
Pronoun Reference	1		1
Recognizing Fact		1	1
The test total score = 34			

3.4.2 Description of the social skills questionnaire

The social skills questionnaire included four main skills, active listening (4 statements from 1 to 4), dedication and commitment to the group (8 statements from 5 to 12), disrespectful behavior (9 statements from 13 to 21), and respectful behavior (9 statements from 22 to 30).The statements had three levels of expressing opinion. The first level is (agree). The second level is (don't know). The third level is (don't agree). Table (6) shows the specifications of the social skills questionnaire.

Table (6) Specifications of the Social Skills Questionnaire

Item	Measured Skill	Mark
(1-4)	Active Listening	12
(5- 12)	Dedication and commitment to the group	24
(13-21)	Disrespectful behavior	27
(22- 30)	Respectful behavior & giving and receiving praising and compliment	27
Total		**90**

(See Appendix C)

3.4.2.1 Validity of the social skills questionnaire (SSQ)

To validate the developed social skills questionnaire, the questionnaire was submitted to a panel of jury specialized in the field of EFL curriculum and methods of teaching to determine:

a) The degree of importance of each skill.

b) Appropriateness of the skills suggested to Egyptian students at the second year preparatory stage.

c) The relationship of each sub-skill to its main domain.

The panel of the jury members (a total of fifteen) consisted of TEFL specialists (n=5), a group of TEFL supervisors (n=4) and TEFL teachers (n=6). Moreover, the members were requested to modify, omit and/or add to the critical reading skills test and social skills questionnaire whatever they considered important.

In light of the jury members' opinions, some modifications were followed to finalize the questionnaire. Some of the most prominent modifications suggested by the panel jury were as follows:

There were four scales in the first form of the questionnaire varied from "strongly agree", "agree", "don't agree", "strongly disagree". The jury suggested 3 degrees of scaling: "agree", "don't know", "don't agree" to be easier for young learners to decide.

The number of statements in the first form was 25 and was increased to 30 in the final form. The previous modifications led to the final version of the social skills questionnaire. (See Appendix C).

3.4.2.2 Questionnaire's reliability

The test- retest method was used to establish the reliability of the questionnaire. The questionnaire was administered to 15 students and readministered to the same group two weeks later. Then, the Cronbach's alpha correlation coefficient was estimated.

Table (7) Questionnaire's reliability and validity

Questionnaire Dimensions	Reliability	Face Validity
Active Listening	0.723	0.850
Dedication & Commitment to Group	0.810	0.90
Disrespectful Behavior	0.803	0.896
Respectful Behavior	0.830	0.911
Questionnaire as a whole	0.792	0.889

The reliability coefficient was 0.792 which is relatively high.

Therefore, the Questionnaire proved to be a reliable tool for the purpose of the present study.

3.4.2.3 Timing of the questionnaire

During its pilot administration of the questionnaire, the time taken by the fastest student was added to the time taken by the slowest student and divided by 2. The suitable time to finish the questionnaire was 15 minutes.

The time taken by the fastest student + the time of the slowest student

$$\frac{10 + 20}{2} = 15 \text{ minutes}$$

3.4.2.4 Scoring of the social skills questionnaire

The final version of the social skills questionnaire included four main skills, active listening (4 statements from 1 to 4), dedication and commitment to the group (8 statements from 5 to 12), disrespectful behavior (9 statements from 13 to 21), and respectful behavior (9 statements from 22 to 30).The statements had three levels of expressing opinion. The first level is (agree). The second level is (don't know). The third level is (don't agree). The " agree" statements took 3 marks each except for statements (13- 21) which took 1 mark each. The "don't know/ neutral" statements took 2 marks each. The "don't agree" statements took 1 mark each except for statements (13-21) which took 3 marks each. Scoring was in light of the following criteria:

1- The highest mark (3) was given to the positive behavior.

2- The medium mark (2) was given to the neutral response.

3- The lowest mark (1) was given to the unacceptable and disrespectful behavior. (See Appendix C)

3.4.2.5 Questionnaire's administration

The researcher explained the purpose of the questionnaire and its content to the students before the implementation. The students were informed that the questionnaire contained four dimensions with 30 statements measuring social skills. Each student responded to the statement which is most appropriate for him/ her. The researcher assured that the students' responses would not affect their academic assessment or year work in any way.

The pre program questionnaire was administered to the group on the 9th of October 2012. The post-test was administered on the 24th of March 2013. The conditions of the post program questionnaire were the same as those of the pre program questionnaire in terms of place and time.

3.4.3 The reflection forms

Three different reflection forms were used by participants in this study. The formswere designed in a friendly way. The first form is designed to be used individually. Each student wrote his/ her name and the date on top of the form. He / she wrote what he/she thought about the topic presented. The second part of the form carried emoticons which meant they liked the topic very much, they didn't like it at all, or they were neutral. This form consisted of two items as follow:

- What I think?

- How I feel?   (See Appendix C)

The second form was designed as a group reflection at the end of each session. Each group wrote its name , members' names and the date. Students registered what they liked best. They also wrote what they did not like and their suggestions for the following session. This form

consisted of three items as follow:

- The best things we liked.

- The things we didn't like.

- Next time we will change/ do differently. (See Appendix C)

The third reflection form was used at the end of the program. Students reflected what they liked and what they benefited from participation in the program. It also asked students about what they did not like. It asked students if they would like to participate in similar programs in the future and what topics/ activities they would like to find in these programs. The form was designed to be answered individually. It required five pieces of information as follow:

- What are the best things you learned from participation in the current program?

- What are the things you like best?

- What are the things you did not like?

- Would you like to participate in similar programs in the future?

- What topics and activities would you like to find in the future programs? (See Appendix C)

3.5 The proposed program

In the following section, lights are shed on the proposed program, its aims, objectives and strategies used in implementing it. Lights are also shed on the program's content, resources, materials, duration, procedures and activities.

3.5.1 The aims of the program

The proposed program aimed at:

1. Enhancing preparatory two students' critical reading skills and social skills in learning English as a foreign language.
2. Developing the preparatory two students' critical reading skills; namely, differentiating Fact from Opinion, anticipation, word reference, word knowledge, summarization, and connecting new knowledge to student's experience
3. Developing preparatory two students'social skills of active listening, dedication and commitment to the group, and showing respect through well behaving.

3.5.2 The objectives of the proposed program

After conducting the experiment of the study, the participants were expected to be more able to develop the target critical reading skills and social skills Thus, by the end of the program, the participants would be able to:

- discuss and define unfamiliar words,
- differentiate between fact and opinion,
- predict text events using previous knowledge and details in the text,
- use evidence in text to verify predictions,
- understand clues in the passage and use reference,
- ask relevant and focused questions to clarify understanding,
- respond to questions and discussion with relevant and focused comments,
- paraphrase and summarize information from the text,
- relate new learned information to previous experience,
- draw pictures to display understanding of texts.
- listen carefully to others,

- look into the eyes of the speaker,
- nod your head in agreement,
- Show interest in the topic,
- give and receive compliment,
- use positive language
- use formulaic English such as "Good idea, that's interesting, I agree….etc.
- saying please and ask politely

3.5.3 Strategies used

There was a variety of strategies used to enhance the anticipated social and critical reading skills. Students got involved in groups of six members each. These groups formed the Reading Circles. The reading circle strategy was the principal strategy used by students throughout the program. Students were assigned functional roles (6) and learning roles (6). The researcher sometimes used modeling and think aloud strategies to introduce new skills. Moreover, there were honor charts and ground rules posted on the classroom walls. Students also got involved actively in reading activities and performed together.

The program is divided into a teacher's manual, a student's handbook and a tool box.

At the end of the teacher manual there is a section for the work sheets, cards, forms, and charts to be used during the program. There is also a template included for lesson planning to be followed while implementing the program. It is called *"How to Present Sessions Template"* Instructional Plan See Table (8) *for* integrated skills.

Table (8) contains the steps to be followed while

presenting/practicing critical reading skills and social skills when they are integrated together especially on Thursdays. Thursday are dedicated for weekly presentations. Sometimes, due to regular course constrains, the researcher is obliged to concentrate on only one skill either social or critical reading which is determined by the topic presented and its suitability to be integrated with the intended program content. During these conditions the template is modified accordingly. For example, when a social skill is introduced separately a maximum of 20 minutes is dedicated to the whole session.

Table (8) How to Present Critical reading Skills &Social Skills Sessions Template.

Instructional Step	Topic	Remarks
	Session# No. & Title	
1	Objectives: Using reading Circles to introduce; Social Skill (s) Critical Reading Skill (s)	It is advised to concentrate on one skill from each type (a critical reading skill& a social skill
2	Revision of Previous Session	3 Minutes
3	Warm up Introduction to the new / Role or topic	3 Minutes
4	Material used: Worksheets from the tool box: Role Sheets (Cooperative Learning Functional Roles, Literature/ reading Circle Roles, Peer Assessment Chick list, Self Reflecting Tool) Reading Text from Student's Manual/ Teacher's Manual	Available in the Tool Box Section
5	Teacher Modeling targeted skill/ role	9 Minutes
6	Students' Practice & presentations	20 Minutes
7	Peer Assessment and comments on Presentations	5 Minutes
8	Self Reflection Tool	5 Minutes
9	Open Discussion & Closure	5 Minutes

3.6 Materials and resources

The materials of the program were developed using authentic materials/texts which were selected from different resources. These resources are as follows:

-English in Mind (Book3) for Preparatory 2
-David Copperfield by Charles Dickens Simplified for Preparatory 2
- Fables: five stories were selected. The stories are as follow:
    1. The Lion and the Mouse
    2. The Kid and the Wolf
    3. The Eagle and the Fox
    4. The Miser
    5. The Hen and the Golden Eggs
-Arabic (in English) Stories. The following five stories were selected:
    6. Nasreddin and the Beggar
    7. Nasreddin Goes Shopping
    8. Nasreddin and the Pot
    9. Nasreddin's Visitors
    10. Nasreddin and the Smell of Soup
- Bed time Stories: Six stories were selected. They are as follow:
    11. The Big Match
    12. Jamima the Nosy Giraffe
    13. The Respectful Prince and the Dwarves
    14.The Tree and the Vegetables
    15. The Original of Happiness
    16. The Boy Who Made a Country Smile.
-Hello! English for Preparatory 2
    17. Unit 13 Danger in the Sea, part 1
    18. Unit 14 Danger in the Sea, part 2
    19. Unit 15 Changing Lives
    20. Unit 16 The Story of Charles Babbage
    21. Unit 17 Sports time
-Esteem Builders
-Character Builders (Respect for Self and Others)

The researcher selected new and unseen passages to attract students

and challenge their abilities besides giving them familiar passages from their syllabus. The texts which were selected were expository and narrative in order to be suitable for the nature of reading circles.

3.6.1 Selection of passages

The passages were selected in light of the following criteria

1. The selected critical reading skills
2. The selected social skills
3. The nature of reading circles
4. Linguistic difficulty and length.
5. Very few unknown words per page.

3.6.2 Resources

- Multiple copies of the Student's Manual. (It is called "Respect Building Notebook"
- Teacher's Manual
- Reading Circle Role Sheets
- Self-Reflection Worksheet.
- Charts of (Honor- Group Names & Roles- Ground rules)

  For more information see Appendix E

3.7 Content, Learning/ teaching strategies and activities

The program consisted of four main phases based on different topics which are suitable for preparatory two graders. The first phase concentrated on establishing Classroom ground rules, nature and roles of cooperative learning as a base for reading circles. This phase lasted for two weeks at the beginning of the school year. The researcher introduced the administrative [functional] cooperative roles to establish order and

organization of the classroom setting. The roles were as follow: the group leader, the store keeper, the time keeper, the checker, the scribe/ recorder and the reporter/ spokesperson. The second phase concentrated on the Reading Circles Roles. Six roles were selected. The selected roles were as follows: the discussion director and was assigned to the group leader. The second role was the word finder and was assigned to the time keeper. The summarizer and was assigned to the reporter/ spokesperson. The checker and was assigned to the person who participated as a checker in the administrative roles. The creative artist and this role was assigned to the store keeper. Finally the connector and was assigned to the recorder. The roles were introduced one role per session followed by other session(s) for further practice with a critical reading skill associated with it. (See different roles Table (9), and description of roles, Tool Box Section of the program Appendix E). This phase is presented in Unit 2 and took about three weeks.

The third phase of the program concentrated on student's social skills to be improved. Each social skill session took about 20 minutes to teach every English period (the English period was 90 minutes). This phase was covered mainly in Units 3 and 4 of the program. The fourth phase was dedicated to practicing reading circles with concentration on both critical reading skills and social skills. At the beginning of the program, while circles are in process students are assigned to same passageswith different roles.After that they were assigned to different passages with different roles. Their social behavior was being monitored during the process. Reflection sessions and positive commentary were followed after each presentation. The fourth phase was the longest of the program as the researcher integrated the program with the course books' materials and made use of the school syllabus to find opportunities for

students to practice the targeted skills in the program. This meant that every possible lesson that could be taught through using reading circles strategy was taught through it.

The reading circle had three major phases: the planning phase and the implementation one, and the reflective one. In the planning phase, the researcher considered the students (especially anything that might influence the students' success or failure in reading a particular selection), the text (including such features as themes, vocabulary and any potential difficult or engaging topics), and the purpose (s) for reading. The implementation phase of reading circle had three components: pre reading, during reading and post reading activities. Based on the teacher's consideration of the elements in the planning phase (the students, the text and the purpose (s) of reading), the teacher selected pre, during, and post reading activities that helped the students better understand the text and achieve the purpose set for reading it.

Pre-reading activities for reading circle included such general categories as relating the reading to students' lives, pre-teaching vocabulary and anticipation. During-reading activities included such activities as supported reading and silent reading. Finally, post reading options included graphic and artistic activities, questioning, discussion, and other activities that helped give closure to the reading experience. By choosing activities that would enhance students' experience with the text, students were led to better understanding of the text, learnt from it, achieved the purposes for reading it and appreciated it. Sessions throughout the week were implemented using reading circles strategy if the content of the lesson is served the program. This happened when the researcher taught " David Copperfield" for example or when exercises from the text books supported the skills being investigated. There were 16

topics in the program outside the course books. They were all short stories and helped as additional reading material.

3.8 Duration of the proposed program

The experiment lasted 30 weeks during the school year 2012 / 20103. It started on September 25th, 2012 and ended in April, 2013. The program was taught by the researcher himself in Sohag Experimental Language School. The researcher used to meet the students five days a week according to his timetable – Every unit took about four weeks to be taught. The time allocated for English was 90 minutes every day with total of 450 minutes per week. Every Thursday was dedicated to the program and students' presentations. The program lasted for 40 hours in total. About 90 minutes were dedicated for the program's implementation every week.

3.9 Procedures

Instructional procedures

To achieve the program objectives, the coming procedures were followed:

A- Introduction

- At the beginning of every unit, the researcher introduced the unit and its aims to the students.
- Units varied in sequence and time according to the school year variables, nature of units and students' readiness. For example unit one was introduced in two successive weeks.
- Students kept practicing the cooperative and administrative roles throughout the classroom English activities.
- Program's activities were integrated with the regular teaching process as well as the program.
- Unit two was introduced after that also in two successive weeks.

- The members of groups were met separately according to their roles to assure that they understood the roles thoroughly and could implement them accurately.
- The meetings were held during the break time.
- Unit two was also integrated with the regular teaching and the cooperative roles.
- It was mainly applied to the novel of Charles Dickens ' David Copperfield" (See sample of the chapters, Appendix E).
- Units three and four of the program were dedicated to the introduction and practice of the social skills.
- Unit three consisted of 12 sessions and unit four consisted of seven sessions.
- The sessions were introduced in the form of a daily 15 : 20 minute session.
- Every day a new concept was introduced and modeled by the researcher. Students then practiced it.
- After that students performed a task related to this skill either at school or at home.
- Unit five of the program contained the reading passages used in the program.
- Therewere 43 different passages.
- The passages which were selected from the text books are studied by all students. (no =30). There are other passages for groups to select from (no = 16)

B- The researcher stated the objectives of every session.

C- Warm up

The researcher made appropriate warm up using various techniques such as reviewing roles, definitions and other techniques. Warm up activities were used in a pre-reading stage in this program.

D- Presentation

The presentation steps of each session followed the following pattern:

1. During the first month of program application students were introduced to and practiced the six social roles for two weeks.

2. Administrative roles were assigned to students and were divided into seven heterogeneous groups. As classrooms were separated according to gender, there were four boy groups and three girl groups.

3. From the third week of program's implementation, the reading roles were introduced and practiced for two weeks.

4. From the beginning of the second month, groups were established and started performing the tasks. Every group included 12 roles, six social roles and six reading roles. The social roles included a group leader, a spokesperson, a time keeper, a store keeper, a checker, and a recorder. The members of each group work and interact with each other in most of the activities.

5. The reading roles for the group members included DD (discussion Director), WW (word wizard), C A (creative artist), S C (story connector), S S (story summarizer)and C (Checker). See Table (9)

Table (9) Group names &members' roles.

Group Name	Members	Reading Roles	Social Roles	Slogan
		Discussion Director	Group Leader	It differed from one group to another
		Word Wizard	Time Keeper	
		Creative Artist	Store Keeper	
		Summarizer	Reporter/Spokesperson	
		Connector	Scribe/ Recorder	
		Checker	Checker	

6. Every group began to interact with pre-reading activities to recall their background knowledge and learn about the objectives of the lesson.

7. Then, the students were asked to carry out the procedures during reading stage which was in the form of silent reading/ group reading of certain passages and doing certain tasks related to the activities of the lesson.

8. After reading students present their findings as a team according to their assigned roles. (See Reading Circles Role Sheet in the Tool Box Section Appendix E).This stage was related strongly to the previous activities.

9. After the students evaluated their own abilities, they began to make a sort of self-assessment through engaging in reflection worksheets. Reflection worksheets were very important to both researcher and students as they clarified and exposed the difficulties the researcher and the students faced during the sessions. See Table
   (8) for program teaching's plan.

10. Each group kept a porto-folio which contained a copy of the group performance and work.

11. Each member of the groups kept a copy of the Respect Building note book to register the progress of their social skills.

12. Weekly meetings were held with the group leaders to distribute the selected passages to be prepared for Thursday presentations. In the following lines the roles of the teacher and students are presented.

3.10 The role of the teacher

- Introducing activities and concepts

- Modeling new skills

- Monitoring student's practice and performance

- Offering support and feedback

- Photocopying and preparing materials

3.11 The role of students

Besides traditional roles, students performed the following:

- Reading assigned passages
- Performing assigned tasks
- Working in groups
- Reflecting on their own performance

After mentioning the instructional procedures and the roles of the teacher and students, it is important to talk about the assessment methods used in this program.

3.12 Assessment Methods

There were different methods of assessment used in this study. A formative evaluation or an ongoing assessment was a continuous process during the period of application. It was conducted for the purposes of assisting the students' progress and providing feedback on their performance. This was achieved by giving the participants different reflection worksheets, exercises, oral questions, assignments and cards.

At the same time, the researcher used presentation and reflection sessions as a form of qualitative phase of the study to collect data regarding the nature of critical reading skills and social skills.

The objectives of the Social Skills were also realized through the activities of the program. There were reflection forms used by students. The checker (C) of each group commented and took notes of his/ her group members' performance. The researcher took anecdotal notes of students' interaction and performance regarding the studied sub skills. Students' responses to the social skills questionnaire was also an indication of the improvement of their understanding and awareness of

the targeted social skills.

On the other hand, summative assessment was used at the end of this program for the purpose of evaluating students' progress through administering the critical reading skills post-test and the post social skills questionnaire to the study group.

3.13 Conclusion

The present chapter dealt with the design and subjects of the study. It also illustrated the instruments used in the study. The chapter shed light on the material used, the role of the teacher and the role of the students. It finally illustrated the assessment methods used in the program. In the next chapter, the statistical analysis of the data obtained will be discussed. In addition, a qualitative analysis is provided to depict a clear picture and give insights of the findings of the study.

Chapter Four

Results and Discussion

Chapter Four

Results and Discussion

This chapter focuses on the statistical analysis of the data, the results, and a discussion of these results. The first section records the results and the statistical treatment used in order to examine the hypotheses of the study. The second section includes a discussion of the quantitative results of the study and the qualitative ones as well. In this study, the SPSS (Statistical Package for Social Sciences Program) Program Version 16 was used in the analysis of the results. Specifically t-test was used. Cohen's effect size was also used.

Results

This section deals with the results in terms of the study hypotheses.

4.1 Hypotheses of the study

The investigated hypotheses were as follow:

1- There are statistically significant differences between participants mean scores on the overall pre and post test on the critical reading skills in favor of the post test.

2- There are statistically significant differences between participants mean scores on the pre and post test on each critical reading sub-skill in favor of the post test.

3- There are statistically significant differences between the mean scores in the social behavior skills in favor of the post treatment.

4- There are statistically significant differences between the mean scores in each sub-social skill in favor of the post treatment

4.2 Verifying the first hypothesis

The first hypothesis states that "There are statistically significant differences between the mean scores between the pre and post test on the critical reading skills in favor of the post one.

The following table (10) points out the results reached:

Table (10) Differences between students' scores regarding the Critical Reading skills pre and post program administration

Test Dimensions	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
Fact Versus Opinion	4.0000	1.52499	5.0000	.62877	44	43	6.492	.01	1.98	L
Anticipation	2.2955	.63170	2.6818	.51817	44	43	3.548	.01	1.08	L
Word Knowledge	4.2955	1.40728	5.1591	.98697	44	43	3.470	.01	1.058	L
Reference	2.9545	1.36321	4.4773	.66433	44	43	6.404	.01	1.95	L
Overall Skills (A)	1.5682	1.71719	6.5909	.49735	44	43	19.388	.01	5.91	L
Overall Skills(B)	2.5227	1.74527	6.6136	.49254	44	43	15.638	.01	4.47	L
Test as a whole	17.6364	5.34002	31.0227	2.02873	44	43	15.638	.01		

There are significant differences between the pre-test and post-test scores of students on the Critical Reading Skills Test favoring the post program application at 0.01 level. The table shows that there are statistically significant differences between the mean scores of the study group between the pre-test and the post-test favoring the post administration on all the five dimensions of the Critical Reading Skills Test at the level of (0.01).This means that the program has a clear effect on the acquisition of the targeted skills of the program The t. value for this dimension is (6.492) and it is significant at (0.01). Its ES is (1.98)

which means it has a large effect size.

The second dimension tests the anticipation skill. It is obvious from the table that there is a significance difference in the mean scores between the pre and post test in favor of the post test administration. The t. value is (3.548) with significance at (0.01) level. It's E S is (1.08) which means the dimension has a large effect size. This result is supported by Palinscar and Brown (1984), Foley (1993), Dufflemeyer (1994), Abouhadid (2003) and Ibrahem (2007). The third dimension tests the skill of word knowledge. There is a significance difference between the pre and post test implementation in favor of the post test. The t. value is(3.470). It is significant at (0.01) level with a large E S's value (1.058). This finding is supported by Almasi, O'Flaharman&Poonam (2001), Sai& Hsu (2007), and Ibrahem (2007).

The fourth dimension of the first hypothesis is pronoun reference. The table shows the significance difference in the mean scores between the pre and post test in favor of the post treatment. The t. value is (6.404) with significance level (0.01) and a large E S at (1.95). This finding is consistent withVillaume& Hopkins study (1995), Fukkinkandde Glopper (1998), Anderson and Nagy (1999), and Abouhadid (2003). Finally, the fifth dimension includes overall skills a, b (the previous mentioned ones in addition to summarization). The results show that there are significant difference between pre and post test scores in favor of the post program implementation favoring the post test at (0.01) level. The t. value is (19.388) for overall skills (a) and (15.638) for overall skills (b). The ES of overall skills (a) is (5.91) which is large and the ES for overall skills (b) is (4.47) which is also large. The results of the test as a whole show that the program has a significant difference in the mean scores between the pre and post test in favor of the post test administration. The t. value is

(15.638) and its significance level is (0.01). This result is supported by Wollman (1994), Almasi (1995), Gambrell (1996), Marshall (2006) especially with non-struggling students, Saiand Hsu (2007), Ali-Eddin(2011), Bilimleri (2011) and Ulbrich (2013). After discussing the first hypothesis, in the following section the second hypothesis will be discussed in details

4.3 Second hypothesis

There are statistically significant differences between participants mean scores on the pre and post test on each critical reading sub-skill in favor of the post test

First dimension: Differentiating between fact and opinion

This dimension consists of six statements to test student's ability to differentiate between fact and opinion. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 1.98 which means that it is large. The program proved to be very effective concerning this dimension, differentiating between fact and opinion as it is a crucial skill for enhancing student's critical reading skills. Table (11) shows each statement of the first dimension with its differences of the mean scores of the study group between the pre and post treatment test. Statement No.1 has a significance difference at 0.05 in the mean scores between the pre test and post test favoring the post test. The effect size of this statement is 0.716 which is medium. Also statement No. 4 has a medium effect size (0.748) though its difference in the mean score is significant at 0.01 level. Statements 2, 3, 5 &6 have large effect size which is more than .8 and significant differences in the mean scores between students' performance on the pre test and post test

favoring the post test at level 0.01.

Table (11) First Dimension (Differentiating between Fact and Opinion)

Statements of 1st Dimension	Pre Test		Post Test		N	D F	T	Sig	Effect Size	
	M	SD	M	SD					Value	Size
1-	.8864	.32104	1.0000	.00000	44	43	2.348	.05	0.716	M
2-	.7727	.42392	.9773	.15076	44	43	2.940	.01	0.897	L
3-	.5000	.50578	.9773	. 15076	44	43	6.266	.01	1.91	L
4-	.7273	.45051	.9318	.25497	44	43	2.453	.01	0.748	M
5-	.2727	.45051	.6136	.4254	44	43	4.716	.01	1.44	L
6-	.8409	.36999	1.0000	.00000	44	43	2.852	.01	.870	L
Dimension as a whole	4.0000	1.52499	5.0000	.62877	44	43	6.492	.01	1.98	L

The first dimension as a whole has a mean score of 4.000 and standard deviation 1.52499 on the pre test and a mean score of 5.000 and a standard deviation of .62877 on the post test. The t value is 6.492 with .01 level of significance. The effect size is 1.98 which is large. The data shows the effectiveness of the program concerning this dimension.

Second dimension: Anticipation

This dimension consists of three statements to test student's ability to anticipate and expect what a passage or story is going to be about. There are statistical differences between students' mean scores favoring the post test at level 0.01 The effect size of this dimension is 1.08 which means that it is large. The program proved to be very effective concerning this dimension. Statement No. 7 is very powerful as it is significant at the level of 0.01 and it has a large effect size which is 1.213. Statements 8 & 9 are not significant and their effect size is small. This may be due to the nature of the statements. Statement no. 8 is scientific and students'

previous knowledge with science should have affected their answers. Statement no. 9 is not significant and this might also be related to students' experience with advanced level courses and the statement was very familiar to them

Table (12) Second Dimension (Anticipation)

Statements of 2nd Dimension	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
7	.4318	.50106	.7727	.42392	44	43	3.979	.01	1.213	L
8	.9318	.25497	.9773	.15076	44	43	1.000	.323	0.304	S
9	.8864	.321o4	.9318	.25497	44	43	.703	.486	0.214	S
Dimension as a whole	2.2955	.63170	2.6818	.51817	44	43	3.548	.01	1.08	L

Third dimension: Word knowledge

This dimension consists of six statements to test student's ability to understand words, guess and know their meaning. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 1.058 which means that it is large. Word knowledge is another skill for enhancing student's understanding of English as a foreign language and a paving step for enhancing critical reading skills. Table (13) shows each statement of the third dimension with its differences of the mean scores of the study group between the pre treatment test and post treatment test. Statement no.10 has a significant difference favoring the post test at 0.01level. Its effect size is 0.880 which is large. Statements 11 & 14 are not significant and their effect sizes are small. This result might be due to students' familiarity with the words in these statements. Statements 12, 13 & 15 are significant at 0.05 level and their effect size is medium.

Table (13) Third Dimension (Word Knowledge)

Statements of 3rd Dimension	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
10-	.6136	.49254	.8409	.36999	44	43	2.887	.01	0.880	L
11-	.8864	.32104	.9318	.25497	44	43	.813	.420	0.248	S
12-	.7955	.40803	.9318	.25497	44	43	1.957	0.5	0.597	M
13-	.7273	.45051	.9091	.29080	44	43	2.233	.05	0.678	M
14-	.6136	.49254	.7045	.46152	44	43	.813	.420	0.248	S
15-	.6591	.07949	.8409	.36999	44	43	2.074	.05	0.633	M
Whole Dimension	4.2955	1.40728	5.1591	.98697	44	43	3.470	.01	1.058	L

Fourth dimension: Pronoun Reference

This dimension consists of five statements to test student's ability to understand and recognize vocabulary reference in a text. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 1.95 which means that it is large. The program proved to be very effective concerning this dimension. Vocabulary reference is a crucial skill for enhancing student's understanding of English as a foreign language and a paving step for enhancing critical reading skills. If you look at table (14) you can see each statement of the fourth dimension with its differences of the mean scores of the study group between the pre treatment test and post treatment test. All dimension statements 16: 20 have significant differences between the mean scores of the study group pre and post treatment scores favoring the post program treatment at level 0.01 and 43 degree of freedom. The program proved to be very effective in enhancing student's vocabulary reference skills.

Table (14) Fourth Dimension (PronounReference)

Statements of 4th Dimension	Pre Test M	Pre Test SD	Post Test M	Post Test SD	N	D F	T	Sig.	Effect Size value	Effect Size Size
16-	.5227	.50526	.8182	.39015	44	43	2.670	.01	0.814	L
17-	.7273	.45051	.9773	.15076	44	43	3.397	.01	1.036	L
18-	.7045	.46152	1.0000	.00000	44	43	4.246	.01	1.3	L
19-	.6591	.47949	1.0000	.00000	44	43	4.716	.01	1.44	L
20-	.3409	.47949	.6818	.47116	44	43	3.325	.01	1.014	L
Whole Dimension	2.9545	1.36321	4.4773	.66433	44	43	6.404	.01	1.95	L

Fifth dimension: overall Skills A

This dimension consists of seven statements to test student's targeted critical reading skills when they are found together in a single passage. Namely student's ability to understand words , guess and know their meaning, know their reference, anticipation, differentiating between fact and opinion and summarization. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 5.91 which means that it is very large. The program proved to be very effective concerning this dimension. Testing overall skills together is very important because they constitute the application stage of the targeted critical reading skills.

Table (15) Fifth Dimension (Overall Skills A)

Statements of 5th Dimension A	Pre Test M	Pre Test SD	Post Test M	Post Test SD	N	D F	T	Sig.	Effect Size Value	Effect Size Size
21-	.1591	.36999	1.0000	.00000	44	43	15.076	.01	4.6	L
22-	.0909	.29080	1.0000	.00000	44	43	20.736	.01	6.32	L
23-	.2955	.46152	1.0000	.00000	44	43	10.126	.01	3.09	L
24-	.1138	.32104	.5909	.49735	44	43	6.266	.01	1.91	L
25-	.2727	.45051	1.0000	.00000	44	43	10.708	.01	3.27	L
26-	.3182	.47116	1.0000	.00000	44	43	9.599	.01	2.93	L
27-	.3182	.47116	1.0000	.00000	44	43	9.599	.01	2.93	L
Whole Dimension	1.5682	1.71719	6.5909	.49735	44	43	19.388	.01	5.91	L

Fifth dimension: Overall Skills B

This dimension is very similar to the previous one but it was analyzed separately for statistical reasons. This dimension consists of seven statements to test student's targeted critical reading skills when they are found together in a single passage. Namely student's ability to understand words , guess and know their meaning, know their reference, anticipation, differentiating between fact and opinion and summarization. Table (16) shows that all dimension statements 28: 34 have significant differences between the mean scores of the study group favoring the post program treatment at level 0.01 and 43 degree of freedom. The program proved to be very effective in enhancing student's targeted collective critical reading skills.

Table (16) Fifth Dimension (overall Skills B)

Statements of 5th Dimension B	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
28-	.2500	.43802	1.0000	.00000	44	43	11.358	.01	3.464	L
29-	.1591	.36999	1.0000	.00000	44	43	15.076	.01	4.598	L
30-	.2045	.40803	1.0000	.00000	44	43	12.931	.01	3.943	L
31-	.2273	.42392	.6136	.49254	44	43	4.424	.01	1.35	L
32-	.5909	.49735	1.0000	.00000	44	43	5.456	.01	1.66	L
33-	.3182	.47116	1.0000	.00000	44	43	9.599	.01	2.93	L
34-	.7727	.42392	1.0000	.00000	44	43	3.556	.01	1.085	L
Whole Dimension	2.5227	1.74527	6.6136	.49254	44	43	15.638	.01	4.47	L

4.4 Verifying the third hypothesis

There are statistically significant differences between the mean scores in the social behavior skills in favor of the post treatment. The following table points out the results reached:

Table (17) Differences between students' mean scores regarding overall of the Social skills pre and post program application.

Dimensions	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
Active Listening	5.9091	1.29072	11.6591	.88772	44	43	26.327	.01	8.03	L
Dedication & Commitment to the group	12.9545	1.87957	23.0227	1.48619	44	43	31.872	.01	9.72	L
Disrespectful Behavior	13.8864	2.82197	261591	2.81148	44	43	25.544	.01	7.79	L
Respectful Beh.	14.5227	2.33765	26.5455	1.46992	44	43	28.920	.01	8.82	L
All Dimensions	47.2727	5.28431	87.3864	5.81184	44	43	40.962	.01	12.49	L

The previous table shows that there are statistically significant differences between the mean scores of the study group between the pre and post test favoring the post application on all the four dimensions of the Social Skills Questionnaire at the level of (0.01).This means that the program has a clear effect on the acquisition of the research subjects for the targeted social skills of the program. These findings are supported by Martin (1995), Nazario (1995), Gambrell (2001), Wood et al (2001), Basta (2001), Evans (2002), AndrusykandAndrusyk(2003), Awbrey et al (2008), Abouzaid (2009), Basta (2010), Briggs (2010) and Mohamed (2013). In the following section each sub social skill dimension is discussed in further details.

4.5 Fourth hypothesis

There are statistically significant differences between the mean scores in each sub-social skill in favor of the post treatment

First dimension: Active Listening

This dimension consists of four statements (1:4) to test student's ability to listen actively and respectfully to each other. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 8.03 which means that it is very large. The program proved to be very effective concerning this dimension. This

result is supported by Gutherieand McCann (1996), and Alverman et al (1996). For more details, see table (18) below:

Table (18)Social Skills Questionnaire (First Dimension) Active Listening

Dimension	Pretest		Post-test		No.	DF	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
1-	1.6364	.68509	2.7955	.46152	44	43	10.316	.01	3.10	L
2-	1.3664	.61817	2.9318	.25497	44	43	15.459	.01	4.72	L
3-	1.4773	.62835	2.9545	.21071	44	43	14.750	.01	4.50	L
4-	1.4091	.58342	2.9773	.15076	44	43	17.733	.01	5.41	L
Whole Dimension	5.9091	1.29072	11.6591	.88772	44	43	26.327	.01	8.03	L

Second dimension: Dedication & Commitment to the Group

This dimension consists of eight statements to test student's ability to be dedicated and committed to group work. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 9.72 which means that it is very large.The program proved to be very effective concerning this dimension.This finding is supported by AndrusykandAndrusyk (2003).For details see table (19) below.

Table (19) Social Skills Questionnaire (Second Dimension) Dedication and Commitment to the Group

Dimension statements	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
5-	1.6364	.68509	2.8182	.39015	44	43	10.826	.01	3.32	L
6-	1.6136	.65471	2.9773	.15076	44	43	13.203	.01	4.03	L
7-	1.5682	. 62497	2.9773	.15076	44	43	15.027	.01	4.58	L
8-	1.5909	.65833	2.9318	.25497	44	43	13.791	.01	4.203	L
9-	1.5682	. 62497	2.9773	.15079	44	43	14.198	.01	4.33	L
10-	1.5909	.65833	2.7045	.50942	44	43	9.085	.01	2.77	L
11-	1.6136	.61817	2.6591	.56828	44	43	8.934	.01	2.73	L
12-	1.7727	.60477	2.9773	.15076	44	43	13.457	.01	4.104	L
Whole Dimension	12.9545	1.87957	23.0227	1.48619	44	43	31.872	.01	9.72	L

Third dimension: Disrespectful Behavior

This dimension consists of nine statements to test student's ability to recognize disrespectful behavior and their understanding of refusing these passive behaviors and evading them. There are statistical differences between students' mean scores on the pre test and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 4.75 which means that it is very large. The program proved to be very effective concerning this dimension. Evading and avoiding disrespectful behavior is very important for enhancing student's social skills. This result is supported by Martin's (1995), Nazario (1995), and Basta (2010). For details, see table (20) below.

Table (20)Social Skills Questionnaire (Third Dimension) Disrespectful behavior

Dimension	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	**SD**	**M**	**SD**					**Value**	**Size**
13-	1.5455	.66313	2.8636	.40868	44	43	11.816	.01	3.608	L
14-	1.6591	.64495	2.8409	.47949	44	43	11.937	.01	3.640	L
15-	1.4091	. 54210	2.8636	.46209	44	43	14.550	.01	4.44	L
16-	1.7045	.66750	2.9091	.36205	44	43	11.970	.01	3.650	L
17-	1.5227	. 59018	2.9091	.36205	44	43	14.876	.01	4.537	L
18-	1.5227	.59018	2.9318	.25497	44	43	15.027	.01	4.583	L
19-	1.4773	.69846	2.9318	.25497	44	43	13.219	.01	4.032	L
20-	1.6364	.68509	2.9545	.21071	44	43	12.353	.01	3.767	L
21-	1.5682	.72810	2.9545	.21071	44	43	12.732	.01	3.883	L
Whole	13.8864	2.82197	261591	2.81148	44	43	25.544	.01	7.79	L

Fourth dimension: Respectful Behavior

This dimension consists of nine statements like the third one but it opposes it as it tests positive behavior while the former tests the negative behavior. It aims to test the student's ability to recognize respectful

behavior and practice it. There are statistical differences between students' mean scores on the pre and post test favoring the post test at level 0.01 and 43 degree of freedom. The effect size of this dimension is 8.82 which means that it is very large. The program proved to be very effective concerning this dimension. Behaving respectfully is a crucial skill for enhancing student's social skills. This finding is supported by Evans (2002), Awbrey et al (2008), and Briggs' (2010). For details, see table (21) below.

Table (21) Social Skills Questionnaire (Fourth Dimension) Respectful
Behvior

Dimension	Pre Test		Post Test		N	D F	T	Sig.	Effect Size	
	M	SD	M	SD					Value	Size
22-	1.6591	.77589	2.9545	.21071	44	43	10.812	.01	3.298	L
23-	1.4545	.58883	2.9318	.25497	44	43	15.595	.01	4.756	L
24-	1.4091	. 58342	2.8864	.32104	44	43	13.405	.01	4.089	L
25-	1.5909	.69276	2.9773	.15076	44	43	13.341	.01	4.069	L
26-	1.7727	. 77350	2.9773	.15076	44	43	10.446	.01	3.187	L
27-	1.5682	.66114	2.8864	.32104	44	43	10.925	.01	3.33	L
28-	1.5909	.58342	2.9773	.15076	44	43	14.875	.01	4.537	L
29-	1.6591	.71343	2.9773	.15076	44	43	11.816	.01	3.604	L
30-	1.8182	.77589	2.9773	.15076	44	43	9.909	.01	3.022	L
Whole Di	14.5227	2.33765	26.5455	1.46992	44	43	28.920	.01	8.82	L

4.6 Discussion of the results

First: Discussion of the quantitative phase of the study

The present study has been conducted to measure the effectiveness of a reading circles strategy in improving some critical reading skills; namely, differentiating between fact and opinion, anticipation, word knowledge, pronoun reference and summarization skills. The program also tested the improvement of some social skills; namely, active listening, dedication and commitment to the group, and respectful behavior. Those critical and social skills are believed to be necessary for

the preparatory two graders.

Results of the study confirmed that there has been a rise in students' level of achievement after the experiment. Means of scores in the posttest and the obtained t-value in the pre-post tests were in favor of the posttest results, and t-value was significant. Consequently, all research hypotheses were supported. Therefore, it can be said that after the implementation of the suggested program, the students of the study group demonstrated tangible progress in overall critical reading skills and social skills.

Second: Discussion of the qualitative phase of the study

Group presentations and reflection strategy as a qualitative phase of the study

In this study, group presentations and reflection sessions were used as a tool. Its purpose was a means of triangulation and overcoming weaknesses in the other two tools, the CRST pre/ post test and the SSQ pre/post implementation.

Group presentations and reflection sessions were used to investigate the effectiveness of reading circles strategy in developing some critical reading skills and social skills of the preparatory two graders. Group presentations and reflection sessions were used to discover how readers engage in to monitor and control their own learning. In presentations readers verbalize what they are thinking as they read. Presentations also allow students to socialize with other group members and develop their social skills.

The description of group presentations and reflection sessions in the study

Interviews

Interviews were conducted with each role representatives (n=6) The objective of each meeting was to assure that students understand their roles and know how to implement them accordingly. Those interviews were followed by meetings with the group leaders (n=7) .The researcher planned with them the roles to be assigned within each group and the passages to be read and when to present. Thursday was selected to be a day for presentations. Two groups would present to the rest of the classroom. Thirty minutes were dedicated for final preparation for the presentation.

This period was a chance for the researcher to observe students' interaction within each group. The group leader led the discussion. He/she introduced his/her group member to the classroom and their assignment. Then the word finder introduced the new / important words that faced the team while reading the assignment. The word finder usually explained why he/ she selected the words and what strategies followed to understand the meaning. The discussion leader then introduced the summarizer who told the classroom about their topic and what it was about. Then the discussion director introduced the connector who told the classroom about similar incidents to that in the story whether happened to someone or read about in another story. This role was very important for nurturing the critical skills of students. Next the discussion director introduced the creative artist who presented the picture he/she had drawn for the presented passage. He/ she explained the picture to the classroom and what it represented. After that the checker told the classroom about

the performance of his /her group. How they prepared their work and who read the assignment and whether they cooperated or not. This stage was very important as it was a group self assessment. It was really a shift in students' character to take responsibility and be brave to assess their learning as well as their behavior and improve it accordingly. Finally the discussion leader summed up the presentation and thanked the audience. If there were questions he/ she answered them. Finally he/ she thanked the audience and the group members went back to their seats. The teacher thanked the presenters and commented positively on their performance.

4.7 Observations through presentations and reflection sessions

During this stage notes about each group performance were takento register the progress. Students then reflected on their performance. This was a useful tool to monitor the progress of students' critical reading skills and social skills. Three important stages of the process of the program are observed. These stages are: at the beginning of the program, in the middle of the Program and at the End of the Program.

At the beginning of the program stage

Students liked the idea of having cooperative roles and being in groups. They liked the role of the group leader, the role of the scribe/ recorder. They also liked the role of the spokesperson and the role of the checker. They also did not object to the role of time keeper. Yet almost all students seemed to be reluctant towards the role of the store keeper and refused to take it. Most of them wanted to be group leaders. The researcher suggested voting on roles within each group and students agreed. One group took longer time on agreement on group members and on roles. Yet male groups were harder to manage than female groups. The last formed male group refused to cooperate. These group members were

refused by other groups to join them. Three of them found no other way but to cooperate. Everyone of this group hated the others. The researcher encouraged them to try to work together. They lacked trust in their own abilities. With further investigation they said that they all were low achievers last year and wanted some high achievers to support their group. When they started work, one student took the sheet and stood at the corner of the room and read alone leaving her group behind. Very few students showed resistance to group work. Also students' drawings at the beginning of the programs were not clear. Most of them were in pencil. Drawings were not accurate especially with male groups. Some groups just copied illustrations from text books.

In the middle of the program stage

Students became more organized in their groups. They became aware of their own progress. They felt the power and benefits of their group work. Students mentioned that they cooperated (Students wrote the word cooperation in Arabic).

They worked together, helped each other, liked this way and wanted to do it again.

When reading Circles were introduced and students started to use them the work went on smoothly. They enjoyed their presentations and enjoyed the roles. Yet those who took the role of the Story Connector faced a great challenge. They could not perform their role at all. It was clear that students were unable to find connections between the text they were studying and other similar stories or with their previous experience. This happened even with the stories of Nasreddin and the fables. This made the researcher think of a way to solve this problem. A new Role Worksheet was designed for groups to work on. Students found a new

role for the Story Connector. If the story Connector cannot find connections between the story being studied and their own experience or previous knowledge, why not invent a similar story. Thus the new role came into being. (See Appendix E, Program, Tool Box Section, the Story Inventor).

Another worthy development was observed concerning the role of the Word Wizard. During the process of the reading circles students were exposed to the following strategies to learn the meaning of unknown words, Family words, guessing from the context, asking friends, translation, using dictionary and using glossary. In the beginning of the experiment students produced lists of unknown words from a single chapter or passage. Gradually students reduced the number of unknown words. See examples (Appendix F). A similar development happened with the role of the C A. Concerning students' drawings after weeks of implementation became clearer. Students became more serious. Some students still copied illustration.

The researcher can safely state that students showed understanding of texts. Their scores concerning the Word Knowledge Dimension on the pre and post tests are high. This can be attributed to the program as well as to students' exposure to English language in other school subjects Science and math besides English Advanced and ordinary levels.

At the end of the program

Students produced very clear drawings. Students made colorful pictures strongly related to the selected passages. Drawings were authentic. Students worked hard to support their groups. They showed mastery of their roles and showed respect to each other. They listened more actively to one another and shared responsibility as

well as materials. Near the end of the program students showed interest in reading other stories and texts. They were expected to use their new learnt skills in future reading activities. The positive things and behavior observed in the middle of the program continued and increased. Students were no more afraid or irritated to present their assignment. They became competitive and most groups wanted to take first place in presentations. Their oral language improved as well as their critical reading skills. Their social skills also improved. They became accustomed to positive language and comments. They paid more attention to other groups and took notes and commented on their presentations.

In the end of the program reflection form students reflected that they learned to summarize topics in few sentences. They learned to look up words in a dictionary. They learned the difference between a fact and an opinion. They learned how to expect the topic of a passage or a story. They could make connections between the stories they read and similar incidents they knew about. Students wrote that they liked working in groups. They enjoyed drawing pictures of the lessons and stories. They liked respecting friends. They learned and liked how to listen to their friends. They liked helping their friends.

Students did not like violation of ground rules. They did not like arguments within the groups. They did not like side talk. They did not like that some members did not cooperate in the group. Students expressed their willingness to participate in similar programs. They also expressed that they would like to work in small groups again. They would not argue in their groups again. They wanted to have sports activities.

The program proved its validity and effectiveness in enhancing students' critical reading skills and social skills targeted in the present program. The role of the C A "Creative Artist" was dedicated to allow

students express their understanding nonverbally and graphically about the selected topics for reading in their R C " reading circles". Students' performance has developed over the time of the program implementation as follows: The role of C A " Creative Artist" was a chance to visualize information. Students expressed their understanding nonverbally. Students practiced a hobby. It helped including disruptive students and trouble makers. Low achievers also found a way to participate with their group members in the group activities. Concerning the social skills development the following positive behaviors were observed:

- Some students tried to help their friends enthusiastically.
- Dedication to teams and groups was apparent.
- More collaboration within each group was observed
- Dedication within each group was observed.
- Ss showed their efforts to succeed as a team.
- Positive spirit was observed.
- Sneering and passive comments decreased

4.8 Challenges which faced the researcher

It happened more than once when the researcher organized students in groups, other teachers who were not accustomed to or did not use cooperative learning made students sit in the traditional rows. This caused a waste of time. Some students hesitated and got bored. They said it was tiring and wasting their time to change the seats every session. other students who did not want to do effort for learning and liked to be passive receivers of information liked the traditional classroom setting. There was another challenge related to this study. Some students showed resistance to group work. They said it was tiring and took a lot of time for preparation and presentation. At the beginning of the experiment some students commented on their peers' performance passively. There was

name calling and bullying, snatching of peers' materials. This challenge is consistent with Clarke, Holwadel and Jennifer's observations of implementing literature circles in 2007.

Among the challenges the researcher faced at the beginning of implementing the program, students wanted to have questions and answers to be memorized for the exam. Some parents attacked the program and said it was a waste of time. They said that the teacher should do everything and students memorize it for the exam. They said their children did not have time to do activities. The curriculum was overloaded with content. It was not rational that the teacher talked too little and students performed most of the work and talked most of the time. On the other hand one female parent came to the school and thanked the researcher for paying attention to her son's social behavior. She also expressed her approval and admiration of the "Respect Building Notebook".

Intrusion was another challenge during the program. Some teachers used to come and knock on the door to peak in and see what was going on. Others from school administration wanted to observe the presentations and comment on them. The school deputy attended and was advised by the researcher to keep his comments till the end of presentations and to tell students his positive comments only. The school headmistress came into the classroom during a presentation session and students got irritated. Her passive comments on students' presentations discouraged them from continuing their tasks. Positive support from school administration was badly needed.

The researcher recorded some notes which he worked on during the implementation of the program. These notes were as follow:

- Groups needed more organization.

- There was still side talk

- Group members involved separately in their tasks. Each group was concerned with its own work

- Students did not pay due attention when other groups presented.

- 3 students were absent and others presented their roles or their roles were excluded from the presentation.

- Some students were shy.

- Some students spoke in a low voice.

- There was irritation among some students.

- Some groups needed more time for preparation for presentations.

- Distraction: Some students did not concentrate on the task.

- Some students did not abide by rules and regulations.

- Some students were trouble makers.

- More silence was needed inside the classroom

The researcher gave general comments to the groups to work on those issues. He also met some students separately to encourage them to cooperate with their groups and do their best.Theresearcher continued throughout the program to offer help when needed. Group members who performed well were acknowledged and their names were written in the Chart of Honor. At the end of the program certificates were issued, stamped and delivered to all participants in the program.

4.9 Conclusion

This chapter focused on the statistical analysis of the data and discussed the results. The first section recorded the results and the statistical treatment used in order to examine the hypotheses of the study. The second section included a discussion of the quantitative results of the study and displayed them in the associated tables. The qualitative

analysis of the results discussed students' performance and the development of their skills according to the roles in R C. Students' reflection analysis showed that students benefited from group roles and participation. In this chapter the researcher also mentioned that challenges he met during the implementation of the program. In the following last chapter a summary of findings will be presented. Conclusions and suggestions for further studies will be mentioned as well.

Chapter Five
Summary, Conclusions
and Recommendations

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This chapter is divided into four sections: summary of findings, conclusions, recommendations and suggestions for further studies. The first section presents a summary of the study in terms of a statement of the problem, hypotheses, study instruments, the procedures, the study results and findings. The second section is a conclusion that based on the results of the present study. The third section presents the recommendations as they relate to the instructions of teaching English as a foreign language. The fourth section includes the suggestions for further researches and studies to enrich the field of language learning.

5.1 Summary

It was mentioned earlier, this research has been implemented to investigate the effect of using reading circles on developing the critical reading skills and social skills of preparatory students. These critical reading skills are; word knowledge, pronoun reference, anticipation, differentiating fact from opinion, summarization and relating new information to previous experience and knowledge. The social skills to be developed through reading circles strategy are active listening, dedication and commitment to the group, decreasing disrespectful behavior and increasing respective behavior. Accordingly the study aimed at answering the following questions:

5.2 Questions of the study

1- What is the effect of using the reading circles on developing preparatory students' critical reading skills and social skills? To answer this main question, the following sub-questions were also answered:

2- What is the current situation concerning the reading skills of preparatory students?

3- What is the current situation concerning the social skills of preparatory students?

4- What are the principles upon which a reading circles strategy-based program will be based for developing preparatory students' critical reading skills and social skills?

5- What is the framework of a reading circles strategy-based program in light of the previously mentioned principles?

6- What is the effectiveness of the proposed program in developing preparatory students' critical reading skills and social skills?

5.3 Hypotheses of the study

The data gave support to the investigated hypotheses as follow:

1- There is statistically significant difference between participants mean scores on the critical reading skills on the pre and post test in favor of the post test.

2- There is statistically significant difference between participants mean scores on the pre and post test on each critical reading sub-skill in favor of the post test.

3- There is statistically significant difference between the mean scores in the social behavior skills in favor of the post treatment.

4- There is statistically significant difference between the mean scores in each sub-social skill in favor of the post treatment

5.4 Instruments of the study

The present study utilized the following instruments:

1. Pre-/Post critical reading skills test was used to measure students' skill to differentiate fact from opinion, anticipation, word knowledge, pronoun reference, summarization, and relating new knowledge to previous experience.

2. Social skills questionnaire to measure students' awareness and following. Validity and reliability were obtained.

3. Students' reflection sheets.

5.5 Participants of the study

The participants of the present study consisted of 44 preparatory two students at Sohag Experimental Preparatory School, Sohag Directorate of Education. They were one group. They were equally assigned into a study group of the academic year 2012/2013.

5.6 Results

Program's implementation showed the following results:

1. There are statistically significant differences between the mean scores between the pre test and post test on the reading skills favoring post test at .01 level.

2. There are statistically significant differences between the mean scores in the social behavior skills favoring post treatment at .01 level.

3. The qualitative phase of the study showed how the program started and how students' skills improved over time. It also showed how important support and collaboration is needed from every stakeholder of the school community, teachers, school administration, parents and students themselves.

5.7 Findings

The findings of the study can be summed up in the following:

First: The use of reading circle strategy increases students' critical reading skills. This can take place through developing their abilities to differentiate between fact and opinion, learning and identifying new words, anticipate what a passage is going to be about and how it is going to finish, refer to information in the passage, summarize, and connect with previous knowledge.

Second: Reading circles strategy helps students acquire self-monitoring and problem solving skills through the use of student partnerships for practice with each student participating in reading and tackling passages from different perspectives.

Third: Reading circles strategy could be used to improve and foster active listening skills in students.

Fourth: Reading circles strategy was an opportunity for building students' cooperation and dedication to their groups.

Fifth: Reading circles strategy could create situations for students to show respect for themselves, the others and the environment

5.8 Conclusions

Based on the findings of the present study, the following conclusionscould bestated:

1. It seems evident that using the reading circles strategy improves students' performance in critical reading skills (Differentiating between fact and opinion, anticipation, word knowledge, pronoun reference, summarization, and making connections between previous experience and new learnt knowledge.

2. Raising students' awareness of critical reading skills enhances their EFL Reading comprehension.

3. The present study showed that reading circles wereeffectivein improving students' social skills.

4. The present study showed that students' positive behavior can be improved if it is given enough attention in classroom environment and activities and negative behavior can be decreased as well.

5. The present study showed the role of alternative assessment through the use of different handouts, skill evaluation matrices, worksheets, handouts response pages and forms of reflection.

6. There is an indication that when the learning process is centered on the students (student centered classroom) and the teacher's role is minimized, students are urged to think for themselves, take decisions, evaluate and judge without relying on their teacher's authority figure to take decisions for them. Thus, students centered classroom boosted their critical thinking skills.

7. It is important to set a purpose for reading. Readers trained in setting a purpose increase their reading comprehension skills.

8. Teachers should encourage students use words in multiple as this enhances word learning. Students should gather synonyms, antonyms, and homonyms, as well as words that present specific sounds and categories.

9. Students should be taught strategies to summarize reading texts.

10. Students should be encouraged to take notes to summarize.

11. Students showed their skills to invent and narrate similar stories to the ones they read in the role of the Connector when they found no connections so they should be encouraged to narrate their own stories.

5.10 Recommendations

In light of the results obtained in the present study, the following recommendations seem pertinent:

- Students should be engaged in a safe and unthreatening learning environment which enables them to read independently and critically in English.

- Students should be encouraged to join reading circles in the experimental governmental preparatory schools to enhance their critical reading skills and social skills.

- Students' social behavior should be given due attention in the Egyptian schools.

- Teachers should assign out of class activities as well as in class activities to help students read more often using critical reading skills.
- Teachers should model critical reading strategies and social skills strategies with students.
- Schools should supply libraries with English books and stories.
- School leaders should encourage critical reading skills activities and inaugurating book clubs at schools.
- Curriculum developers are invited to enrich text books with activities which enhance students' critical reading and social skills and how to implement them
- Teacher's Guide should contain a checklist of the necessary EFL Critical Reading Skills and Social Skills and guidelines for hands on activities to foster them.
- MOE should supply English curriculum with books and stories in all preparatory grades not only with preparatory three.
- Ministry of Education should encourage preparatory teachers implement cooperative learning, reading circles and social skills.
- Supervisors should encourage teachers to pay attention to students' social skills and critical reading skills.

5.11 Suggestions for further studies:

Replication of this study with modification is recommended. While it was the purpose of the study to investigate the effectiveness of using reading circles in enhancing preparatory two students' critical reading skills and social skills.

1) Further research is needed to develop other language skills (listening, speaking and writing through literature circles

2) Further research is needed with other student populations at different levels of education and in different locations of Egypt with the purpose of investigating the effectiveness of making use of reading circles strategy in developing their critical reading skills and social skills.

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Appendices

Appendix A
Sample of the meetings with parents

Appendix (A)
Sample of Meetings with Parents

The researcher has interviewed a sample of parents and there were two very interesting cases among them. In the following lines, the details of two interviews are listed.

Case NO.1:

Date: 9th March, 2010

Place of interview: The training unit room

Attendants: The parent and the teacher researcher

Type of invitation: Informal

The father is a head of department in a governmental hospital. His son is in preparatory 2. The student is above average in English. He is very good in academic performance. Yet there are social challenges with the student. He insults his classmates and calls them names. He does not use the proper social accepted behavior. When the researcher talked to his parent about the misbehaving of his son he replied "Mr. Mohamed. Just forget it. At work young doctors call names when they talk to each others. When I talked to them they replied Dr M. As long as we do our technical work you have no right to talk to us about our social relation and behavior and if you don't like our company don't stay with us in the same office." Dr M. continued "I'm sure if they are not behaving well they will not perform well, so I don't trust them with critical cases."

The researcher tried to concentrate the interview on the student not on the work condition of the parent. The parent replied "Mr. Mohamed! Don't bother yourself, *kabbarMokhak*. Calling names is very popular those days. Just concentrate on the academic performance. I only got furious with my son when he insulted his elder sister with a word starting with "b".

From this interview the researcher found out that it is not easy for the teacher to change a student's behavior on his own. It is important for collaboration and coordination between teacher and family. If student's guardian does not deal seriously with student's behavioral challenges, it is likely to be very difficult to improve student's behavior and social skills.

Another important thing is that the social environment and relationship in which parents work affect their attitude and sensitivity towards social skills, morals and behavior they bring their children upon.

Case NO. 2

Date: 25th March, 2010

Place of interview: The training unit room

Attendants: The parent and the teacher researcher

Type of invitation: Informal

Student B is a boy. He is about 13 years old. He is number 2 in a family of two boys and a girl. He is a middle child. He has problems at school. He insults his classmates at school and calls names. His father told the researcher that his son steals money from home and smokes cigarettes. He takes private lessons and leaves home an hour earlier before the lesson and comes too late after the private lesson. Whenever his father questions him he replies that he was with his friends and went to a net café. His father is a university graduate and has to spend a lot of time at work out of home.

Appendix B
The pilot study

Appendix "B"
(The Pilot Study)

The researcher implemented a pilot study in October 2009 at Sohag Experimental Preparatory Language school. The pilot study aimed to investigate whether preparatory students read in English in their free time or not and if they read what type of books they prefer to read and how they read them. It also aimed to investigate students' social skills used during their reading sessions.

The researcher interviewed three supervisors, seven teachers, two librarians and sixty two students. He also observed three classrooms during their reading time. School consisted of eleven classrooms of about 23 students each. The researcher observed about 25% of the community.

The findings were as follows:

Classroom observations:

Class	male	female	total	date
2-1	12	05	17	21st Oct.09
2-4	0	28	28	21st Oct.09
3-3	0	17	17	21st Oct.09
	12	50	62	

In preparatory 3 students were studying "A Tale of Two Cities" an abridged edition of a novel by Charles Dickens. In preparatory 2 students were studying " David Copperfield" an abridged edition of a novel by Charles Dickens.

Findings of the classroom observations:

- Teachers led discussions
- Two teachers asked all questions
- One teacher allowed students to ask questions
- Two teachers asked low level questions such as (Who? When? Where?)
- One teacher wrote two open ended questions on the chalk board but never answered them (Describe the situation in the two cities, Paris & London in the year 1779. What do you think is going to happen next?)
- Students sat in rows in two classrooms.
- Students sat in groups of 4 or 6 in one classroom.
- Students talked in the same time.
- Students did not listen to each other.
- Teachers did not give students a reason for reading certain extracts and skipping others.

Findings of teachers' interviews:

- Students did not read stories or read for pleasure in English outside the textbooks.

- Teachers knew the difference between extensive reading and intensive reading but students did not. They recognized extensive reading as a means for seeking general meaning and skimming passages. Intensive reading means scanning a passage for certain information.
- Teachers said that they have never heard about reading circles or literature circles.
- Teachers said that they heard about group work and active learning but they have never tried them. They thought it would consume the time of teaching.
- Teachers seemed not be worried about students' social skills.

Findings of the supervisors' interviews:

- Teachers were only concerned with ending topics within the time frame.
- Students knew how to read in experimental schools better than students in public schools.
- Supervisors defined reading circles saying that reading circles meant that when you divide a text among a group of students and each one of them reads a part of it. All parts read make the whole text. Actually what supervisors have defined was a sort of jigsaw reading but not reading circles.

Findings of students' interviews:

- 0% had read a book or an article outside their textbooks during the past three months.
- 23% liked to read books in Arabic.
- Only 2% read in English.
- 5% went to the library to read.
- 100% agreed to participate in a reading experiment.
- 100% stated that they do not read outside their text books during the school year.
- 23% read outside the text books only during the summer holiday.
- 26% knew about group work.
- 26% sat in groups with their science teacher.
- 26% said they like group work because it gives them opportunity to share information and help each other.
- 26% said other teachers do not allow them to sit in groups

The topics students prefer to read are : in Arabic horoscope and art sections in the newspaper, "Doaaa Al Karawan" by Taha Hussein, " Al Laila Al Kebeera" by Salah Jaheen, " Do not Be Upset" by Aeyd Al Korany, Comics and tricks, Green Apple topics. Topics read in English by the student who reads in English are: "Oliver Twist", "David Copperfield", "A Tale of Two Cities" by Charles Dickens, "Snow White", "Jack and the Bean stick", "Cinderella", LASER, Nefertari.

Findings of librarians' interviews:

Ms. Elham and Ms Samira

Two female librarians who ran the English library at Sohag Experimental

preparatory school stated that:

- Neither teachers nor students entered the library for free reading.
- Teachers borrowed books only related to the courses they teach such as teacher's guides.
- Very few students who were known as library friends and they do not exceed 10 students who were frequent readers.

Findings of the meetings with the two social workers Ms. Iman and Mr. Mostafa were that behavioral problems were related to students' age and adolescence. They used the ministerial decree No. 515 which was issued in 1998 as a reference to deal with students' behavioral issues. Common problems were as follows:

- Making noise in the classroom
- Name calling
- Bullying
- Talking without permission
- Late arrival to classroom after the break

The pilot study revealed several points of weaknesses such as:

- Teachers and supervisors (in Sohag) had never heard about reading circles.
- Teachers were more interested in ending the course content within time frame.
- Most students were more concerned with topics related to exams.
- There was hardly enough time for students to pay attention to the development of their critical reading skills and social skills.
- Students' social skills to be investigated in this study needed a lot of attention, care and practice to be improved.
- 77% of students did not read for pleasure.
- 77% of students did not read outside the text books in mother tongue or in L2.
- 98% of students did not read for pleasure or for any other reason in L2.
- 23% were only attracted to printed materials according to the attraction of title and cover.

The pilot study proved that it was important to recall the Reading for All festival project which we used to have in Egypt. It printed about one million books each year, but it had not printed a single book in English for children. Only 3 students went to the library out of 62 is alarming. Only one student out of 62 read outside the text books in English showed that this community did not read enough and consequently lacked critical reading skills required for reading. If students did not read for leisure at school when would they read then? The researcher intended to investigate the impact of reading circles on improving students' critical reading skills and social skills as a way to enhance free reading and extensive reading. Those skills were needed not only to preparatory students but might be to others to be able to become independent readers and lifelong learners.

Appendix C
Program assessment instruments

My letter to the Jury

Dear Valuable Jury Member Professor:

Name : ……………………………………………………………

Position : ……………………………………………………………

The researcher is conducting a study entitled :

"Using Reading Circles Strategy for Developing Preparatory Students' Critical Reading Skills and Social Skills"

The researcher has prepared a pre- post test and a questionnaire to measure preparatory two students' social skills and critical reading skills.

The researcher needs to benefit from your experience, by seeking your opinion regarding the content of the pre-post test and the questionnaire. This includes :

a) Judging the appropriateness of the items to the students' level.

b) Judging the clarity and phrasing of the items.

c) Determining if there should be any modification, elimination or addition to the items.

d) Determining the validity of the pre-post test and the questionnaire as a whole along with the program itself. The researcher is sure that he will benefit from your invaluable comments and directions.

Your efforts are deeply appreciated

The researcher

Mohamed Mahmoud Ibrahim Abdelrasoul

Names of the Jury who validated the tools and the program

Names of the Jury& co-raters	Position
1- Dr. Magdi Mahdi Ali	Professor of Curriculum and Methods of Teaching English, Faculty of Education, Ain Shams university
2- Dr. AsmaaMostafa	Assistant professor of Curriculum and Methods of Teaching, Faculty of Education, Mansura university.
3- Dr. Fatima A. Abdel Haque	Lecturer of Curriculum and Methods of Teaching English, Faculty of Education, Assiut university
4- Dr. Ahmed Abdelrahman	Lecturer of Curriculum and Methods of Teaching English, Faculty of Education, Assiut university
5- Dr. Ali Nassary Hassan	Lecturer of Social Studies and Community, Social Service High Institute, Sohag University
6- MS. Fatima Hashim Al Sherief	General Inspector of English as a Foreign Language, Sohag Directorate of Education
7- Karam Sedki Shenouda	Senior Inspector of English as a Foreign Language, Sohag Directorate of Education
8- Ahmed Mahmoud Abulela Al Kaseer	Senior Inspector of English as a Foreign Language, Sohag Directorate of Education
9-Youhana Yaqoub Attalla	Senior Inspector of English as a Foreign Language, Sohag Directorate of Education
10- Mohi El-DeenRadwan Elias	Senior teacher of English as a Foreign Language, Sohag Experimental Language School
11- Sahar Abo Deif Mohamed	Senior teacher of English as a Foreign Language, Sohag Experimental Language School
12- Ola El- Sayed Hassan	Senior teacher of English as a Foreign Language, Sohag Experimental Language School
13- AymanKhairyAboel-Sonoon	Senior teacher of English as a Foreign Language, Sohag Experimental Language School
14- Rashad Mahmoud Abdel- Raheem	Senior teacher of English as a Foreign Language, Sohag Experimental Language School
15- Ahmed Mohamed El -Sayed	Senior teacher of English as a Foreign Language, AlZohoor School

Instruments in their First Form
1- The critical reading Skills First Form

Critical Reading Skills Pre- Post Test

Student's Name……………….…

Date………………   Time Allowed: One hour

Read the following sentences and put the suitable answer in the provided space.

I Skill 1 Fact Versus Opinion

If the sentence is fact write (F) and if it expresses opinion write (O)

No	Statement	F	O
1	The sun rises in the east and sets in the west.		
2	Arabic is the first Language in Egypt.		
3	Egyptian people love jokes.		
4	Children cannot live without computer games.		
5	The River Nile is beautiful.		
6	Cairo is the capital of Egypt.		

II Skill 2 Anticipation

Read these opening sentences and decide what will the topic/ story be about?

1- My sorrows began when I was a baby ….
    a) a sad story   b) a happy story   c) a scientific book

2- Fill the tube with CO2 and light a match. Watch out what happens next. This process usually takes place in:
    a) the street   b) the kitchen   c) the science lab

3- Show me your passport, please. This sentence can usually be heard at
    a) a hospital   b) the airport   c) a restaurant

Word Knowledge: Choose the correct answer from a, b, or c:

1. We can use English to…………other people in different countries.
    a) look   b) contact   c) ask

2. You do not pay money to join a library. It is ………...

3. a) safe   b) dangerous   c) free

4. You should listen well to ………………… Mr. Magdy's explanation.
    a) spell   b) read   c) understand

5. A deaf person cannot ………….
    a) hear   b) see   c) walk

6. In sign language, we use our ………………….
    a) eyes and ears   b) hands and body   c) tongues

7. Computers are …………..
    a) machines   b) merchants   c) mechanics

III Skill 3 Pronoun Reference:

Read these sentences and select the best answers from a, b or c.

1-Ahmed saw a friend in the shop ……….where he goes to buy sweets.

   a) which   b) who   c) where

2- Making models is a hobby ………… Samy enjoys a lot.

   a) where   b)which   c) who

3- Amany spoke to her friend………… was surprised to see her.

   a) who   b) which   c) where

4- It's raining…………….. I'm not going outside.

   a) but   b) because   c) so

5- There was a small crowd outside Reem's house. *It* was on fire.

   In this sentence *it* refers to:

   a) Reem   b) the house   c) the crowd

IV- Skills 4,5 & 6 Identifying main ideas, supporting details & guessing the meaning of unknown words

Read the following passage and answer the questions:

" Once, a group of boys decided to play a proper soccer game. Each one of them would bring something used in professional matches. So one would bring the ball, another would bring the whistle; another boy would bring the goalposts, others the goalkeeper gloves, the corner flags, etc...

But before the game started, while they were picking the teams, there was a *slight* argument. They decided that the boy who had brought the most important object would get to pick the teams. Well, now they couldn't decide which had been the most important object, so they thought it would be best to just start playing, using all the objects, and gradually get rid of what people had brought, to see which things were truly *indispensable*."

1- Write the topic sentence from the above story.

         ………………………………………………..

2- Summarize the story in your own language.

         ………………………………………………..

3- Give a title to the story.

         ………………………………………………..

4- The word *slight* in line 5 means:

     a) hard   b) simple   c) furious

5- The word *indispensable* in line 10 means:

     a) not important   b) necessary   c) expensive

2- The Social Skills Questionnaire First Form
Students' Questionnaire

Dear Student

This questionnaire aims at finding out the strategies you use while reading in English. Thus, please choose the number that expresses your opinion.

The researcher

عزيزي الطالب / عزيزتي الطالبة

يهدف هذا الاستبيان إلى تحديد بعض المهارات الاجتماعية التي تستعملها أثناء التعامل مع زملائك في حصص اللغة الانجليزية. لذا اقرأ كل عبارة من فضلك ثم ضع دائرة حول الرقم الذي تختاره (1-2-3-4) وفقا للعبارة التي تنطبق عليك. مع العلم بأنه لا توجد إجابة أفضل من أخرى وستكون نتائج هذا الاستبيان سرية ولأغراض البحث العلمي فقط ولن تؤثر بأي شكل من الأشكال على درجاتكم الدراسية أو أعمال السنة.

1. لا تنطبق هذه العبارة على إطلاقا (Not Applicable)

2. عادة لا تنطبق على (Usually Unapplicable)

3. عادة تنطبق على (Usually Applicable)

4. هذه العبارة تنطبق على دائما (Always Applicable)

الباحث

محمد محمود إبراهيم عبد الرسول

Students' Social Skills Questionnaire استبيان الطلاب / الطالبات

Time (30 Minutes) الزمن المقترح (30 دقيقة)

1) Read carefully the following strategies, and write the number that expresses what you actually employ when you are in classroom.

من فضلك اقرأ بعناية هذه الاستراتيجيات ثم ضع العدد المناسب (1-2-3-4) والذي يعبر عما تستخدمه

أو تعتقد انه الاقرب لك عندما تتعامل مع زملائك داخل حجرة الدراسة .

العبارة Statement	A 1	N 2	S 3	U 4	S 5	A N
1- I listen to my classmates when they talk. أستمع لزملائي عندما يتحدثون						
2-I look into the eyes of the speaker. أنظر باهتمام في عيني من يتحدث						
3-I pay attention to my teacher's instructions. أنصت باهتمام لتعليمات معلمي.						
4- I nod my head in agreement. أومئ برأسي دلالة على موافقتي.						
5-I like to work in groups. أحب العمل في مجموعات						
6- I say "thank you" to my classmates أقول شكرا لزملائي.						
7- I feel angry when someone says something I do not agree with. أشعر بالضيق إذا كان هناك رأي لا أتفق معه						
8- I do not like people who criticize me. لا أحب من يلومني وينتقدني						
9- I do not like people who show disrespect to me..لا أحب من لا يحترمني						
10- I feel sad if my classmates do not like my opinion. أشعر بالحزن إذا لم يعجب رأيي زملائي في الفصل						
11- I say please when I want a classmate to help me/ do me a favor. أقول من فضلك عندما أريد من أحد زملائي مساعدتي						
12- I love to answer questions more than anyone in class أحب أن أجيب على الأسئلة أكثر من أي شخص آخر.						
13-I concentrate on the task. أركز على المهمة.						
14- I finish my work on time. أنهي عملي في الوقت المحدد						
15- I help my classmates to finish tasks. أساعد زملائي في إنجاز مهامهم.						

16- I say something nice when someone is sad. أواسي الحزين من حولي				
17- I share my materials with my classmates in class. أشارك أدواتي مع زملائي.				
18- When I talk to my colleagues I shout at the top of my voice. عندما أتحدث مع زملائي أصرخ بأعلى صوتي ليسمعوني				
19- I feel annoyed if my teacher asks me to let other colleague look with meat my book. أشعر بالمضايقة لو طلب معلمي من أحد الطلاب أن ينظر معي في كتابي (لو نسي كتابه أو أعطى كتابي لمجموعة أخرى).				
20- I keep a notebook of my classmates phone numbers and addresses. أحتفظ بسجل به أرقام تليفونات وعناوين زملائي في الفصل.				
21- I phone my colleagues and visit them if someone is ill or absent. أتصل بمن يغيب من زملائي أو يمرض وأزوره في منزله				
22- I usually throw things at my colleagues (pens, pencils, rubber, ruler...etc) to save time when they need any of them. عادة ما ألقي الأقلام والأستيكة والمسطرة...الخ إلى زملائي إن احتاجوا إليهم حتى أوفر الوقت والجهد.				
23- I drag my seat and it sometimes makes noise when I sit in groups with my classmates. أجر مقعدي وقد يحدث ضوضاء أحيانا عندما أريد أن أجلس في مجموعات عمل مع زملائي				
24- I raise my hand before I speak. أرفع يدي لطلب الإذن بالكلام.				
25- I volunteer to help my classmates who need help. أتطوع لمساعدة زملائي إن رأيت أنهم بحاجة للمساعدة دون أن يطلب مني أحد				

3- Instruments' Final Form
Critical Reading Skills (CRST)
Critical Reading Skills Pre- Post Test

Student's Name:……………………………………

Date:………………………………   Time Allowed: 50 Minutes

Read the following sentences and put the suitable answer in the provided space.

I Skill 1 Fact Versus Opinion

If the sentence is fact write (F) and if it expresses opinion write (O)

No	Statement	F	O
1	The sun rises in the east and sets in the west.		
2	Arabic is the first Language in Egypt.		
3	Egyptian people love jokes.		
4	Children cannot live without computer games.		
5	The River Nile is beautiful.		
6	Cairo is the capital of Egypt.		

II Skill 2 Anticipation

Read these opening sentences and decide what will the topic/ story be about?

7-My sorrows began when I was a baby ….

    a) a sad story   b) a happy story   c) a scientific book

8-Fill the tube with CO_2 and light a match. Watch out what happens next.

    This process usually takes place in:

    a) the street   b) the kitchen   c) the science lab

9- Show me your passport, please. This sentence can usually be heard at:

    a) a hospital   b) the airport   c) a restaurant

III- Word Knowledge: Choose the correct answer from a, b, or c:

10- We can use English to…………other people in different countries.

    a) look   b) contact   c) listen

11- You do not pay money to join a library. It is ………..

    a) safe   b) dangerous   c) free

12- You should listen well to ………………… Mr. Magdy's explanation.

    a)spell   b) read   c) understand

13- A deaf person cannot ………….

    a) hear   b)see   c) walk

14- In sign language, we use our …………………

    a) eyes and ears   b) hands and body   c)tongues

15- Computers are …………..

    a) machines   b) merchants   c) mechanics

IV Skill 3 Pronoun Reference:

Read these sentences and select the best answers from a, b or c.

16-Ahmed saw a friend in the shop ………. he goes to buy sweets.

    a) which   b) who   c) where

17- Making models is a hobby ………… Samy enjoys a lot.

    a) where   b) which   c) who

18- Amany spoke to her friend………… was surprised to see her.

    a) who   b) which   c) where

19- It's raining…………….. I'm not going outside.

    a) but   b)because   c) so

20- There was a small crowd outside Reem's house. *It* was on fire. In this sentence *it* refers to:

    a) Reem   b) the house   c) the crowd

V Passage 1

Read the following passage and answer the questions:

"Once, a group of boys decided to play a proper soccer game. Each one of them would bring something used in professional matches. So one would bring the ball, another would bring the whistle; another boy would bring the goalposts, others the goalkeeper gloves, the corner flags, etc...

But before the game started, while they were picking the teams, there was a **_slight_** argument. They decided that the boy who had brought the most important object would get to pick the teams. Well, now they couldn't decide which had been the most important object, so they thought it would be best to just start playing, using all the objects, and **_gradually_** get rid of what people had brought, to see which things were truly indispensable. They got rid of lots of things and the game turned into crisis, so they decided to use all the objects they got. They discovered that their cooperation and participation with their objects were the key to their success."

Answer the following questions:

21- Write the topic sentence from the above story.

         …………………………………………………………………………

22- Summarize the story in your own language.

         …………………………………………………………………………
         …………………………………………………………………………
         …………………………………………………………………………

23- Give a title to the story.

……………………………………………………………………………………………

24- Tell us about a story or incident happened to you which was similar to the story you have just read.

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………

25- The word **_slight_** in line 5 means:

    a) hard   b) simple   c) furious

26- The word **_gradually_** in line 9 means:

    a) fast   b) stupidly   c) step by step

27- To play a proper team game, the most important thing is….

    a) being on your own   b) cooperation   c) arguing

VI- Passage 2

Read the following passage, then answer the questions:

Egypt is a great African country. It has a great geographical location. **_It_** has many places of interest to be visited. This is why tourists like to visit Egypt. The Egyptian government builds comfortable hotels and new roads to encourage tourism. The government does its best to make tourists feel at home.

They come to Egypt to see its ancient monuments in Giza, Luxor and Aswan. They also visit Khan El Khalili to buy souvenirs to take home. Tourists also come to Egypt to enjoy its weather which is neither too hot nor too cold all the year round. Tourism brings a lot of money to Egypt. I hope the number of tourists will **_increase_** more and more to provide jobs for many Egyptian people.

Answer the following questions:

28- Write the topic sentence from the above story.

………………………………………………………………………

29- Summarize the story in your own language.

………………………………………………………………………
……………………………………………………………………….
……………………………………………………………………….

30- Give a title to the story.

………………………………………………………………………

-135-

31- Tell us about a story or incident happened to you which was similar to the story you have just read.

………………………………………………………………………………………

……………………………………………………………………………

32- The pronoun **_It_** in line 1 means:

   a) tourism   b) Egypt   c) the government

33- Mention one fact from the passage:

   …………………………………………………………………

34- The word **_increase_** line 9 means ………

   a) finish   b) be less   c) be more

CRST Answer Key

Test key answers

1- Skill 1: Fact Versus Opinion:

F (Fact) O (Opinion)

1- F	2- F
3- O	4- O
5- O	6- F

2- Skill 2 Anticipation:

MCQ

7- a
8- c
9- b

3- Skill 3 Word knowledge:

MCQ

10- b	11- c
12- c	13- a
14- b	15- a

4- Skill 4 Reference:

MCQ

16- c	17- b
18- a	19- c
20- b	

5- Collective Skills Passage 1(Summarization skill& other skills)

21-Write the topic sentence from the above passage

Once, a group of boys decided to play a proper soccer game.

22-Summarize the story in your own words.(Any acceptable answer)

Some boys agreed to play a soccer (football) game. Each one of them participated with something necessary for the game such as a ball, gloves,   and flags. ..etc They quarreled together at first but finally they played together and were happy.

23-Give a title to the passage. (Any acceptable answer)

Playing Soccer,

24-Tell us about a story or incident happened to you which was similar to

the story you have just read about or known about?

(Answers may vary according to each student's experience)

<div align="center">MCQ</div>

25-	b
26-	c
27-	b

6- Collective Skills : Passage 2(Summarization and other skills)

28-Write the topic sentence from the above passage

It has many places of interest to be visited. This is why tourists like
to visit Egypt.

29-Summarize the story in your own words.(Any acceptable answer)

Because of Egypt's location and its weather a lot of tourists like to visit it.

30-Give a title to the passage. (Any acceptable answer)

<div align="center">Tourism in Egypt, Tourists visit Egypt…etc</div>

31-Tell us about a story or incident happened to you which was similar

to the story you have just read about or known about?
(Answers may vary according to each student's experience)

33-Mention one fact from the passage.

<div align="center">Egypt is an African country.</div>

<div align="center">MCQ</div>

32-	b
34-	c

Students' Social Skills' Questionnaire (SSQ)

Dear Student

This questionnaire aims to finding out the social skills you use while you communicate and work in groups in English . Thus, please choose the number that expresses your opinion.

The researcher

Mohamed Mahmoud Ibrahim Abdelrasoul

عزيزي الطالب / عزيزتي الطالبة:

يهدف هذا الاستبيان إلى تحديد بعض المهارات الاجتماعية التي تستعملها أثناء التعامل مع زملائك في حصص اللغة الانجليزية.   لذا اقرأ كل عبارة من فضلك ثم ضع علامة ✓ أمام الاختيار المناسب وفقا للعبارة التى تنطبق عليك.   مع العلم بأنه لا توجد إجابة أفضل من أخرى وستكون نتائج هذا الاستبيان سرية ولأغراض البحث العلمي فقط ولن تؤثر بأي شكل من الأشكال على درجاتكم الدراسية أو أعمال السنة.

1. I agree أوافق
2. I don't know لا أعرف
3. I don't agree. لا أوافق

الباحث

محمد محمود إبراهيم عبد الرسول

Name:　　　　　　**Age:**　　　　　**Class:**　　　**Date:**

Statement	I agree	I don't know.	I don't agree
1- I listen to my classmates when they talk. أستمع لزملائي عندما يتحدثون			
2-I look into the eyes of the speaker. أنظر باهتمام في عيني من يتحدث			
3-I pay attention to my teacher's instructions. أنصت باهتمام لتعليمات معلمي			
4- I nod my head in agreement. أومئ برأسي دلالة على موافقتي			
5-I like to work in groups. أحب العمل في مجموعات			
6- I concentrate on the task. أركز على المهمة			
7- I finish my work on time. أنهي عملي في الوقت المحدد			
8- I help my classmates to finish tasks. أساعد زملائي في انجاز مهامهم			
9- I share my materials with my classmates in class. أشارك أدواتي مع زملائي			
10-I keep a notebook of my class mates phone numbers and addresses. أحتفظ بسجل به أرقام تليفونات وعناوين زملائي في الفصل			
11- I phone my colleagues and visit them if someone is ill or absent. أتصل بمن يغيب من زملائي أو يمرض وأزوره في منزله			
12- I volunteer to help my classmates who need help. أتطوع لمساعدة زملائي إن رأيت أنهم بحاجة للمساعدة			
13- I feel angry when someone says something I do not agree with. أشعر بالضيق إذا كان هناك رأي لا أتفق معه			
14- I do not like people who criticize me. لا أحب من يلومني وينتقدني			
15- I do not like people who show disrespect to me. لا أحب من لا يحترمني			
16- I feel sad if my classmates do not like my opinion. أشعر بالحزن إذا لم يعجب رأيي زملائي في الفصل			
17- I love to answer questions more than anyone in class. أحب أن أجيب على الأسئلة أكثر من أي شخص آخر			
18- When I talk to my colleagues I shout at the top of my voice. عندما أتحدث مع زملائي أصرخ بأعلى صوتي ليسمعوني			
19- I feel annoyed if my teacher asks me to let other colleague look with me at my book. أشعر بالمضايقة لو طلب معلمي من أحد الطلاب أن ينظر معي في كتابي (لو نسي كتابه أو أعطى كتابي لمجموعة أخرى			
20 I usually throw things at my colleagues (pens, pencils, rubber, ruler...etc) to save time when they need any of them. عادة ما ألقي الأقلام والأستيكة والمسطرة...الخ إلى زملائي إن احتاجوا إليهم حتى أوفر الوقت والجهد			
21- I drag my seat and it sometimes makes noise when I sit in groups with my classmates. أجر مقعدي وقد يحدث ضوضاء أحيانا عندما أريد أن أجلس في مجموعات عمل مع زملائي			
22- I say "thank you" to my classmates. أقول شكرا لزملائي			
23- I say please when I want a classmate to help me/ do me a favor. أقول من فضلك عندما أريد من أحد زملائي مساعدتي			
24- I say something nice when someone is sad. أواسي الحزين من حولي			
25- I raise my hand before I speak. أرفع يدي لطلب الإذن بالكلام			
26- I respect my friends and my teachers. أحترم زملائي ومعلميني			
27- I respect my environment. أحترم بيئتي			
28- I do not throw rubbish in the classroom. أنا لا ألوث فصلي بالمهملات			
29- I do not laugh at my friends. أنا لا أسخر من زملائي			
30- I do my homework to be praised by my teachers. أؤدي فروضي المدرسية لأحوذ على احترام معلمي ومديحه			

4- Student's Reflection Forms (Student's Log)

No change was suggested to these forms.

Student's Self Reflection Form (A)

Name_____   Date_____

Today's Topic: _____

What I think :

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………

How I feel:

Group Reflection Form (B)

Group Name: **Date:**

Group Members:

1-   **2-**   **3-**

4-   **5-**   **6-**

The Best Things We Liked:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………

The Things We didn't like:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………

Next time we will change/ do differently

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………

End of Program Student's Self Reflection Form
FOLLOW UP FEEDBACK (END OF PROGRAM)

Name: **Date:**

Answer the following questions to the best of your knowledge

1- What are the best things you learned from participation in the current program?

<div dir="rtl">ما أفضل ما تعلمته من المشاركة في هذا البرنامج؟</div>

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

What are the things you liked best?

<div dir="rtl">ما أكثر شيء أعجبك في هذا البرنامج؟</div>

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

What are the things you did not like?

<div dir="rtl">ما الذي لم يعجبك في البرنامج؟</div>

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………

Would you like to participate in similar programs in the future?

<div dir="rtl">هل تود المشاركة في برامج أخري (مشابهة لهذا البرنامج) في المستقبل؟</div>

………………………………………………………………………………

…

What topics and activities would you like to find in the future programs?

<div dir="rtl">ماذا تود أن تجد في تلك البرامج المستقبلية؟</div>

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

Appendix D
Administrative forms

Appendix "D"

Administrative Documents

قرار رئيس الجهاز المركزي للتعبئة العامة والإحصاء

بالتفويض

رقم (٢٠٨) لسنة ٢٠١٢

في شأن قيام الباحث/ محمد محمود إبراهيم – المسجل للحصول على درجة الماجستير في التربية بكلية التربية – جامعة عين شمس – بإجراء دراسة ميدانية بعنوان (استخدام دوائر القراءة في تنمية مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب المرحلة الإعدادية)

رئيس الجهاز

- بعد الإطلاع على القرار الجمهوري رقم (٢٥٠٥) لسنة ١٩٦٤ بشأن إنشاء وتنظيم الجهاز،
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨ في شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات،
- وعلى قرار رئيس الجهاز رقم (٣١٤) لسنة ٢٠٠٧ بشأن التفويض في بعض الاختصاصات،
- وبعد الإطلاع على مذكرة العرض على رئيس الجهاز وموافقة سيادته على ما ورد بها،
- وبناء على الإطلاع على كتاب كلية التربية – جامعة عين شمس الوارد للجهاز في ٢٠١٢/٥/١٦،
- وعلى كتاب كلية التربية :

قــــرر :

مادة ١: يقوم الباحث/ محمد محمود إبراهيم – المسجل للحصول على درجة الماجستير في التربية بكلية التربية – جامعة عين شمس بإجراء الدراسة الميدانية المشار إليها عاليه.

مادة ٢: تجري الدراسة على عينة حجمها (٤٠) أربعون طالب وطالبة من طلاب الصف الثاني الإعدادي بمدرسة اللغات تجريبية بمحافظة سوهاج.

مادة ٣: تجمع البيانات اللازمة لهذه الدراسة طبقا للاستمارتين المعدتين لهذا الغرض والمعتمدتين من الجهاز المركزي للتعبئة العامة والإحصاء كالآتي :

الاستمارة الأولى : اختبار فني بعدى مهارات القراءة الناقدة وعدد صفحاته ٩ صفحات (تسعة).

الاستمارة الثانية : اختبار فني بعدى مهارات الاجتماعية وعدد صفحاتها ٤ صفحات (أربعة).

الاستمارة الثالثة : استبيان أطلاب للمهارات الاجتماعية وتحت إشراف إدارة الأمن بها بتيسير إجراء هذه الدراسة –

مادة ٤: تقوم مديرية التربية والتعليم بمحافظة سوهاج وتحت إشراف إدارة الأمن بها بتيسير إجراء هذه الدراسة مع مراعاة الضوابط الخاصة بتقييم درجة سرية البيانات والمعلومات لتداوله مسبقا بمعرفة كل جهة طبقا لما جاء بخطة الأمن بها.

مادة ٥: يراعى مطابقة مفردات العينة وأوزانها لتقديرها ومراعاة سرية إنسيات الفردية وعدم استخدام البيانات التي يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة.

مادة ٦: يجري العمل الميداني خلال خمسة أشهر اعتبارا من ٢٠١٢/١٠/١.

مادة ٧: يوافى الجهاز المركزي للتعبئة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة.

مادة ٨: يعمل بهذا القرار اعتبارا من ٢٠١٢/١٠/١.

تحرر في ١٥ / ٨ / ٢٠١٢

أحمد عطية محمد

مدير عام الإدارة العامة للأمن بالإنابة

نموذج موافقة ولي الأمر

السيد ولي أمر الطالب/ة ....

بالصف الثاني الإعدادي بمدرسة اللغات التجريبية بسوهاج نحيط سيادتكم علما بقيام / محمد محمود إبراهيم عبد الرسول الباحث بقسم المناهج وطرق تدريس اللغة الانجليزية جامعة عين شمس بعمل برنامج ميداني لقياس أثر " *استخدام دوائر القراءة في تنمية مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب المرحلة الإعدادية*" وقد تم ترشيح نجلكم/ نجلتكم للمشاركة في البرنامج برجاء التكرم بإبداء الرأي بالموافقة من عدمه كتابة على هذا النموذج. ونلفت نظر سيادتكم أن بيانات الطلاب ستكون سرية ولأغراض البحث العلمي فقط، كما إنه يجوز لنجلكم/ نجلتكم الانسحاب من البرنامج في أي وقت.

موافق ....   غير موافق ....

توقيع ولي الأمر/ ....   الوظيفة:....................

التليفون ....

مع خالص الشكر والتقدير

وكيل المدرسة: ....   يعتمد مدير عام المدرسة:.............

_____

Ain Shams University
Faculty of Education
Curriculum & Instruction Department

Appendix E
The program

Using Reading Circles Strategy for Developing Preparatory Students' Critical Reading Skills and Social Skills

A thesis submitted for the M. A. Degree in Education
(Curriculum and Instruction: TEFL)

The Program- Teacher's Manual

Submitted by
Mohamed Mahmoud Ibrahim Abdelrasoul
(A Teacher of English at the Ministry of Education, Sohag Governorate)

Supervised by

Dr. Zeinab Ali El Naggar	**Dr. Dalia Ibrahim Yahia**
Professor of Curriculum & EFL Instruction	Lecturer of Curriculum & Instruction,
Department of Curriculum & Instruction,	Department of Curriculum & Instruction,
Faculty of Education	Faculty of Education
Ain Shams University	Ain Shams University

2014

Dear Teacher:

This program is intended to enhance preparatory 2 students' social skills and critical reading skills. The program can be implemented as an extra- curricular activity. It can also be implemented either during the school year or as a summer program

The Objectives of the program:

The objectives of the program are divided into two main sets; critical reading skills and social skills. They are divided as follows:

a) Critical Reading Skills:
Student Objectives
Students will

- Discuss and define unfamiliar words.
- predict text events using previous knowledge and details in the text.
- use evidence in text to verify predictions.
- ask relevant and focused questions to clarify understanding.
- respond to questions and discussion with relevant and focused comments.
- paraphrase and summarize information from the text.
- Differentiate between fact and opinion
- Use reference
- Summarize a topic
- Connect to experience and previous knowledge
- Visualize understanding through drawing pictures and illustrations

b) Social Skills:

Students will learn and practice how to express respect for self, others and environment through:

I) Active listening

1. Listening carefully to others.
2. Looking into the eyes of the speaker.
3. Nodding your head in agreement.
4. Showing interest in the topic.
5. Asking to clarify understanding.

Students will practice

II) Showing Commitment and Dedication to their group
1. Showing commitment to the group
2. Focusing on tasks

Students will practice

III) Praising & Compliment

1. Using positive language
2. Using formulaic English such as "Good idea, that's interesting, I agree….etc.
3. Saying please.
4. Asking politely
5. Sending compliment
6. Receiving compliment

Strategies to be used:

There is a variety of strategies used to enhance the anticipated social and critical reading skills. Students got involved in groups of six members each. These groups formed the Reading Circles. The reading circle strategy is the principal strategy used by students throughout the program. Students are assigned functional roles (6) and learning roles (6). The researcher sometimes uses modeling and think aloud strategies to introduce new skills. Moreover, there are honor charts and ground rules posted on the classroom walls. Students also got involved actively in reading activities and performed together.

The Tool Box: At the end of the teacher manual there is a section for the work sheets, cards, forms, and charts to be used during the program. There is also a template included for lesson planning to be followed while implementing the program. It is called "How to Present Sessions Template"

Instructional Plan
Resources

- Multiple copies of the Student's Manual.
- Literature Circle Roles
- Literature Circle Role Sheets:
  - Discussion Director / Group Leader
  - Word Wizard/ Vocabulary Enricher / the Scribe/ the recorder
  - The Summarizer/ Time keeper and encourager
  - Checker / the Store keeper and secretary
  - The Story Connector/ the reporter
  - The Creative Artist
- Literature/ Reading Circles Process
  - Self-Reflection Worksheet.
  - Group Assessment List
  - Chart of Honor
  - Chart of groups (Names & Roles)
  - Ground rules …etc

Student's workbook named (Respect Building Notebook)

- Respect Building Notebook
- Respect Looks like & Sounds Like
- What I think, How I feel Reflection Sheet
- Stoppers and Starters Sheet
- A Month of Respect Sheet
- Respect Pledge Sheet
- Respect Bookmarks 2 Sheets
- Respectful Thoughts Sheet
- Respectful Messages
- Extinguish Disrespect Poster
- Sending Compliments Sheet
- I like Messages
- A Greeting to Messages
- Pass it on Compliment Sheet
- Receiving Compliment Sheet
- A Month of Respect Planner
- Partner Sharing Sheet
- Companion Reading Sheet
- Partner Recall Sheet
- Interested Listener Comments Sheet
- I said   You said Reflection Sheet
- Respectful listener Score card
- Respectful Listener Award
- Dedicated Listener Award
- Listening Poster

Unit 1(Introductory Unit)

Orientation

Pre-test

Questionnaire

Roles in Group work

(role: definition- What is it? Why is it? When is it? How is it? Who does it? Modeling- Practice)

<u>Session 1</u>

Lesson Plan
Objectives:-

- o To set ground rules.
- o To break the ice
- o To distribute parents' approval of students' participation in program

<u>Procedures:</u>

- - Introducing myself to students
- - Discuss the best way to run the classroom with the students.
- - Elicit from students the things they want to set rules for during the learning sessions
- - Voting on the proper behavior to be accepted in the classroom

<u>Teaching Aids:</u>

Cards

marker

The whiteboard

<u>Evaluation</u>:

Students agree on ground rules

 Time: 75-90 Minutes

Here is a picture of the expected ground rules
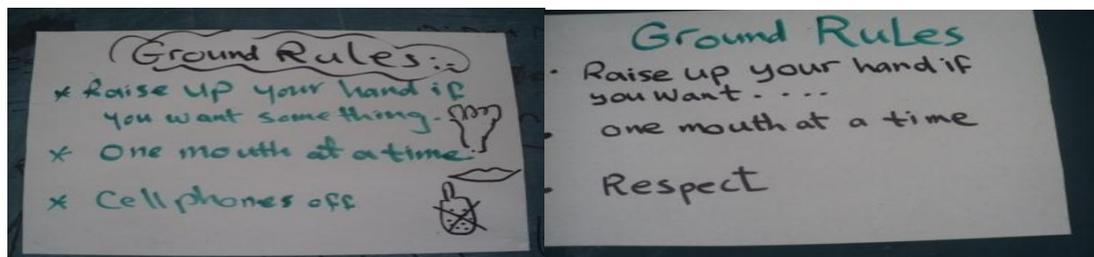
Students vote on the following ground rules: (Time 30-40 minutes)
to raise up hands if they want to say something,

One person speaks and other students listen. They can comment when the speaker finishes.

Cell phones should be kept silent, though it is banned by Ministerial Decree. I allowed students to keep their cell phones due to the unrest after the revolution.

Teacher assures the application of the ground rules and make sure that everybody abides by them.

The teacher seeks chances to praise students who abide by the ground rules. He also reminds those who break one of the rules instantly to be able to manage the classroom effectively.

Teacher organizes students randomly in groups of six each.

I- In your groups ask each other: (20 Minutes)
    a) your names
    b) Something you like doing
    c) Something you hope to do this year/ in the near future.

II- Then in your group look for similarities and/ or differences between each one of you and the other members. (5 Minutes).

III- Groups select different members to tell the whole class about their findings. (5 Minutes).

IV- Teacher introduces the program to the students and distributes the guardians' consent's document to be signed and returned.

V- Teacher sums up.

Session: 2

Objectives:

- o To revise ground rules and new formed groups
- o To introduce the administrative and cooperative roles
- o To distribute roles among group members.
- o To introduce students to the responsibilities of each role and what is expected from them.

Time: 30 Minutes per role

The Functional Roles:

the group leader
the time keeper & encourager
the scribe/ the recorder
the store keeper
the checker
the reporter

General guidelines for introducing the functional roles:

1- **Material Used:**

- o Functional Role Cards
- o Pens

(See the cards in the tools section, Cooperative Learning Functional Role Cards)

- - The teacher prints a copy of each functional role card and hands it in to each group.
- - He then discusses the selected role and allows students to discuss the role freely and answers their questions and enquiries.
- - The teacher models the role in front of the students. He / she makes sure that students understand the role and can imitate the teacher.
- - The teacher then gives every student a chance to practice the role freely in his/ her group.

    N.B. Each role is expected to take about 30 minutes, so it is expected to take six sessions to train students on the functional roles. This phase is very important because it establishes and fosters the roles which students will use throughout the program.

Session: 3

<u>Objectives</u>:

- o To introduce the administrative and cooperative roles
- o To distribute roles among group members.
- o To introduce students to the responsibilities of each role and what is expected from them.

<u>Time</u>: 30 Minutes per role

Leader & Encourager

Definition

The leader directs the action for the day once the teacher has given the instructions. He / she reads instructions and directs participation. He/ she also reads the instructions , calls for speakers, takes turns, calls for votes, counts votes and states agreed position. The encourager gives compliments related to how the group is working, such as "That was a great answer

Procedure

1- Teacher introduces role
2- Teacher models role
3- Teacher drills students on the role
4- Students practice the role in their groups
5- Students performs the role in turns in front of the whole classroom
6- Reflection on the role

Session: 4

<u>**Objectives:**</u>

- o To introduce the administrative and cooperative roles
- o To distribute roles among group members.
- o To introduce students to the responsibilities of each role and what is expected from them.

<u>Time</u>: 30 Minutes per role

- **Time Keeper**

   Definition

   He/ she keeps an eye on time and warns others about time constraints. He/she keeps looking at watch/ clock He/ she also holds signs/ makes signals that time is about to finish.

Procedure

1- Teacher introduces role
2- Teacher models role
3- Teacher drills students on the role
4- Students practice the role in their groups
5- Students performs the role in turns in front of the whole classroom
6- Reflection on the role

Session: 5

Objectives:

- o To introduce the administrative and cooperative roles
- o To distribute roles among group members.
- o To introduce students to the responsibilities of each role and what is expected from them.

Time: 30 Minutes per role

- **Reporter/Spokesperson**

Definition

This member reports orally the group's work to the other groups or to the teacher.

Procedure

1- Teacher introduces role
2- Teacher models role
3- Teacher drills students on the role
4- Students practice the role in their groups
5- Students performs the role in turns in front of the whole classroom
6- Reflection on the role

Session: 6

Objectives:

- o To introduce the administrative and cooperative roles
- o To distribute roles among group members.
- o To introduce students to the responsibilities of each role and what is expected from them.

Time: 20 Minutes per role

- **Checker**

Definition

This member checks and hands in the work for the group. He/ she corrects mistakes and watches for spelling. He/ she assures accuracy.

Procedure

1- Teacher introduces role
2- Teacher models role
3- Teacher drills students on the role
4- Students practice the role in their groups
5- Students performs the role in turns in front of the whole classroom
6- Reflection on the role

Session: 7

Objectives:

o To introduce the administrative and cooperative roles

o To distribute roles among group members.

o To introduce students to the responsibilities of each role and what is expected from them.

Time: 30 Minutes per role

- **Store keeper**

Definition

He/ she locates, collects and distributes resources. He/she gets all the materials for the entire group and collects worksheets from the teacher. He /she also sharpens pencils and tidies up. This is the only person who is allowed to leave your place without teacher permission.

Procedure

1- Teacher introduces role

2- Teacher models role

3- Teacher drills students on the role

4- Students practice the role in their groups

5- Students performs the role in turns in front of the whole classroom

6- Reflection on the role

Session: 8

Objectives:

o To introduce the administrative and cooperative roles

o To distribute roles among group members.

o To introduce students to the responsibilities of each role and what is expected from them.

Time: 30 Minutes per role

- **Scribe / recorder**

Definition

This group member does the writing for the entire group. He or she uses one sheet, which saves paper. He or she writes, reports groups' ideas; and records all ideas. He/ she writes and reports.

Procedure

2- Teacher introduces role

3- Teacher models role

4- Teacher drills students on the role

5- Students practice the role in their groups

6- Students performs the role in turns in front of the whole classroom

7- Reflection on the role

Session 9

In this session the teacher asks groups to select names and to assign functional roles to members.

Objectives:

- o To assign functional roles to group members
- o To choose group names and slogans.

Time: 30 Minutes

Strategies:

- o Voting on roles
- o Brainstorming on Group names and slogan

Material used:

- o Cooperative Learning Functional Role Cards.
- o Group Names & Members' Roles Chart.

Unit2 Introducing Literature /Reading Circles

In unit one, students were divided into groups of six and they participated in setting up ground rules for the classroom. Administrative roles were introduced and divided among students. All students in the classroom were assigned administrative roles whether they were part of the program or not. In Unit two roles will be introduced and assigned to students who have obtained parental approval of participation in the program.

This section provides a basic introduction to literature/ reading circles, a collaborative and student-centered reading strategy. Students begin by selecting a text together then are introduced to the six jobs in the Literature Circles: Discussion Director, the Summarizer, Vocabulary Enricher, the Connector, Checker and the Creative Artist. The teacher and volunteers model the task for each of the six roles, and then students practice the strategies. The process demonstrates the different roles and allows students to practice the techniques before they are responsible for completing the tasks in their groups. After this introduction, students are ready to use the strategy independently, rotating the roles through 5-person groups as they read the texts from their manual.

Preparation

- Introduce the basic literature circle strategy. Before you begin the lesson, you should have a strong working knowledge of how the strategy works
- Preview and read the manual that students will use. Gather copies of the manual for each student group.
- Show students the Literature Circles Roles and Cooperative Learning Functional Role Cards. Alternately, you can write the information on chart paper or the board.
- Make copies of the roles for each student to use independently and as they practice.
- Explore tasks with students. Dedicate a separate session for each task with modeling and practice.
- Make copies of the Self-Reflection Worksheet and Group Assessment Worksheet.

Instruction and Activities:

Session: 10

Introduce Literature/ Reading Circles by explaining they are "groups of people reading the same book/ topic and meeting together to discuss what they have read"

1. Emphasize the student-centered collaborative nature of the reading strategy by discussing how the strategy places students in charge of leading their own discussions as well as making decisions for themselves.

2. Share some of the ways that students will work independently (e.g., choosing the text the group will read, deciding on the questions that the group will discuss about the text).

3. Introduce the Literature Circle Roles to the class, and answer any questions that students have about these roles:

Discussion Director

- o creates questions to increase comprehension
- o asks who, what, why, when, where, how, and what if

Word Wizard/ Vocabulary Enricher

- o clarifies word meanings and pronunciations
- o uses research resources

Checker

- o checks for completion of assignments
- o evaluates participation
- o helps monitor discussion for equal participation

The Story Connector

- o Finds similarities between people in the story/ topic and people in real life
- o Finds similarities between incidents and events in the story/ topic and real life

Finds places in the story/ topic and similarities in real life

The Summarizer:

- o Writes a summary that describes what happened in this section of the book/ topic.
- o Be sure to write in complete sentences and include lots of details.

The Creative Artist:

- o Draws a picture to display his/ her understanding of the targeted topic.

Session: 11

1 -Practicing the Role of the Discussion Director/ Leader

PART ONE:

Modeling

1. Review basic information about literature circles.

2. Explain that during this session, you will act as the Discussion Director to demonstrate how to do the task.

3. Review the requirements of the Discussion Director:

   o creates questions to increase comprehension

   o asks who, what, why, when, where, how, and what if

4. Pass out copies of the Discussion Director Role Sheet and preview the information it contains.

5. Read the text chosen during the previous session together.

6. Demonstrate how the Discussion Director would use the Discussion Director Role Sheet to lead discussion.

7. Allow time to discuss the given passage freely in order to show how discussion of questions and ideas that are not on the sheet is also appropriate.

Try on a text: (David Copperfield Chapter One)

PART TWO:

Practice:

Students practice the role of the discussion director.

Session: 12

2-The Role of the Vocabulary Enricher/ Word Wizard/ Word Finder

PART ONE:

Modeling by teacher

1. Explain that during this session, you will act as the Vocabulary Enricher to demonstrate how to do the task.

2. Review the requirements of the Vocabulary Enricher:

   o clarifies word meanings and pronunciations

   o uses research resources

3. Point out the classroom dictionaries and other resources students can use as they serve in this role.

4. Pass out copies of the Vocabulary Enricher Role Sheet and preview the information it contains.

5. Read the attached texts together.

6. Demonstrate how the Vocabulary Enricher would use the Vocabulary Enricher Role Sheet to participate in the discussion.

7. Allow time to discuss the texts freely in order to show how discussion of questions and ideas that are not on the sheet is also appropriate.

   After discussion is complete, ask students to make observations about how the Vocabulary Enricher role works. Answer any questions that they have about the role.

Try on a text: (David Copperfield Chapter Two)

Practice:
Students in groups try the role of the Vocabulary Enricher

Session: 13

3- The Role of the Story Connector

PART ONE:

Modeling by the teacher

1. Review basic information about literature circles.

2. Explain that during this session, you will act as the Story Connector to demonstrate how to do the task.

3. Review the requirements of the Story Connector:

4. Finds similarities between people in the story/ topic and people in real life

5. Finds similarities between incidents and events in the story/ topic and real life

6. Pass out copies of the Story Connector Role Sheet and preview the information it contains.

7. Read the text chosen during the previous session together.

8. Demonstrate how the Story Connector would use the Story Connector Role Sheet to lead discussion.

9. Allow time to discuss the given passage freely

Try on a text: (David Copperfield Chapter Three)

Part two:

Practice

Students will take turns and each one of them will act as the story connector for five minutes in his/ her group

Session: 14

4- The Role of the Checker
PART ONE:

Modeling by the teacher

1. Explain that during this session, you will act as the Checker to demonstrate how to do the task.

2. Review the requirements of the Checker:

    o checks for completion of assignments

    o evaluates participation

    o helps monitor discussion for equal participation

3. Pass out copies of the Checker Role Sheet and preview the information it contains.

4. Pass out copies of the other five role sheets: Discussion Director, Vocabulary Enricher, and Summarizer, Illustrator and Connector. Every student should have one sheet, but they will not all have the same sheet.

5. Explain that for you to have information to record on the Checker Role Sheet; you need students in the class to take on the other roles.

6. Read a new topic together.

7. Ask student volunteers to lead the class in discussion, serving in the role that they have prepared for.

8. As students complete their role, demonstrate how the Checker would use the Checker Role Sheet to participate in the discussion. To include students more in the assessment, you might ask class members to talk about the work that each student volunteer does.

9. Take advantage of the opportunity to talk about positive, constructive feedback.

10. After discussion is complete, ask students to make observations about how the Checker role works. Answer any questions that they have about the role.

Try on a text: (David Copperfield Chapter Four)

Practice:

Students will take turns and each one of them will act as the checker for five minutes in his/ her group

Session: 15

5- The Role of the Summarizer

PART ONE:

Modeling by the teacher

1. Review basic information about literature circles.

2. Explain that during this session, you will act as the Summarizer to demonstrate how to do the task.

3. Review the requirements of the Summarizer:

   o Writes a summary that describes what happened in this section of the book/ topic.

   o Be sure to write in complete sentences and include lots of details.

4. Pass out copies of the Summarizer Role Sheet and preview the information it contains.

5. Read the text chosen during the previous session together.

6. Demonstrate how the Summarizer would use the Summarizer Role Sheet to lead discussion.

7. Allow time to discuss the given passage freely.

Try on a text: (David Copperfield Chapter Five)

Part two :Practice

Students will take turns and each one of them will act as the summarizer for five minutes in his/ her group

Session: 16

6- The Role of the Creative Artist

PART ONE:

Modeling by the teacher

1. Review basic information about literature circles.

2. Explain that during this session, you will act as the Creative Artist to demonstrate how to do the task.

3. Review the requirements of the C A :

    o Draw an illustration represent the passage/ topic you have just read.

4. Pass out copies of the C A Role Sheet and preview the information it contains.

5. Read the text chosen during the previous session together.

6. Demonstrate how the C A would use the C A Role Sheet .

7. Allow time to discuss the given passage freely.

Try on a text: (David Copperfield Chapter Six)

Part Two: Practice

Students will draw together for fifteen minutes in their groups

Student Assessment/Reflections

- As students work, take notes on their participation and engagement. Remember that discussion topics should grow naturally from students' interests and connections to the text. Their group meetings should be open, natural conversations about books. Personal connections, and open-ended questions are welcome.

- Provide feedback to individual students in conferences and interviews. Base feedback on the feedback indicated on the Checker Role Sheets completed during the literature circle sessions as well as on your own observations. Suggest ways that students can improve their participation in the groups, pointing to the different role sheets that they have completed and relying on your anecdotal notes. Make connections to the Self-Reflection Worksheet that students complete when they finish the books. Encourage students to brainstorm strategies they can try in future literature circle meetings to improve their participation.

The following six chapters from "David Copperfield" are used while introducing and practicing the six different roles in the reading circles. They are designed to be implemented successively according to the introduction of roles.

David Copperfield   Chapter 1
I am born

BEFORE YOU READ

1. In this chapter, David Copperfield tells the story of the day he was born. How do you think he knows what happened on that day?
2. How do members of the family usually feel when a baby is born? What do people do to show how they feel about it?
3. What is going to happen next? Read the following sentence from Chapter 1. Write one sentence to describe what you think happens next.

Peggotty came in with the tea, but when she saw how ill my mother looked she took her upstairs to her room.

TRUE OR FALSE? (Anticipation) Think of these sentences

Are the following sentences true (T) or false (F)?

Write T or F at the end of each sentence.

1. David's father died before David was born. ——
2. Miss Betsey was the aunt of David's mother. ——
3. David's mother was happy that she was going to have a baby. ——
4. Miss Betsey started to cry when she met David's mother. ——
5. Miss Betsey told Peggotty to make some tea. ——
6. Miss Betsey Miss Betsey expected that the baby would be a girl. ——

FILL IN THE GAPS. (Word Wizard)

Complete the sentences using the verbs in the box. Use the correct from of the verbs.

Call   say   try   strike ring   send   look   cry

1. The clock began to ——— midnight and I began to ——— at exactly the same time.
2. My mother ——— my great aunt by her first name, Miss Betsey.
3. Instead of ——— the doorbell, Miss Betsey ——— in at the window.
4. Peggotty ——— her nephew, Ham, to get the doctor.
5. The doctor ——— his best to be friendly.
6. My aunt didn't ——— another word.

After Reading

Look at your answers for (True or False Section) and correct the false ones.

FURTHER QUESTIONS

1. Why do you think David's mother was so depressed?
   Write three or four lines.

2. Miss Betsey has an unusual way of behaving towards people. Can you give three or four examples of unusual things Miss Betsey says or does? (Example: She doesn't ring the doorbell, but looks in at the window instead.)

3. How do you think Miss Betsey felt as she left the house? Write one or two Lines.

(Do not forget the worksheets of the reading circle)

Chapter 2

My Life begins to change

BEFORE YOU READ

1. What do people often remember form their early childhood? Write two or three lines.
2. How do children often feel when they are introduced to strangers? Write one or two lines.
3. What is going to happen next? Read the following sentences from Chapter 2. Write one sentence to describe what you think happens next.

We went out to the door and there was my mother looking unusually pretty.

With her was a gentleman with black hair.

TRUE OR FALSE? (Anticipation) Think of these sentences

Arethe following sentences true (T) or false (F)? Write T or F at the end of each sentence.

1. David liked the gentleman he met with his mother. ——
2. David's mother enjoyed spending time with the gentleman. ——
3. Peggotty and David's mother agreed that the gentleman was very nice. ——
4. Peggotty suggested to David that he go away with her for a while. ——
5. Peggotty told David that her brother lived in the city. ——
6. David felt excited about going away with Peggotty. ——

After Reading

Look at your answers for (True or False Section) and correct the false ones.

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. What are the first things David remembered of his mother?
2. What were David and Peggotty doing when his mother arrived with the gentleman?
3. How did David feel when he noticed the gentleman touching his mother's hand?
4. What did Peggotty say about Mr. Copperfield, David's father?
5. What did Peggotty tell David that his mother would do while they were away?
6. What was the name of the gentleman who visited David's mother?

FILL IN THE GAPS. (Word Wizard)

Complete the sentences using the verbs in the box. Use the correct form of the verbs.

Fall   shake   agree   go   pat   move   kiss   run

1. The gentleman ———— me on the head.
2. I gave him my left hand and he ———— it.
3. We ———— to bed very upset.
4. I ———— asleep in my mother's arms.
5. My mother ———— to Peggotty's idea.
6. As the cart began to ————, my mother ———— out and ————
   me again.

WHICH CHARACTER?

Who speaks these words and to whom? When and where were the words spoken?

1. 'I'm not surprised at how much he loves you.'
2. 'Come! Let us be the best of friends in the world!'
3. 'Hope you had a pleasant evening, ma'am.'
4. 'Good heavens! You'll make me go mad!'
5. 'And there's the sea and the boats and ships and the fishermen and the beach…'
6. 'But what will she do while we are away?'

FURTHER QUESTIONS

1. Why do you think Peggotty offered to take David away for a while? Write one or two lines.
2. What is your impression of Mr. Murdstone? Do you think David is right to dislike him? Write one or two lines.
   (Do not forget the worksheets of the reading circle)

Chapter 3
Everything is different

BEFORE YOU READ

1. Have you ever been for a holiday by the seaside? What is there to do and see?
2. What do you look forward to when you return home after being away on holiday?
3. What is going to happen next? Read the following sentences from Chapter 3. Write one sentence to describe what you think happens next.

'Something's the matter, I'm sure. Where's Mother?'

'Where's Mother, Master Davy?' Peggotty repeated.

'Yes. Why hasn't she come out of the gate and what have we come in here for?'

TRUE OR FALSE? (Anticipation) Think of these sentences

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. At first, little Emily was shy, and hid from David and Peggotty. ——
2. David was made to work hard while he was staying at Yarmouth. ——
3. David enjoyed his time at Yarmouth. ——
4. Peggotty was excited and happy on the way home. ——
5. David expected his mother to be waiting for him at the door. ——
6. David's mother had died while he was away. ——

After Reading

Look at your answers for (True or False Section) and correct the false ones.

FILL IN THE GAPS. (Word Wizard)

Complete the sentences using the words in the box.

Beach	pipe	needlework	meal	shoulder	fire	uncle

1. David and Peggotty had a ——— after they arrived.
2. Mr. Peggotty was little Emily's ———.
3. David and Emily walked happily along the ——— together.

4. Mr. Peggotty smoked a ———.
5. When David went in to see his mother, she was sitting by the ——— doing ———.
6. David's mother kissed him and patted him on the ———.

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. Were the people David met at Yarmouth friendly or unfriendly?
2. How did Mrs. Gummidge feel when she saw David and little Emily sitting together?
3. How did David feel about leaving Emily?
4. What did David think of first when Peggotty said, 'You've got a father'?
5. Who was going to be David's new father?
6. What kind of animal did David find living in the yard of the house?

WHICH CHARACTER?

Who speaks these words and to whom? When and where were the words spoken?

1. 'You'll find us rough, sir, but you'll find us kindhearted.'
2. 'Lor! Isn't it beautiful!'
3. 'Something's the matter, I'm sure. Where's Mother?'
4. 'You see, dear, I should have told you before now, but I couldn't.'
5. 'I don't want to see him.'
6. 'Now, Clara my dear, remember! Control yourself, always!'

FURTHER QUESTIONS

1. Do you think David would hope to see little Emily again? Why or why not? Write one or two lines.
2. Do you think David's mother welcomed him home as warmly as he expected? Why or why not? Write one or two lines.
3. How had David's home changed when he returned?
   (Do not forget the worksheets of the reading circle)

Chapter 4
I fall into disfavor and shame

BEFORE YOU READ

1. How do you think David was feeling after he arrived home from Yarmouth?
2. Do you think it's a good idea for adults to punish children by hitting them?
3. Do you think it's good for young children to be sent away from home to school?
4. What is going to happen next? Read the following sentence from Chapter 4 Write one sentence to describe what you think happens next.

In the same instant, I caught the hand he was holding me with between my teeth and bit hard.

TRUE OR FALSE? (Anticipation) Think of these sentences:

Arethe following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David and Miss Murdstone Liked each other as soon as they met. ⸺
2. MrMurdstone told David's mother that she was too firm with the boy.⸺
3. David enjoyed trying to solve Mr. Murdstone's arithmetic problem.⸺
4. David enjoyed reading the books his father had left. ⸺
5. Peggotty came and told David that he was being sent away to school. ⸺
6. David's mother was upset on the morning David went away. ⸺

After Reading

Look at your answers for (True or False Section) and correct the false ones.

FILL IN THE GAPS. (Word Wizard)

Complete the sentences using the words in the box.

books Keys name problem cart coach keyhole

1. Mr. Murdstone reminded Peggotty that David's Mother had taken his —————.
2. Miss Murdstone arrived in a —————.
3. David's mother gave the ————— to Miss Murdstone.
4. Mr. Murdstone gave David a difficult arithmetic ————— to solve.
5. In the room next to his, David found some —————.
6. Mr. Murdstone beat David with a —————.
7. Peggotty whispered to David through the —————.
8. David went away to school in a —————.

WHICH CHARACTER?

Who speaks these words and to whom? When and where were the words spoken?

1. 'If I have a difficult horse or dog to deal with, what do you think I do?'
2. 'Generally speaking, I don't like boys.'
3. 'I have tried to learn but I can't while you and Miss Murdstone are there.'
4. 'I'll look after your mother, Davy. I won't leave her.'
5. 'How could you hurt anyone I love?'
6. 'You will come home in the holidays and be a better boy.'

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. Why was David's Mother angry with Peggotty?
2. How did Mr. Murdstone threaten David when the two of them were alone?
3. What did David think of Miss Murdstone?
4. What was David's opinion of the 'firmness' that the Murdstones talked about?
5. How did Mr. Murdstone respond when his sister said that she would leave?
6. Whose idea was it for David to go away to boarding school?
7. What did David do when Mr. Murdstone beat him?
8. How long was David allowed to walk in the garden each day?
9. When Peggotty said, 'The Cat will hear us, 'who was she talking about?
10. How did David feel to be going away to boarding school?

CHECK THE MEANING (Word Wizard)

Match the wards in the box with the definitions below.

Firm honeymoon jailer pity encouragement boarding

1. A school where the students live as well as study
2. The period of time directly after a couple is married
3. Strong and in control
4. The person who watches over prisoners in a prison
5. Words spoken to give somebody hope or confidence
6. A feeling of sorrow or concern about someone else's problems

FURTHER QUESTIONS

1. Why do you think Mr. Murdstone didn't want Peggotty to call David's mother 'Mrs. Copperfield'? Write one or two lines.
2. Why do you think David didn't want to tell Mr. Murdstone that he had been crying? Write one or two lines.
3. Why do you think David couldn't learn while Mr. Murdstone and Miss Murdstone were there? Write one or two lines.
4. Why do you think David's mother was easily controlled by Mr. and Miss Murdstone? Write three or four lines.

(Do not forget the worksheets of the reading circle)

Chapter 5
My first half-year at school

BEFORE YOU READ

1. Can you remember your first day at school? Who did you meet?
2. Did you enjoy your first few years at school? Why or why not?
3. What sounds, sights and smells do you remember from those years?
4. What is going to happen next? Read the following sentence from Chapter 5. Write one sentence to describe what you think happens next.
   Tungay, Mr. Creakle's assistant, came in and called out, 'visitors for Copperfield!'

TRUE OR FALSE? (Anticipation) Think of these sentences

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence.

1. David made new friends as soon as he arrived at Salem House. ——
2. Steer forth told David that he would try to help him. ——
3. Mr. Creakle was a very kind man. ——
4. When Mr. Creakle came into the schoolroom, the boys made a lot of noise. ——
5. David was surprised when he saw who come to visit him. ——
6. Salem House was a pleasant place to study. ——

After Reading

Look at your answers for (True or False Section) and correct the false ones.

FILL IN THE GAPS. (Word Wizard)

Complete the sentences using the words in the box.

Cold useful severe fat dirty curly old

1. Of all the masters, Mr. Creakle was the most —————.
2. Steer forth had —————hair.
3. David thought that Mr. Creakle especially liked to punish ————— boys.
4. Steerforth was a very ————— friend to David.
5. The lesson books at Salem House were —————and ————— .
6. In winter the school was very .—————

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. Where were all the other boys when David first arrived at Salem House?
2. How did Miss Creakle feel towards Steer forth?
3. How did Steer forth help David?

4. At first, who did David think had come to visit him?
5. What did ham notice about David when they saw each other?
6. Who did David ask Mr. Peggotty about?
7. Why was one boy ill after David's visitors had gone?
8. What woke the boys up each morning?
9. What were the boys given to eat at the school?
10. What is the smell David remembers from the school?

CHECK THE MEANING (Word Wizard)

Match the words in the box with the definitions below.

master   roar   punish   struggle   seafood   ignorant

1. Fish, crabs, prawns and other sea animals which are good to eat
2. A male schoolteacher
3. A loud noise made by a crowd of people
4. Hard work in difficult conditions
5. Badly educated, rude and lacking Knowledge
6. To hurt someone because of something they have done wrong

FURTHER QUESTIONS

1. Why do you think Mr. Creakle never punished Steerforth? Write one or two lines.
2. What is David's opinion of Mr. Creakle? Write one or two lines.
3. How do you think the students felt at a school like Salem House? Write six to ten lines.

(Do not forget the worksheets of the reading circle)

Chapter 6
My holidays

BEFORE YOU READ

1. Who do you think David was most looking forward to seeing when he went home?
2. Describe the sort of welcome David got when he arrived.
3. What is going to happen next? Read the following sentence from Chapter 6. Write one sentence to describe what you think happens next.

The next morning I felt uncomfortable about going down to breakfast. I had not seen Mr. Murdstone since the day he had beaten me and I had bitten his hand.

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. Who was the new member of the family David was introduced to?
2. What did David do on the first night he was home?
3. What happened at ten o'clock that night?
4. How did Miss Murdstone react when she saw David holding the baby?
5. Where did David go to get away from the Murdstones?
6. Where did Mr. Murdstone tell David not to go?

FILL IN THE GAPS. (Word Wizard)

Complete the sentences using the verbs in the box. Use the correct from of the verbs.

| Sing   kiss   visit   drop   scream   hear   leave   dine   touch tell |

1. David ———— his mother ———— in a low voice.
2. On David's first night home, the Murdstones were out ———— a neighbor.
3. David, his mother and Peggotty ———— together.
4. When Miss Murdstone ————, David nearly ———— the baby.
5. Miss Murdstone ———— David never to ———— the baby again.
6. David ———— his mother and his baby brother before he ————.

WHICH CHARACTER?

Who speaks these words and to whom? When and where were the words spoken?

1. 'He is your brother.'
2. 'I am very sorry for what I did and I hope you will forgive me.'
3. 'I am glad to hear that you are sorry.'
4. 'The boy has got the baby!'
5. 'No doubt you are right, my dear Jane.'
6. 'You will obey me. Sit down.'

SYNONYMS (SIMILAR WORDS) (Word Wizard)

Match each word in the list with a synonym from the box. All the words in the list come from the story.

| **Intended** | **man** | **stern** | **coach-driver** | **cold** |

1. Carrier　　2. Wintry　　3. Hard　　4. Fellow　　5. Meant

FURTER QUESTIONS

1. Why do you think Miss Murdstone was so alarmed about David holding the baby? Write two or three lines.
2. Why do you think David felt comfortable in the kitchen? Write two or three lines.
3. How do you think David's mother felt during David's holiday? Write two or three lines.
4. Why do you think David's mother held the baby up for David to see? Write two or three lines.

(Do not forget the worksheets of the reading circle)

In the following units, students will do two things. First of all they will be introduced to some social skills on a daily basis. Every day they will be introduced and trained on a specific social skill in a 15: 20 minutes mini social lesson. The other thing is that students will practice reading circles with concentration on their assigned roles and new learnt social skills. Every Thursday is dedicated to Reading Circles preparation and presentations. Concerning the story of "David Copperfield" and the selected units from "Hello English" , students will study them in their Reading Circles according to the dedicated time in the regular teaching time.

Unit 3 Introducing Social Skills: Respect

After students have been introduced to and trained on Cooperative roles and Literature circles roles, it is time to move forward and introduce social skills. In this unit students will be introduced to 12 different activities to foster the targeted social skills in the program. Each activity is designed to be introduced and practiced within 15 to 20 minutes. Activities in this unit will be introduced on daily basis at the beginning of each period. Activities will be integrated with the regular course. Each Thursday is devoted to classroom presentations. For Thursday presentations, teacher distributes the assigned passages to be read and presented by students.

Social Skills Activities Section:

Respect is not something that a teacher can give to children. They need to learn it and earn it themselves. The most significant way to help students learn this trait is to treat them respectfully. The following activities are designed to help students understand the meaning and value of respect.

Session: 17

Activity 1: What is respect?

Objectives:

1. The first objective of this activity is to help students understand the meaning of respect.

2. The second objective is to teach students what the behavior of respect "looks like" and "sounds like".

Materials:

- Respect Poster (RS1a); one per student and one enlarged poster size.
- Character Builder Notebook (RS1c).
- Looks like/Sounds like (RS1d); one per student
- How I Feel (RT1e)

Procedure:

To begin the activity:

Write the term "respect" on a chart or the board and ask for meanings from students. Responses might include: treating people nicely, showing courtesy to others, letting others feel you value them, making others feel good, listening to other people's ideas, caring about the rights of others, thinking about another person in a positive way, showing consideration for yourself and others, treating property nicely, looking up to someone etc.

Now introduce the theme poster: Respect (RS1a).

Define the term "respect" as "valuing someone or something". To show respect means you treat others in a courteous, polite manner. When you treat other people the same way you would like to be treated, you respect them. You are showing you value them. Explain to students that for the following few weeks, students will be learning what respect is and why this trait is important to help them succeed. Tell them they will learn how to show respect for one another to make the classroom a more friendly and positive place.

To make the idea of respect concrete, you could use an analogy. Say: "Respect is like the moon. We look up at the moon and admire its size, shape and natural beauty. We value the moon because it's the earth's only satellite and our greatest source of light at night. Even though it is more than 238,000 miles away, it is our closest neighbor in the universe. Before we had clocks, we kept track of the passing of days by looking up at the moon. A lunar cycle is roughly 28 days or one month, and twelve of these cycles represents one year. To record the passage of time is just one of many reasons the moon has value for people. Invite students to give examples of what respect "looks like".

Session: 18

Activity Two: Follow up Activity

Provide each student with a copy of the Respect poster. Ask students to color the poster and put the completed form inside their Respect Builder Notebook

The Behavior of Respect

Looks like	**Sounds like**
Patting someone on the back **Waiting to take a turn** **listening without interrupting** **holding the door open for someone** **Nodding** **High fives** **Thumbs up** **Handshake**	*"What a great idea! I never thought about it this way."* *"You should not talk like that about my friend. It is not nice."* *"I am sorry I offended you."* *"let me open the door for you."* "*Please, may I help you carry the groceries?"* *"Excuse me."* *"Thank you."*

Session: 19

Activity Three : GO/STOP RESPECT LANGUAGE
Objective: To help students understand the difference between respectful
and disrespectful behaviors.
Materials:
- Starter/Stopper Form (RS2d and RS2e)
- Chalk and blackboard, or chart paper and felt pens.

Respect Builder Notebooks (RS1b)

Procedure:

Begin the session by creating a T-chart. On the blackboard or on a large chart paper write the word "Respect.

" Make a large "T" shape under the word.

On the left of the "T" write the term "Starters/Respectful" and to the write of the "T" write "Stoppers/Disrespectful".

Tape the Starter Sign above the "Sounds Like" section and the Stopper Sign above "Doesn't Sound Like."

Explain that the green "Sounds Like" column contains things that respectful people say. The green "starter" stands for "Go" language, the kinds of things to remember to say because they will help students gain friends and a good reputation, bethought of well by others and earn respect.

The "stopper" side of the column on the right is for the kind of statements people who are not respectful would say. These are statements other people would not think highly of.

Tell students "If you said these kinds of statements, people would not think as highly about you. These are called "stoppers" because they stop people from gaining respect."

Review the term "respect" and ask students to think of times they or someone they were with acted respectfully. You might need to provide a few examples: Mona's grandmother walked into the room and the children stood up to greet her; Ahmed helped his father carry the luggage; Nadia opened the door for her teacher and waited for her to walk through first. Remind students that acting respectfully means showing consideration towards themselves, other people and things.

Ask students to think of statements a respectful person might say. Write these ideas under the "starters" section. If students have a difficult time generating comments, go back to the examples given above. What might the grandmother say when the children stand up to greet her?

Leave the chart on the wall so additional comments from students can be added under "starters" side as they occur in the classroom. Students will begin to focus on respectful actions and statements as the trait is accentuated.

Session: 20

Activity Four: Follow-up Activity

Students can complete their own T-chart for their Respect Builder Notebook using the Starter/Stopper Form (RS2d and RS2e).
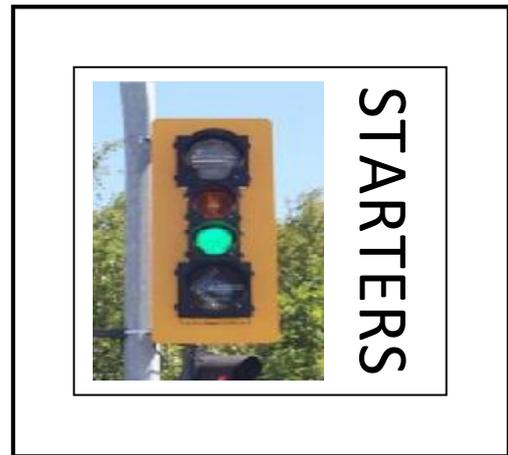
Session: 21

Activity Five: Extended Activity:
Objective:
1-to reinforce the vocabulary of stoppers and starters.

This activity is designed to reinforce the vocabulary of "stoppers" and "starters." With staples or tape, attach the Starters and Stoppers Images (RS2d and RS2c) to rulers or paper towel tubes for each student. Admiral the puppet then calls out a behavior (i.e. "Have a great day," a starter", or "I don't like you," a stopper) and students respond by holding up the correct image.
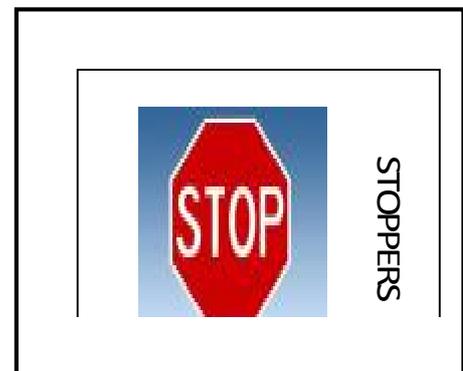
Example:

Ahmed in his group says: "Have a great day".
Students hold the starter image

Mona in her group says: "I don't like you."
Students hold the stopper image.

Session: 22

Activity 6Respect Booklet
Objective:

to help students understand how they can show respect to themselves, others, and property.

Materials:

A   blackboard   and   chalk,   or   chart   paper   and   marking   pens.
Two 8 ½ x 11" light colored pieces of paper, a stapler, crayons or marking pens; per student.

Procedure:

Holding pages lengthwise, fold one paper so the finished page is 4 ¼ "x 6 ½ ". Fold the second page lengthwise so the finished page is 5" x 5 ¾" and place the second page inside the first page. Staple the booklet along the top edge. Help students print these headings along the now indexed booklet:

1- The cover: Ways to Show Respect.
2- The first index: Respecting Self.
3- The second index: Respecting others.
4- The third index: Respecting Property.

Discuss with students how we can show respect to ourselves, to others and to property. Create three columns on the blackboard or chart paper writing in each column: self, others, and Property. Brainstorm with students way to show respect in these three areas and write the ideas generated under the appropriate column. You may extend time for this activity or discuss only one column per meeting. Possibilities for answers:

Respecting Self

Taking care of yourself.
Believing you can accomplish anything.
Eating healthy food.
Exercising.
Praying.
Talking about yourself kindly.
Giving yourself credit.

Respecting Others:

Being considerate about how others feel.
Listening with an open mind to other people's ideas.
Taking turns.
Not interrupting.
Treating others the way you want to be treated.
Respecting other people's privacy.
Keeping a secret.
Treating others politely.

Respecting our Environment/Property

Picking up trash.
Using recycled paper.
Putting away things you used.
Treating things carefully.
Cleaning up after yourself. (search for related stories or texts)

Inside the folded index booklet, students work alone or with a partner or in their groups(think /pair/ share) drawing or writing ways they personally would show respect in each of the three areas.

Session: 23

Activity 7 Bill of Rights

Objective:

To recognize that respect means caring about the rights of others.

Materials:

Respect Pledge (RS5)

Blackboard and chalk, or chart paper and marking pens

Procedure:

Explain to students "The Golden Rule" that has guided many civilizations for countries: "Do unto others as they would do unto you". It means don't treat anybody differently than they would wanted to be treated themselves. Give each student a copy of the Respect Pledge. Put an enlarged copy of the pledge on a board in a highly visible location so it can be referred to daily. Guide students in participating the pledge. Each student should sign their pledge form as it is witnessed by another student. The signed Respect Pledge is stored in their Respect Builder Notebook. It is a good opportunity to discuss children rights in the Egyptian constitution.

Ask students to think of the kinds of rights they need to show respect in the classroom. For example you might ask: "How would you like to be treated in the classroom by others?" Students can work in think/ pair/share to brainstorm a Bill of Rights for themselves. Refer to the rule of Brainstorming (RT13a Book of responsibility).

Write down all the idea on the blackboard or chart paper for students to vote on their top choices. To speed up this process set a timer to brainstorm only for a certain time frame (i.e. no more than five or ten minutes) and minimize the number of rights to no more than five choices. (to be able to accomplish them)

When students agree on their Bill of Rights, remind them that the way to show commitment is with the Pledge Shake (Rt14a in the responsibility book).

Ask students to take a moment to turn to their partners and shake their hands as a sign that they have committed themselves as a class to upholding their newly-developed rights.

Our Bill of Rights

Respect all property.

Respect all people.

Be considerate and raise your hand to share.

Be positive about other people's work.

Be cooperative

listen carefully. Don't shout.

Judge people fairly

Session: 24

Activity 8: Signing Respect Pledge
Objective: to be responsible for one's own actions and behavior.

RESPECT PLEDGE

I pledge to the best of my ability to uphold the basic human rights of treating everyone in the classroom, school and world in the same way I would like to be treated respectfully!

Respect Rule: Before you say anything, ask yourself: "Is it kind?" and "Is it necessary?"

Signed _____

Witness (es) _____

Dated _____

Respect Motto: To get respect you must give respect.

(RS 5)

Session: 25

Activity 9: Calendar Of Respect: RS 3
Objective:

to reinforce the character builder of respect on a daily basis for a month.

Materials:

Calendar of Respect (RS3); one per student.

A Month of Respect Timetable

Name_____ Date_____

A Month of Respect

1. Number the days for this month
2. Use these ideas as a guide for your daily journal writing.

Sunday	Monday	Tuesday	Wednesday	Thursday
Give a sincere complement to someone	Look up the definition of respect.	Make a list of people you think are respectful.	Think of someone who is respectful and talk about why he/she would be a good friend.	Discuss why acting respectful is important
What are three ways you show your teacher respect?	What are three ways you show your parents respect?	Read a passage and see Who was respectful, and why?	Interview someone and ask what's one way to show respect to another person.	List five ways we could show greater respect for our environment.
Describe a respectful way to answer the telephone	Read about Charles Babbage. How did he show respect to environment	List at least five synonyms for the word respect.	Cut out a newspaper or a magazine article about a person who showed respect. What did they do?	Write a word for each letter in the word respect that means almost the same meaning.

Respectful Thoughts

Name_____ **Date**_____

A Month of Respect

1. Number the days for this month
2. Use these ideas as a guide for your daily journal writing.

Sunday	Monday	Tuesday	Wednesday	Thursday
A thought for the day	"Give respect to get respect."	Be honest	Listen to others	
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(RS3)

Procedure:

Ask students to put a copy of the calendar of respect in their Respect Builder Notebook. Explain that for each day of the month students are assigned one activity from the calendar. The activity should be written in their Respect Builder Notebooks. Students can quickly share the results of their homework assignment with a partner or in their groups.

Session: 26

Activity 10

Earning Respect

Objective:

to help students recognize respect must be earned.

Materials: Per student: six coins, glue (ideally a hot glue gun), 9 x 36" strip of tag-board (or other heavy paper), stapler, 20" strip of yarn, crayons, marking pens, ruler.

Procedure:

Explain that respect means you value and show consideration for someone or something. We show respect by valuing ourselves, each other, and our environment. Ask students to describe ways they can show respect to themselves and others. Ideas such as the ones that follow can be written on the blackboard or on a piece of chart paper.

1. Be considerate towards others.
2. Be a good listener... listen with your eyes and heart.
3. Talk to all kinds of people to find out what they think.
4. Turn off TV when someone is reading.
5. Don't interrupt Mom.
6. Be polite.
7. Recycle the newspaper.
   Congratulate my teammates when they do their best.
8. Don't say something if it will hurt someone's feelings and it won't help anything.
9. Act true to what and how I feel and think inside.

Next distribute the tag board strips and help students mark them into six-inch sections (students work in their groups.) The strip is then folded accordion-style (first section forward, next section back, next forward and so on). The folds will be crisper and more permanent if creased with a ruler. Staple the yarn piece to the back cover of each booklet for a tie.

Students now make their Earning Respect booklets. Explain that each section represents a different way students can show respect to people or things. In each folded section, ways to earn respect may be drawn or described in words, depending on student's wish. Using a glue gun, students glue one coin for each section in the booklet as a concrete reminder that respect is earned.

Session: 27

Activity Eleven: Respectful listener Score card

Objectives:

1- To introduce active listening
2- To model active listening
3- To train students on active listening

Materials :

1- Students note books
2- Respectful listener score card

Procedures:

1. Teacher introduces the skill
2. Teacher models active listening (leaning in to the speaker, looking eye to eye, listening respectfully, nodding and smiling)
3. Teacher practices with a student
4. Students practices together
5. Students fill in their cards
6. Students reflect on the activity.

Respectful Listener Score Card

Listening Skills	A	B
LEAN IN		
LOOK EYE-TO-EYE		
LISTEN RESPECTFULLY		
Nod/ Smile		

Session: 28

Activity Twelve: Extinguishing Disrespect

Objectives:

       1-To introduce the importance of decreasing unacceptable behavior

       2-To stop harmful actions

Materials:

       A blank sheet of paper and color pens

Procedures:

    1. Teacher introduces the skill

    2. Teacher models passive behaviors that should be extinguished verbal and nonverbal ones.

    3. Teacher reminds students of stoppers.

    4. Teacher practices with a student (for example a student enters the classroom without knocking on the door)

    5. Students practices together

    6. Students fill in their cards

    7. Students reflect on the activity.

Extinguish Disrespect

<div align="center">

No Disrespect Zone

</div>

<div align="center">

Remember to ask yourself before you act:

"Are my actions helpful or harmful?"

</div>

Sample of activities related to critical reading skills:

Word knowledge activities

Session :1   Word Meanings from Context

Group Members's Names _____   Date_____

  Work in groups. Use the context to help you determine the meaning of each highlighted word.

1. Fortunately, the dizzy spell was **<u>transient</u>**. He was able to continue playing within seconds and had no trouble winning the match.

When you describe an event as "transient," you are saying that _____.

  a. it sounds like a train   b. it is quite harmful

  c. it helps you win   d. it doesn't last long

2. Brea and Elizabeth are having a **<u>dispute</u>** over which radio station to play at work. It would be so much simpler if they both liked the same kind of music.

A dispute is a _____.

  a. musical instrument   b. choice of music

  c. discovery   d. disagreement

3. When they heard the good news about the court's decision, the angry crowd cheered and then began to **<u>disperse</u>**. "It looks like everyone is going home," one reporter stated.

Which would be the opposite of "disperse"?

  a. come together   b. smile   c. fly like a bird   d. sing

4. It's a wonder to me how anyone can still be undecided about this election. These two candidates are certainly **<u>distinct</u>**. Each would lead our nation in opposite directions.

What does "distinct" mean?

  a. needing a bath   b. dishonest

  c. clearly different   d. about the same age

5. Mr. Huge was very proud of his auto superstore. "We have such an **<u>extensive</u>** selection of cars," he said, "so everyone should find a vehicle that he or she will love!"

The word "extensive" means _____.

  a. costing a lot of money   b. large amount

  c. having no color   d. not enough

6. The news story was based on a letter that was a **<u>fabrication</u>**. Now the reporter who wrote the story is in big trouble. Will anyone believe him again?

A fabrication is _____.

    a. made of cloth   b. full of long words

    c. funny   d. fake

7. The reporter insisted that the letter he used was **<u>authentic</u>**. He said that he had shown it to many experts before he used it in his story.

8. When something is authentic, it's _____.

    a. genuine, or real   b. carefully written

    c. full of tasty worms   d. very old

Session:2

Group Members's Names _____ **Date**_____

Work in groups. Read the short passage and determine the meaning of each highlighted word.

The Geothermal Energy

The United States has a **vast** amount of newly discovered clean geothermal (natural heat from the Earth's crust) energy. Tapping into this energy source could provide at least 10 times the energy that can be obtained from the nation's known coal reserves.

1. What does "vast" mean?

    a. a large amount   b. not enough

    c. dangerous   d. having no known use

2. Which word in the above paragraph means supplies that are available to be used?

    a. geothermal   b. tapping

    c. continent   d. reserves

Teenagers Intelligence

Using IQ tests and MRI brain scans, **researchers** have found that the measurable intelligence of teenagers can rise and fall over time. We used to believe that intelligence was **static**. But now, because of new studies, we know that teens and even fully mature adults can grow more brain cells when needed.

3. What does "static" mean in the above selection?

    a. noise   b. not changing   c. moldy   d. unreal

4. What are researchers?

    a. people who lose things   b. people who search for knowledge

    c. creatures from Mars   d. students who don't study

5. Poor Farmer Hanz**labors**sixteen hours a day and never has time for a vacation. He deserves better! Everyone should have at least one day a week for rest and relaxation.

    a. plays   b. eats   c. works   d. unions

6. Our new alarm system will wake up the entire neighborhood if an **intruder** gets in the house.

7. An intruder is someone who intrudes. To intrude is to _____.

    a. paint or repair old buildings   b. wear ones shoes on the wrong feet

    c. go where one is not wanted or doesn't belong   b. be very noisy

8. Those scientists want to hear what our professor thinks about their theory because he is the **foremost** expert in their field.

A. The first or main one   B. craziest   C. least informed   D. loudest

9. A *selfless* woman _____.

    a. is selfish   b. has no name

    c. likes to wear scarves   d. cares more about others than herself

Session : 3

Work in groups. Read the sentences and choose the best word.

1. **Choose the correct word:**

   a. Our computer **equips/equipment** is being repaired.

   b. This car isn't working. We need to **replace/replacement** it.

   c. What was the date of the **discover/discovery** of Australia?

   d. When is the shop going to **deliver/delivery** the new fridge?

   e. On hot days, there is a lot of **evaporate/evaporation** from rivers.

   f. Rally drivers have compasses to help them to **navigate/navigation**.

2.**Complete the puzzle**

In your groups, read the sentences and complete the crosswords.

Across

1. a kind of car race

3. something to cover the floor

7. a machine to calculate

9. something which you score in basketball

10. a machine in space which goes around

    the earth

Down

4.running, jumping and long jump,

4. %

6. a sport from Japan

7. something to cover a window
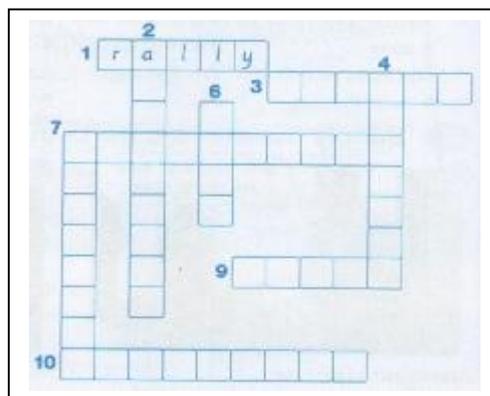
Activities to differentiate between facts and opinions:

Session: 4

Read the passage with your group and find two facts:

Football is one of the most popular game in the world. No one knows where it started. There are reports of a game like football which was played in China in around 500 BC. Football was played in England for many years, but there were no rules. Sometimes players were badly injured and in 1863 the first rules for football were written to make the game safer.

The most famous football player in history is probably Pele. When he was a boy, he used to play for hours in the street with his friends. When he was 17, he played for his country in the world Cup. In 1961, he scored one of the best goals ever seen by running past all eleven players in the other team before he scores. I like football very much. My sister cannot stand it at all. She prefers computer games. She adores playing with the joy stick.

Session: 5

Read the passage and discuss the information with your group members. Find out 3 impossible pieces of information mentioned. Then find 2 sentences which represent opinion.

When Mr Hussein Zaki was a young man in 1900, he used to work at Cairo Airport. He used to get up at six o'clock and drive to his office in his car. He believed that getting up early was a healthy habit. During the morning, he used to work on his computer. He used to tell everyone that computer was the most useful invention. In the afternoon, he used to speak to businessmen on his mobile phone. When he got home at about five, he used to watch a film on TV. Every weekend, he used to go to the zoo on the metro.

Unit 4More Social Skills

In the previous three units, students have been practicing cooperative roles and reading roles in their reading circles and in the normal classroom setting. After that they have practiced social skills and established ground rules and agreed upon their bill of rights and started using their respect builder note books. They are in the process of filling their month of respect charts and practicing active listening. In this unit they will be trained on the last set of social skills such as sending and receiving compliments and showing respect to other group members. Students will continue to apply the new learnt skills while participating in reading circles. Students are supplied with a set of reading passages to be used for Thursday presentations.

Session: 29

Activity Thirteen: Respectful Character Silhouette

Objectives:

1-To consolidate positive social skills

2-Tointernalize social skills within students

Materials:

(A blank sheet of strong paper/ carton, a pair of scissors, color pens)

Procedures:

1-Teacher revises positive social skills

2-Teacher introduces the activity

3-teacher draws a silhouette of himself and hangs it on the board

4-Teacher writes a word/ phrase/ sentence represents what respect means for him.

5-Students come out and add words/phrases representing what they regard to be respectful behavior for them.

6-Students in their groups each draws a silhouette of himself/herself and writes what they believe in to represent respect/respectful behavior inside the silhouette.

7-Students reflect on their performance
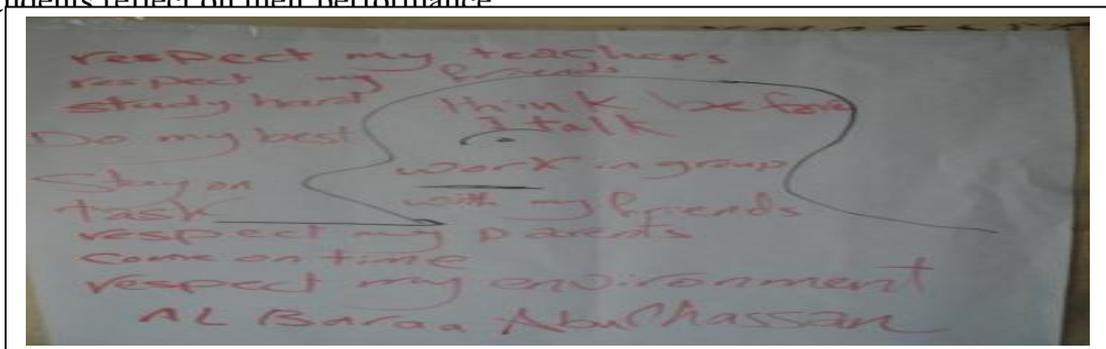
Session: 30

Activity Fourteen: puts up/ High Five

Objective:

1-To show respect to other group members
2-To learn a new way to appreciate acceptance of behavior.
3-To send non verbal compliment.

Materials: (A piece of paper and color pens)

Procedures:

1-Teacher revises positive social skills
2-Teacher introduces the activity
3-teacher draws a high five and a thumb up on the board
4-Teacher says that this sign represents what respect means for him.
5-Students imitate the teacher when he gives a positive feed-back by using thumb up and high five
6-Students in their groups practice the new learnt skill.
7-Students reflect on their performance.

Session: 31

Activity Fifteen: Sending compliments

Objective:

1-To show respect to other group members

2-To learn a new way to appreciate acceptance of behavior.

3-To send verbal compliment.

Procedures:

1-Teacher revises positive social skills

2-Teacher introduces the activity

3-teacher asks a student to come in front of the classroom

4-Teacher says that this is a way to send compliment to someone.

5-Students imitate the teacher when he gives a positive feed-back by using thumb up and high five

6-Students in their groups practice the new learnt skill.

7-Students reflect on their performance.

Scenario:

1- Stand or sit straight

2- Hold your head high

3- Look eye to eye

4- Say your compliment like you mean it.

Example:

Student A:

"Thank you for helping me today.
I really appreciated it."

Student B:

"You're welcome."

Session: 32

Activity Fifteen: Sending compliments

Objective:

    1-To show respect to other group members

    2-To learn a new way to appreciate acceptance of behavior.

    3-To send written compliment.

Procedures:

1-Teacher revises positive social skills

2-Teacher introduces the activity

3-teacher asks a student to come in front of the classroom

4-Teacher says that he likes the positive behavior of that student and explains that positive behavior.

5-Teacher thanks the student and gives him/ her a written compliment message.

6-Students imitate the teacher.

7-Students in their groups practice the new learnt skill.

8-Students reflect on their performance.

A Greeting To:

------------------------From:

Message:

Session: 33

Activity Sixteen: Receiving compliments

Objective:

1-To show respect to other group members

2-To learn a new way to appreciate acceptance of behavior.

3-To respond to compliments from others.

Procedures:

1-Teacher revises positive social skills

2-Teacher introduces the activity

3-teacher asks a student to come in front of the classroom

4-Teacher says that he likes the positive behavior of that student and explains that positive behavior.

5-Teacher thanks the student and gives him/ her a written compliment message.

6-Students imitate the teacher .

7-Reacts to student's compliment

7-Students in their groups practice the new learnt skill.

8-Students reflect on their performance.

Scenario:

Receiving Compliments

4 Steps to Receiving a Compliment

1. Look at the sender.
2. Hold your head high.
3. Use a clear voice.
4. Say "thank you" like you mean it.

Example:

Student A:

" I like your answer".

Student B:

"Thanks"

"Thank you".
"I'm grateful"

Session: 34

Activity Seventeen: partner sharing

Objective:

1- To show respect to other group members

2- To learn a new way to appreciate acceptance of behavior.

3- To consolidate active listening skill.

Procedures:

1- Teacher revises positive social skills

2- Teacher introduces the activity

3- teacher reminds student of the previous unit when they practiced and learnt active listening.

4- Teacher models the skill

6- Students imitate the teacher .

7- Students in their groups practice the new learnt skill.

8- Students reflect on their performance.

Scenario:

Partner Sharing

Taking turns to respectfully listen to each other's word

Speaker

Use a calm 6" voice.

Look eye to eye.

Talk about the topic.

Hold your head high.

Listener:

Sit still.

Look eye to eye.

No interrupting.

Think about what is being said.

Session: 35

Activity Eighteen: Companion Reading

Objective:

1-To show respect to other group members

2-To learn a new way to appreciate acceptance of behavior.

3-To consolidate active listening skill.

Procedures:

1-Teacher revises positive social skills

2-Teacher introduces the activity

3-teacher reminds student of the previous unit when they practiced and learnt active listening.

4-Teacher models the skill

6-Students imitate the teacher .

7-Students in their groups practice the new learnt skill.

8-Students reflect on their performance.

Scenario:

Companion Reading

Listener:

1. Listen respectfully.
2. Check for accuracy.
3. Encourage your partner.

Reader:

1. Read!
2. Try your best.
3. Say, "Thank you".

This is the end of the social skills activities. In the coming pages there are some of the passages which are used throughout the program.

Danger in the Sea

Session: 1

Before you read

Study the pictures on page 3 of your student book and say what do you think is going to happen?

Do you think the professor will invite them to have a tour in the submarine?

We were on our way to Safaga to see Professor Abkari's new invention, a **submarine**. Dalia asked her father if they would go in the professor's submarine. Her father replied that they would go, if the professor asked them. Her father added it would be very exciting. Dalia added it would probably be Dangerous too. When they arrived, Professor Abkari showed **them** the submarine. " It can go to the bottom of the sea," he said. Yaser, Dalia's brother, asked the professor what would happen if something hit the submarine. Professor replied that nothing would happen as **it** was made of strong glass. The professor then invited them to go on a journey in his submarine. They got into it. While they were diving, Yaser said that he watched a program on TV about enormous animals in the sea. The professor told him that nobody has ever seen enormous animals in this area, so there was no reason to worry.

During reading:

Use the sheets at the end of your notebook to deal with the passage (Reading circles role sheets)

What does the word **submarine** mean?

What do the underlined words refer to? (them- it)

After reading

Put a title to the passage

Summarize the passage in your own words

Session: 2

The professor took the submarine down and down. All around were hundreds of beautiful fish. Then Dalia suddenly said, "Look at that **huge** fish." The professor said calmly, …1……it's a killer whale."

The whale was swimming towards the submarine. Suddenly it opened its mouth and bit the glass. The whale bit again but it could not eat the submarine and it swam away…2……. my father said. "The whale won't be able to **follow** us there."

The professor took the submarine along the bottom of the sea. Suddenly, my father said, "What are those dark shapes?" "Let's go and look," the professor said. "There are some big **rocks**. You must be careful," Dalia said "…3….." Yaser added. "Don't worry, Yaser," the professor said. "The shapes look very interesting," father said. "Yes," the professor said. "….4….."

Read and match

- a- If I were you, I would go slowly.
- b- If we went nearer, we would be able to see better.
- c- If I were you, I'd take the submarine to the bottom.
- d- If you looked again, Dalia, you'd see it wasn't a fish.

Find the words

- a- A boat which can go under water
- b- Large stone
- c- Very big, enormous
- d- Cut with your teeth
- e- Move behind someone or something

Discuss:

- a- What was the professor's new invention?
- b- What was it made of?
- c- What do you remember about "Danger in the Sea, part 1?"
- d- What huge animal did Yaser and the others see?
- e- What do you think they saw at the bottom of the sea?
- f- What do you think is going to happen next?

Session: 3

Use the Reading Circles role sheets to study this part

At the bottom of the sea, it was very dark. Yaser's father, Mr. Talat, put on diving suite and took a torch. He left the submarine and started diving towards the dark shape which was near the rocks. When he got nearer, he discovered that it was an old ship. There was a treasure on it.

Suddenly , Yaser, Dalia, and the professor heard a horrible noise on the radio. "What's wrong?" the professor shouted. "It's an octopus," Yaser's father said. "It's got my arm." "You mustn't fight it, Dad," Yaser shouted. "You have to stay very still." "Professor," Dalia added, "please take the submarine nearer. Perhaps we'll be able to frighten the octopus with its light."

As soon as it saw the strong light, it swam away. Talat returned to the submarine. "Thank you," he said. "You saved my life." "What are we going to do about the treasure?" Dalia asked.

"I have made a map of the place," the professor replied. "Can we come back and take the treasure?" Yaser asked. "No, the treasure belongs to the Egyptian people," the professor said, "so we'll have to tell the museum."They will send scientists to look after the treasure."

Session: 4

In your groups, answer the following questions

Contributing to the Main Idea (Summarizing)

Every sentence in a paragraph must contribute to the main idea. Most of the sentences in a paragraph simply support the main idea. Some may state or summarize that idea.

There is one sentence in each of the following paragraphs that does not contribute to the main idea. It does not belong in the paragraph. Underline the sentence that should be removed from each paragraph.

1. I am looking forward to election day. It's fun to vote and exciting to watch the election results. I'll be rooting for my candidate to win and enjoying the suspense if the vote is close. The following day will be a good time to play video games. No matter who wins, an election is a special occasion.

2. April is beginning the lengthy process of choosing a college to attend. She is buying and reading guides to the best schools. She hasn't completely ruled out working for a year before attending college. She's checking out the many Websites that provide information for picking the right college or university. She's even researching the climate of the area of every school she considers.

3. Bill is one of those people who just doesn't have to worry about gaining too much weight. He is the best tennis player I've ever met. Bill can eat any amount of any food he likes without putting on an ounce. He can go for weeks without exercising with no apparent effect. It just doesn't seem fair!

4. Scientists are learning a great deal about the aging process. This knowledge will allow doctors to help their patients live longer and better lives. They will be able to defeat diseases associated with aging and perhaps even delay the onset of old age. Many doctors would agree that some medicines are much too expensive.

Unit 5Critical Reading Skills
Passages for Reading

It is important to have enough time for students to practice their roles in the reading circles to enhance and develop their targeted critical reading skills and social skills. Along the way of improving students' social skills simple and focused, reading texts are provided which each one focuses on a certain critical reading skills. By the end of those designed sessions, students will be mature enough to get involved in Literature/ reading circles. This unit includes 43 passages which are introduced throughout the program period. From the third week of program's implementation, the passages have been used according to the distribution of the school year syllabus. The passages are grouped in one unit for organizational reasons but not chronologically.

Students have got their copies of the Reading Circles roles. Each student gets the appropriate role sheet while reading the agreed upon passage or chapter. Students do the tasks in their groups. Thursdays are devoted for group presentations. The R C process takes three phases as follows:

Before reading;

In this phase teacher usually asks the following questions:

What do you expect the passage/ text is going to be about?

What do you think is going to happen (next)? Why?

During reading:

In this phase students check their anticipation of the passage and correct or confirm their information. Students also use the role sheets of the R C.

After reading:

Students are provided with detailed questions after each chapter of David Copperfield. Also Nasreddin's stories and the fables are provided with detailed questions at the end of each one. These questions are a means to help students deeply understand and practice their R C roles. Finally when students have been familiar with the R C roles and can perform them normally, comes the set of bed time stories. Those stories are just short stories without any pre or post questions. Students will depend on the R C role sheets only in performing the reading task.

Sample sheets from David Copperfield

Chapter 7
My holidays

BEFORE YOU READ

1. What do children usually look forward to on their birthdays?
2. What Kind of birthdays do you think the boys at Salem House would have had?
3. What is going to happen next? Read the following sentences from Chapter 7 Write one sentence to describe what you think happens next.

I hurried away to the sitting room, where I found Mrs. Creakle, the headmaster's wife. She had an opened letter in her hand. There was no present.

'David Copperfield,' said Mrs. Creakle, ' I have something to tell you,

my child.'

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David thought that Peggotty had come to visit. ——
2. David was told he needed to go home to look after his sick mother. ——
3. David was silent when he heard the bad news. ——
4. Mrs. Creakle treated David kindly. ——
5. David knew a lot of people at funeral. ——
6. David's mother believed she was going to get better. ——

FURTHER QUESTIONS

1. Why do you think the master told David not to hurry? Write two or three lines
2. How was Mrs. Creakle different from Mr. Creakle? Write two or three lines
3. In your own words, tell the story of the morning David received the bad news. Write six to ten lines.
4. In your own words, describe the funeral. Write four or five lines.
   (Do not forget the worksheets of the reading circle)

Chapter 8

I am neglected

BEFORE YOU READ

1. What do you think life was like for David after the funeral?
2. Who do you think David liked best in the house?
3. What is going to happen next? Read the following sentences from Chapter 8. Write one sentence to describe what you think happens next.

'Davy,' said Peggotty, just before she left.

'Yes, Peggotty?'

' I have tried, my dear, every way I could think of to find work here in the village, but there's no such thing, my love.'

'What do you intend to do?' I asked.

After reading

REARRANGE THE EVENTS

Number the sentences from 1 to 6 to show the correct order of these events. The first one has been done for you.

—— Peggotty took David to her brother's.

—— A gentleman came to visit.

—— Peggotty left David at the gate.

—1— Miss Murdstone told Peggotty to leave.

—— Peggotty and David returned to Blunderstone.

—— David was told that he was going away to work.

FILL IN THE GAPS

Complete the paragraph using the verbs in the box. Use the correct from of the verbs.

| neglect | stay | help | eat | return | sit |

When David ——— to Blunderstone, the Murdstones——— him. He didn't have to ——— with them in the sitting room. He was allowed to ——— in his room. When they were away, he ——— his meals by himself. David wondered whether they would have ——— him if he had been ill.

(Do not forget the worksheets of the reading circle)

Chapter 9
I begin life on my own and don't like it

BEFOFRE YOU READ

    1. Do you think it's right for children to be made to work?

    2. What are some reasons why people get into difficulty over money?

    3. What is going to happen next? Read the following sentences from Chapter 9. Write one sentence to describe what you think happens next.

        "Mr. Micawber knows Mr. Murdstone, 'said Mr. Quinion.

        "you will be staying in Mr. Micawber's house.'

TRUE OR FALSE?

    Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer

    1. Murdstone and Grinby's offices were in the middle of London. ⸺

    2. Mr. Micawber was short of money. ⸺

    3. Mr. Micawber warned David that money problems caused unhappiness. ⸺

    4. David didn't want to spend time with the Micawbers. ⸺

    5. Mr. Micawber was sure that things would get worse after he left prison. ⸺

FILL IN THE GAPS

    Complete the sentences using the words in the box.

> **baby   labels   money   beer   tears   room   shilling   furniture   bottles   debts   house**

    1. One of David's jobs was to put ⸺ on ⸺.

    2. When David met Mrs. Miscawber, she was holding a ⸺.

    3. David's ⸺ in the Micawbers' ⸺ had very little ⸺.

    4. Mr. Micawber had no ⸺ to pay his ⸺.

    5. Mr. Micawber often came home in ⸺.

    6. Mr. Micawber borrowed a ⸺ from David to buy some ⸺

FURTHER QUESTIONS

    1. Would you like to do David's job in Murdstone and Grinby's offices? Why or not? Write two or three lines.

    2. Do you think it was good for David to make friends with the Micawbers? Why or why not? Write three or four lines.

    3. Was it good for Mr. Micawber's children to live with their father in prison? Why or why not? Write four or five lines.

        (Do not forget the worksheets of the reading circle)

Chapter 10
I make a decision

BEFOFRE YOU READ

1. What changes do you think the Micawbers decided to make after Mr. Micawber was set free?
2. What is going to happen next? Read the following sentences from Chapter 10. Write one sentence to describe what you think happens next.

   I turned and went to begin another weary day at Murdstone and Grinby's. But I did not intend to spend many more weary days there. No

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. Where did the Micawbers decide to go after Mr. Micawber was freed?
2. What did David decide to do after hearing the Micawbers' news?
3. What did the Micawbers do on the Sunday before they left?
4. What did Mr. Micawber do to David just before her coach departed?

FILL IN THE GAPS

Complete the sentences using the words in the box.

| face | shilling | expression | tomorrow | advice | hair today | family | present |

1. Mrs. Micawber's—————— offered to help Mr. Micawber.
2. David gave a ————— to the children and a ————— to the servant.
3. Mr. Micawber said he had nothing to offer David but —————.
4. 'Never do ————— what you can do ————— said Mr. Micawber.
5. Just before she departed, the ————— on Mrs. Micawber's————— changed.
6. When David was born, his aunt touched his mother's ————— gently.

FURTHER QUESTIONS

1. Do you think life improved for the Micawbers when they went away? Why or why not? Write two or three lines.
2. Do you think David's plan was a good one? Why or why not? Write two or three lines.
3. Do you think Mr. Micawber's advice to David is good advice? What other advice would you give to a boy in David's situation? Write six to ten lines.

(Do not forget the worksheets of the reading circle)

Chapter 11
I run away to my aunt

BEFOFRE YOU READ

1. How do you think David travelled to the town where his aunt lived?
2. How do you think his aunt greeted him when he arrived?
3. What is going to happen next? Read the following sentences from Chapter 11. Write one sentence to describe what you think happens next.

The young lady was my aunt's maid. She told me to follow her. When we got to the gate of a house, she left me, saying, 'This is Miss Trotwood's. Now you know and that is all I've got to say.'

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. What happened to David's money soon after he started his journey?
2. Where did David sleep on the first night of his journey?
3. What woke David the next morning?
4. What was the first thing David's aunt said to him?
5. What did Mr. Dick advise David's aunt to do?

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David wished he could sleep in his old school. ——
2. David met Steerforth at his old school. ——
3. David walked all the way to Dover. ——
4. David had a big meal as soon as he arrived in Dover. ——
5. Miss Betsey agreed that the Murdstones should take David home with them. ——

FILL IN THE GAPS

Complete the sentences using the words in the box

> **bent   hungry   brushed   awful   thirsty   covered
> tired   miserable   sunburned**

When David arrived in Dover, he was ————, ———— and ———— out. He felt ————. When he got to his aunt's house, his clothes were in a ——— condition. His hat was ———— and his hair was not ———— His face was ———— and he was ———— in dust.

FURTHER QUESTIONS

1. In your own words, describe the way Miss Betsey treated David on his first day at her house. Write six to ten lines.
2. How do you think the Murdstones felt after speaking to Miss Betsey? Write two or three lines.
3. How do you think David will get on with his aunt and Mr. Dick? Write four or five lines.

(Do not forget the worksheets of the reading circle)

Chapter 12

I make another beginning

BEFOFRE YOU READ

1. What Kind of person do you think Mr. Dick was? Do you think David liked him?
2. What kind of school do you think David's aunt wanted to send him to?
3. What is going to happen next? Read the following sentences from Chapter 12. Write one sentence to describe what you think happens next.

   One evening she spoke to me about my education.

   'Would you like to go to school in Canterbury?' said my aunt.

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. What did David and Mr. Dick often do together?
2. Who drove the carriage to Canterbury?
3. Who answered the door at Mr. Wickfield's house?
4. What did Mr. Wickfield and Miss Betsey go out to look for?
5. How old was Agnes?
6. What did Agnes do on the first night David stayed in the house?

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. Miss Betsey suggested that David go to a school not far away. ——
2. Mr. Wickfield ran a small school. ——
3. Mr. Wickfield and Miss Betsey liked the school they visited. ——
4. Miss Betsey agreed that David should stay with Mr. Wickfield for a while. ——
5. Miss Betsey gave David some advice before she left. ——
6. Agnes was afraid of her father. ——

FURTHER QUESTIONS

1. How was living with Miss Betsey different from living with the Murdstones? Write six to ten lines.
2. What do you think life was like for David at Mr. Wickfield's house? Write three or four lines.

Chapter 13

I Start school, visit a humblehome, and someone turns up

BEFOFRE YOU READ

1. How do you think David felt about living at Mr. Wickfield's?
2. What do you think David expected his new school to be like?
3. What is going to happen next? Read the following sentences from Chapter 13. Write one sentence to describe what you think happens next.

A man was coming down the street. He passed the door, came back looked in, them he walked in and said in surprise, 'Copperfield! Is it possible?'

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. How did David feel when he started at his new school?
2. Where did David tell Mr. Wickfield that he would like to live?
3. Who walked past as David was visiting the Heeps?
4. Why did David want to leave the Heeps' house with Mr. Micawber?
5. Where did Mr. Micawber go after David visited the hotel?

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. Uriah Heep was studying law. ——
2. Uriah told David that he hoped to become a partner in Mr. Wickfield's business. ——
3. David's aunt was satisfied with David's progress at school. ——
4. David enjoyed his visit with the Heeps. ——
5. David was pleased to see that Mr. Micawber had got to know Uriah. ——

FURTHER QUESTIONS

1. In your own words, explain why David was so uncomfortable at the Heeps' house. Write five or six lines.
2. How do you think Mrs. Micawber felt towards Mr. Micawber? Write three or four lines.
3. Why do you think David was uncomfortable seeing Mr. Micawber out walking with Uriah Heep? Write two or three lines
   (Do not forget the worksheets of the reading circle

Chapter 14

I say goodbye to my childhood

1. How do students often feel when they finish school?
2. How do you think David felt towards Agnes?
3. What is going to happen next? Read the following sentences from Chapter 14. Write one sentence to describe what you think happens next.

On my last night Mr. Wickfield's house, Agnes spoke to me very seriously and nervously.

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David had mixed feelings about leaving school. ——
2. When David finished school he also left the Wickfields' house. ——
3. Agnes and David hardly ever spoke to each other. ——
4. David had noticed a change in Mr. Wickfield. ——
5. Agnes was worried about her father. ——

FILL IN THE GAPS

Complete the paragraph using the words in the box

spoke	shared	was	gave	thought	trusted

David and Agnes had ———— a friendship since childhood. He ———— of her as an adviser, a friend and a sister. They often ———— of many hings. When she ———— advice to people, they always ————it.She———— like an angel.

FURTHER QUESTIONS

1. What do you think David would miss after he left the Wickfield' house? Write five or six lines.
2. Why do you think Mr. Wickfield was nervous when speaking to Uriah about business? Write three or four lines.

(Do not forget the worksheets of the reading circle)

Chapter 15

I choose a profession

BEFOFRE YOU READ

1. Do you think David had a holiday after he finished school?
2. What profession do you think David decided to enter after leaving school?
3. What is going to happen next? Read the following sentences from Chapter 15. Write one sentence to describe what you think happens next.

The following morning we took a carriage to the offices of Spenlow and Jorkins. Mr. Spenlow came towards us and I was introduced to him.

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David Knew exactly what he wanted to do when he left school. ——
2. David spent some time visiting friends after leaving school. ——
3. David's aunt offered to pay for him to study a profession. ——
4. David's aunt told him that she had been very happy in her youth. ——
5. David's aunt left London after arranging his accommodation. ——

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. Where did David go first after leaving school?
2. What problem did David have with his aunt's idea?
3. What did David's aunt say she wanted to spend her money on?
4. When could David begin his month's trial?
5. What did David's aunt talk about with the landlady of the house?

FURTHER QUESTIONS

1. How do you think David felt when his aunt told him about her feelings? Write four or five lines.
2. Do you think David would do well in his new profession? Why or why not? Write three or four lines.
3. What problems do you think David might face in his new life? Write six to ten lines.

(Do not forget the worksheets of the reading circle)

Chapter 16
Good and bad angels

BEFOFRE YOU READ

1. What do you think David Liked about his new life in London?
2. What is going to happen next? Read the following sentences from Chapter 16. Write one sentence to describe what you think happens next.

   I found when I arrived that Uriah Heep was also a guest. At the end of the evening he left at the same time as I did.

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David was enjoying his independent life. ——
2. Agnes came to visit David's house. ——
3. Agnes believed that Uriah was a danger to her father. ——
4. David invited Uriah home for coffee. ——

CHECK THE MEANING

Match the words in the box with the definitions below.

> agent   affectionately   prevent   misuse   slip away

1. Someone who does business for someone else
2. to stop something from happening
3. to pass quickly
4. In a friendly way
5. to use something for a bad purpose

FURTHER QUESTIONS

1. In your own words, describe Agnes's worries about Uriah and her father. Write six or ten lines.
2. What would you do if Uriah told you what he told David? Would you feel the same way as David did Write six to ten lines.

(Do not forget the worksheets of the reading circle)

Chapter 17
I fall in love

BEFOFRE YOU READ

1. How easy do you think it was for David to make new friend? What opportunities would he have had to meet people?

2. What is going to happen next? Read the following sentences from Chapter 17. Write one sentence to describe what you think happens next.

'I have seen Mr. Copperfield before,' observed a well-remembered voice, when I had bowed and murmured something.

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. Mr. Spenlow's wife was away in Paris. ——
2. Mr. Spenlow invited David to his house for the weekend . ——
3. David Loved Dora from the moment he saw her. ——
4. Miss Murdstone was Dora's teacher. ——

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. What did David think when he first heard the name 'Dora'?
2. Did David think Miss Murdstone was designed for protection?
3. What was David worried that Miss Murdstone would do?
4. How did Dora feel about Miss Murdstone?
5. What Kind of animal did Dora keep as a pet?

FURTHER QUESTIONS

1. Do you think Miss Murdstone encouraged Dora's relationship with David? Why or why not? Write three or four lines.
2. In your own words, describe David's weekend at Mr. Spenlow's house. Write six to ten lines.
   (Do not forget the worksheets of the reading circle)

Chapter 18

I am in seventh heaven

BEFOFRE YOU READ

1. How do you think Dora felt towards David?
2. Was it a good thing for David to fall in love with Mr. Spenlow's daughter? Why or why not?
3. What is going to happen next? Read the following sentences from Chapter 18. Write one sentence to describe what you think happens next.

When I woke the next day, I decided that the time had come to declare my love to Dora. Three days later, I knocked on the door of Miss Mills's home.

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David made a special effort to prepare for Dora's birthday. ——
2. David made friends with the man he called Red Whisker . ——
3. At the picnic, David walked away from the group by himself. ——
4. Miss mills introduced David to her father. ——
5. Miss Mills left David and Dora alone in the upstairs room. ——
6. David and Dora decided to become engaged. ——

DID YOU UNDERSTAND?

Write short answers to the following questions.

1. How did the Spenlows celebrate Dora's birthday?
2. What did David buy before he went to Dora's party?
3. How did David get to Dora's house on her birthday?
4. What present did David give Dora?

FURTHER QUESTIONS

1. Why do you think Miss Mills was so interested in getting David and Dora and Dora together? Write two or three lines.
2. In your own words, describe the day of Dora's birthday picnic. Write six to ten lines.

(Do not forget the worksheets of the reading circle)

Chapter 19

A great shock

BEFOFRE YOU READ

1. Who do you think David wanted to tell first about his engagement?
2. What is going to happen next? Read the following sentences from Chapter 19. Write one sentence to describe what you think happens next.

One day as I was returning to my rooms, I was surprised to hear voices inside. I was even more surprised to find my aunt and Mr. Dick waiting for me. My aunt was sitting on a large amount of luggage drinking tea.

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David wanted to share his good news with Agnes. ――
2. David's aunt had recently made a lot of money . ――
3. Mr. Spenlow agreed to do what David asked him. ――
4. Agnes came to London with her father. ――
5. David's aunt told him and Agnes all about her money problems. ――
6. Agnes suggested a way for David to make some money. ――

FURTHER QUESTIONS

1. How did David's aunt feel about losing all her money? How would you feel if the same thing happened to you? Write six or ten lines.
2. What do you think is going to happen to David's aunt and Mr. Dick?
3. Do you think they will be happy staying in David's rooms? Write three or four lines.

   (Do not forget the worksheets of the reading circle)

Chapter 20

My Life becomes busy

BEFOFRE YOU READ

1. How do you think Doctor Strong felt about employing David as a secretary?
2. Do you think David would find it difficult to work at two jobs?
3. What is going to happen next? Read the following sentences from Chapter 20. Write one sentence to describe what you think happens next.

When I arrived at the lodging house where the Micawbers lived I was very pleased to see them all again.

'And where are you going?' I asked Mr. Micawber.
'To Canterbuy.'

TRUE OR FALSE?

Are the following sentences true (T) or false (F)? Write T or F at the end of each sentence. If the sentence is false, write the correct answer.

1. David worked for Doctor Strong seven days a week. ——
2. David stopped his training at Spenlow and Jorkins. ——
3. David was miserable about working so hard. ——
4. David accepted Mr. Micawber's invitation. ——
5. David was surprised at the news of Mr. Micawber's Job. ——

WHO AM I?

Read these sentences and say who is speaking.

1. I was very pleased to see David Copperfield, one of my favorite pupils.
2. I'm working harder than ever, but I'm doing it all for Dora.
3. Dora is coming to see me in a few days, and David is coming, too.

FURTHER QUESTIONS

1. In your own words, describe David's working day after he started working for Doctor Strong. Write three or four lines
2. Do you think it was a good idea for Mr. Micawber to go and work for Uriah Heep? Why or why not? Write five or six lines.

(Do not forget the worksheets of the reading circle)

Sample passages from "English in Mind" Book 3

Culture in mind

Before Reading

Anticipation

What do you think the passage is about?

Read the text quickly. How many countries are mentioned?

Cultural Influences

Britain has a long history of influence from foreign cultures. Romans the started the trend 2000 years ago, when they invaded the country. More recently, immigrants have come from war-torn countries such as Iraq, Afghanistan and Bosnia. Some people in Britain are worried that immigration levels are too high, but for each of the last forty years more people have left the country than have immigrated there. Most immigrants these days come from Europe, North America and Australasia, not the poorer countries of Africa and Asia. The black and Asian population of Britain is only 6% of the total population, and over half of these were born in Britain – they are not immigrants.

Many immigrants in the UK live in London, where over 300 different languages are spoken in schools. You might be surprised to learn that there are more people living in London who were born in Germany, Italy, France or Spain than people who were born in Bangladesh or Pakistan.

Bendit, like Beckham, is the story of an Asian girl living in suburban Britain who wants to play football, not cook traditional Indian food. She joins in with the boys, until she bonds with a girl who plays football for a girl's team. But for young British people, this film is not only about fitting in to a different culture, but also about what it's like to be young, to have parents who don't understand your dreams. East Is East is another British film comedy about a British Pakistani Family in the North of England. People loved it for its accurate representation of life in Britain in the 1970s.

Benjamin Zephaniah is one of Britain's most popular contemporary poets. His parents were from Jamaica but he was born in Birmingham, England in 1958. At his first school, he felt left out because he was the only black boy. He settled in better at his next school, where he started performing his rhyme, rap and poetry in public. Nowadays, he is not afraid to talk about serious issues such as race and animal rights – he calls his poetry 'street politics' – but his poems are often very funny. They are very rhythmical, influenced by Jamaican music and dialect:

"Be nice to yu turkeys dis Christmas, don't eat it, keep it alive, it could be yu mate, an not on your plate Say, Yo! Turkey I'm on your side.

The immigrant population has had a big influence on the British music scene. West Indian culture and music inspired a number of British reggae bands such as UB40 in the 1980s. And in the 1990s Asian artists began to stand out. Corner shop's Brimful of Asha was a huge hit, and Talvin Singh became the first Asian to win the Mercury Music Prize. More recently artists such as Rishi Rich and Panjabi MC have successfully mixed traditional Asian Bhangra music with modern dance beats.

After reading

Read the text again find this information.

1. The original foreign influence on Britain
2. Three places where people have emigrated from recently because of war
3. The number of languages spoken in London schools
4. The names of two films about Asian people living in Britain
5. The subject of the poem
6. The name of a British reggae band

Discuss

Work in groups. Discuss these questions together.

1. What other cultures influence music, literature, film and sport in your country?
2. Which country would you like to emigrate to?

(Do not forget the worksheets of the reading circle)

Discuss

Report about the lifestyle of your family and friends

a) Ayşe, a student from Izmir, has interviewed her family and friends about what is popular in Turkey. As you read her report, put these headings in the correct place:

Conclusion   Introduction   Findings

Before Reading

Anticipation

What do you think the passage is about?

IMAGES OF TURKEY

1..................

      The aim of this report is to present what is popular in Turkey. I interviewed ten of my friends and all the people in my family, by telephone and in person. The questions concerned food, free time activities, sport and music.

2……………..

Food: Well over three-quarters prefer Turkish food-especially meze (lots of small dishes with vegetables in olive oil) – to food from other countries. About two – thirds like Turkish fast food, especially pide (Turkish pizza). Over half say their favourite drink is ayran (a yoghurt drink).

Free time: The majority of people like hanging out with friends and having picnics on the beach or in the park. All the adults like going to restaurants. More than half my friends go shopping every weekend. 40% play computer games every day.

Sport: Football is the most important sport for more than half of the people interviewed. About a quarter prefer basketball to football. A quarter of those interviewed said they didn't like sport.

Music: About three-quarters of my family prefer Turkish music to that from other countries. Among my friends, the majority usually listen to songs by British and American singers.

3……………….

      The most surprising aspect of the report is that a large number don't like sport. I was also surprised to find out that it is quite common for my friends to listen to music in English.

Ways of talking

Read and discuss

      Look at the words in the box. How do they communicate?

> **Whales   people and their animals   deaf people**

Before Reading

Anticipation

      What do you think the passage is about?

Read the article quickly to find the answers to these questions.

1- How long have Orlando and German known each other?
2- What job do they do?

Sharing   Silence

Deaf teenagers Orlando Chavez (16) and German Resendiz (17) have been friends since kindergarten. Together the two boys, who go to Escondido High School in California, have had the difficult job of learning in school where the majority of the students can speak and hear. Orlando lost his hearing at the age of one. German was born deaf, and his parents moved from Mexico to find a school where he could learn sign language. He met Orlando on their first day of kindergarten. 'We were in a special class with about 25 other deaf kids; German remembers. 'Before then, I didn't know I was deaf and that I was different'

'Beingyoung and deaf in regular classes was very hard; signs Orlando. 'The other kids didn't understand us and we didn't understand them. But we've all grown up together, and today, I'm popular because I'm deaf. Kids try hard to communicate with me.'

Some things are very difficult for the two boys. 'we can't talk on the phone, so if we need help, we can't call an emergency service; German signs. 'And we can't order food in a drive-thru.'Despite their difficulties, the two boys have found work putting food in bags at a local supermarket. They got their jobs through a 'workability' program, designed for teenagers from local school with different types of learning disabilities.

German has worked in the supermarket since August, and Orlando started in November.

'The other people who woke here have been very nice to us; Orlando signs. 'They even sign sometimes. At first, we were nervous, but we've learned a lot and we've getting better; the opportunity to earn money has been exciting, both boys said. After high school, they hope to attend the National Technical Institute for the Deaf in New York.

Discuss

Work in groups.

Discuss these questions together.

1. German mentions two problems he has. What other problems do you think deaf people have?

2. What jobs do you think would be easy for deaf people, and what would be impossible?

(Do not forget the worksheets of the reading circle)

Before Reading

Anticipation

What do you think the passage is about?

Look at the photos. Who do you think the man is? Where do you think he is from? What do you think he is doing?

Read the text quickly. What is the main subject of the text?
1. Dennis Tito is a hero because he flew into space when he was 60.
2. For the first time in history, a tourist made a trip into space.
3. The first tourist in space was sick when he drank a glass of fruit juice.

Space Tourists

Saturday 28 April, 2001: Dennis Tito was setting off on his holiday. 'So what?' you might think. Well, Mr. Tito's journey was certainly unusual! So was the transport he chose, and the price of his trip.The 60-year-old multi-millionaire from New York was sitting on board a Russian spaceship. He was on a journey to the international Space Station. It might have been a routine trio for the two cosmonauts who were travelling with him, but for him it was certainly no ordinary journey. Dennis Tito was the first tourist ever in space, and he had paid the sum of $20 million to go there. As the spacecraft left the Earth's atmosphere, Tito drank a glass of fruit juice to celebrate and looked down at the Earth's blue-green surface. Two minutes later, he was sick. Luckily, it was only a minor problem. He soon recovered, and from then on enjoyed a smooth journey. When he arrived at the space station, there was a big smile on his face. 'A great trip!' he commented. 'I love space'

For a long time space travel was something for heroes. But if some people are right, all this is going to change. One of them is Charles Miller, Director of a company

called ProSpace. They are investing large amounts of money in space travel. Tito's adventure was just the beginning.We're going to see exciting new things in the next twenty years!' Charles Miller says.

Companies like ProSpace want space and space travel to belong to the public, not just governments. There are other plans, like cruises through space from one side of the world to the other. Maybe we will be able to depart from New York at nine o'clock in the morning, and arrive an hour later- in Tokyo! Such a schedule would allow the business traveller to return to New York on the same day, and still have eight hours for a meeting! How's that for speed?

Discussion box

Work in groups. Discuss these questions together.

1. Do you think that $20 million for the trip is too much?
2. Do you think that space tourism will be successful?
3. Why / Why not?
4. Would you go on a holiday in space? Why / Why not?

(Do not forget the worksheets of the reading circle)

Before Reading

Anticipation

What do you think the passage is about?

Discussion box

Work in groups. Discuss these questions together.

1. Which computer chips would you like to have in your brain? Choose from these or think of your own.

More memory foreign language increase your confidence

2. Do you like the idea of living forever in a computer?

Why / Why not?

INTELLIGENT MACHINES

1. Medical Scientists are already putting computer chips directly into the brain to help people who have Parkinson's disease, but in what other ways might computer technology be able to help us? Ray Kurzweil is author of the successful book the Age of intelligent Machines and is one of the world's best computer research scientists. He is researching the possibilities

2. Kurzweil gets computers to recognize voices. An example of this is Ramona, the virtual hostess of Kurzweil's homepage. Who is programmed to understand what you say. Visitors to the site can have their own conversations with her, and Ramona also dances and sings.

3. Kurzweil uses this technology to help people with physical disabilities, One of his ideas is a 'seeing machine' This will be 'like a friend that could describe what going on in the visible world; he explains. Bind people will use a visual sensor which will probably be built into a pair of sunglasses. This sensor will describe to the person everything it sees.

4. Another idea, which is likely to help deaf people, is the 'listening machine' this invention will recognize millions of words and understand any speaker. The listening machine will also be able to translate into other languages, so even people without hearing problems are likely to be interested in using it.

5. But it is not just about helping people with disabilities. Looking further into the future, Kurzweil sees a time when we will be able to download our entire consciousness onto a computer. This technology probably won't be ready for at least 50 years, but when it arrives, it means our minds will be able to live forever.

Read and discuss

Look at the title of the composition. Does the writer agree or disagree? Read the text quickly to find out.

Will computers ever be more intelligent than people?

Scientists claim that in 50 years' time, there will be computers that are likely to be even more intelligent than humans. This is a fascinating idea, but I do not believe it will really happen.

It is true that computer scientists have made fantastic inventions over the last few years. They have put tiny chips in people's brains to help patients with Parkinson's disease. They have developed computers that can understand things people say, and can now give a meaningful answer. They have built computers that have really big memory capacities.

But human intelligence is more than having a good memory. It may be possible to build computers that can remember a lot more than the human brain. But humans can do a lot more. They laugh and, they enjoy a good film or an

interesting book

To conclude, I would like to say that computer science is a fascinating subject. In 50 years' time, we will probably have computers that can do things that today we cannot even dream of. But I believe human intelligence will always be higher than artificial intelligence.

Read the composition again. Which paragraph(s):
1. Develop the writer's ideas?
2. Sum up the writer's main ideas?
3. Say what they are writing about?

In the following compositions, one sentence does not support the main idea. Find it and cross it out.

Example:

The best holiday I've ever had was in 2005 when I went to Istanbul with my family. On the first day, we went to the Egyptian Bazaar. My Mum and my sister loved the food shops; there were more spices than we had ever seen! My dad and I wanted to go and look at other things, but Mum and my sister didn't want to leave. So we agreed to meet two hours later outside the bazaar.

I went with Dad, of course! We walked and walked until, suddenly, we saw a huge arch above us and open skies. There was an amazing view of the famous Galata Bridge in front of us. We just stood there in silence, looking out over the city.

Explanation:
- The paragraph is about places in Turkey, but the sentence about the Turks' friendliness does not support the main idea: the family split into two groups.
- The best fishing trip I've ever been on was in Bahrain in 2007.
- My parents had heard about a great fishing place in an area called Sitra.
- Dad hired a boat and got everything ready. Dad made delicious cheese sandwiches. Bahrain is hot and humid in the summer. We bought some fishing equipment, and I packed three cool boxes with ice to hold the fish.However, we soon realized that we weren't fully prepared. We caught a lot more fish than we had expected and we filled up the three cool boxes in no time. We didn't want to stop fishing so soon, so we started putting more fish in the boat's kitchen sink, too!

We caught enough fish to feed an army!

Before Reading

Anticipation

What do you think the passage is about?

Read and discuss

Look at the pictures and answer the questions.

1. Where do you think those people are from?
2. What kind of life do you think they have?

Read the text quickly to check your ideas.

Match the titles A-D with the paragraphs. Write A-D in the spaces

A. The effects of forced settlement on tribes
B. The Jarawa's lifestyle
C. A successful fight
D. Who the Jarawa are

Read the text again Answer the questions.

1. Why is very little known about the Jarawa?
2. What possible results can forced settlement have on tribes?
3. Why did the Indian government give up their plans government give up their plans to settle the Jarawa's land?
4. How has Survival been successful in helping the Jarawa?

Discuss

Work in groups. Discuss these questions together.

1. How would you feel if you were told to live in a different place?
2. Would you support an organization like Survival? Why/ Why not?

Tribes in Danger

Survival is an international organization which helps endangered tribes. It was founded in 1969, and today it has supporters in 82 countries. Here is one of the success stories.

1. The Jarawa are a tribe of 200-300 people, and they live on the Andaman Islands in the Indian Ocean. They look very different from their Indian neighbours. Most probably, their closest relatives are African. No one outside the trible really speaks their language, and so not much is known about them.
2. But we do know how the Jarawa live. They are nomadic people, moving from place to place to find food. They hunt small animals and fish, they find berries, honey, and they are self-sufficient- they do everything themselves.
3. The threats to the Jarawa started in 1970. A road was built through the forest where they live, and the Indian authorities decided to build towns and 'settlers' were brought from other places to live in them. They also wanted the Jarawa to live in the towns. This police is called 'forced settlement', and it has been a disaster for tribal peoples in places all over the world it's clear why: because

of forced settlement, tribes are no longer self-sufficient, and they can easily get new diseases. A tribe's sense of identity can easily by destroyed.

4. But in the case of the Jarawa, it seems that the fight against these dangers has been successful, thanks to survival and the campaigns that they've organized. For a number of years, survival asked the Indian government to respect the Jarawa's right to live on their land. As a result of the campaign, there was a court case and eventually the authorities closed the road through the Jarawa's land. They also had the settlers removed. Now survival is fighting for the Jarawa's right to own their land and to make their own choices about how they live.

(Do not forget the worksheets of the reading circle)

The Lion and the Mouse

A LION was awakened from sleep by a Mouse running over his face. Rising up angrily, he caught him and was about to kill him, when the Mouse piteously entreated, saying: "If you would only spare my life, I would be sure to repay your kindness." The Lion laughed and let him go. It happened shortly after this that the Lion was caught by some hunters, who bound him by strong ropes to the ground. The Mouse, recognizing his roar, came and gnawed the rope with his teeth and set him free, exclaiming:

"You ridiculed the idea of my ever being able to help you, expecting to receive from me any repayment of your favor; now you know that it is possible for even a Mouse to con benefits on a Lion."

Questions on the passage:

1. Why did the lion become angry?

2. Who caught the lion?

3. How did the mouse help the lion?

4. The hunters bound the lion by ………….
   a) strong ropes   b) sharp teeth   c) long ropes   d) a net

5. The underlined word "him" refers to …….

   a) the lion   b) the mouse   c) the hunter   d) nobody

6. Put a suitable title to the passage.

7. What would you do if you were the lion? Why?

8. What would you do if you were the mouse? Why?

9. What are the features of respect/ disrespect in this story?

10. Do you know any similar stories to this one? Tell us more about
    that.

11. Retell the story in your own words

12. Draw a picture for the story.

The Kid and the Wolf

A KID, returning without protection from the pasture, was pursued by a Wolf. Seeing he could not escape, he turned round, and said: "I know, friend Wolf, that I must be your prey, but before I die I would ask of you one favor. "What is it young boy?" said the wolf." You will play me a tune to which I may dance", said the boy. The Wolf complied, and while he was piping and the Kid was dancing, some **hounds** hearing the sound ran up and began chasing the Wolf. Turning to the Kid, he said, "It is just what I deserve; for I, who am only a butcher, should not have turned piper to please you."

Questions on the passage:

1.   What was the favor which the kid ask the wolf to do?

2.   Why did the kid decide to stop running?

3.   How could the kid save his own life?

4.   The word "hounds" mean….
    a) farmers   b) dogs   c) birds   d) friends

5.   At the end of the story, the wolf……….

    a.   was caught by hounds

    b.   was sad because he killed the kid

    c.   was happy because the kid was safe

    d.   became friend with the kid.

6.   Put a suitable title to the passage.

7.   What would you do if you were the kid? Explain!

8.   What would you do if you were the wolf? Explain!

9.   Would you ever try to help your enemies? Why?

10.   What are the features of respect/disrespect in this story?

11.   Do you know any similar stories to this one? Tell us more about that.

The Eagle and the Fox

Before Reading:
What do you think the story is about?

AN EAGLE and a Fox formed an intimate friendship and decided to live near each other. The Eagle built her nest in the branches of a tall tree, while the Fox crept into the underwood and there produced her young. Not long after they had agreed upon this plan, the Eagle, being in want of provision for her young ones, swooped down while the Fox was out, seized upon one of the little cubs, and feasted herself and her brood. The Fox on her return, discovered what had happened, but was less grieved for the death of her young than for her inability to avenge them. A just retribution, however, quickly fell upon the Eagle. While hovering near an altar, on which some villagers were sacrificing a goat, she suddenly seized a piece of the flesh, and carried it, along with a burning cinder, to her nest. A strong breeze soon fanned the spark into a flame, and the eaglets, as yet unfledged and helpless, were roasted in their nest and dropped down dead at the bottom of the tree. There, in the sight of the Eagle, the Fox gobbled them up.

Questions on the passage?

1. What was the agreement between the fox and the eagle?

2. Where did the fox build her home?

3. Why did the eagle seize the little cub?

4. Gobble up means……………………………………………………..
   a) killed   b) saved   c) ate

5. The fox took her …………………
   a) revenge   b)surprise   c) prize

6. Put a suitable title to the passage.

7. What would you do if you were the eagle? Why?

8. What would you do if you were the fox? Why?

9. What are the features of respect/ disrespect in this story?

10. Do you know any similar stories to this one? Tell us more about that.

11. Retell the story in your own words

The Miser

Before Reading:
What do you think the story is about?

A MISER sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The Miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

Questions and answers:

1. What was the neighbor's advice to the miser?
2. How could the workman steal the lump of gold?
3. What did the miser do with lump of gold?
4. The miser is a person who ....
   A. buys and sells jewels and gold.   B. buries things in the ground
   C. tears his hair every day.   D. loves collecting money but hates spending it.
5. The passage may tell us that our riches are useless unless we ....
   A. make use of them.   B. make fun of them.
   c. make foolishness with them   D. destroy them.
6. Give a title to the passage.
7. What would you do if you were the miser? Explain
8. What would you do if you were the workman? Explain
9. What are the features of respect/ disrespect in this story?
10. Do you know any similar stories to this one? Tell us more about that.
11. Retell the story in your own words.
12. Draw a picture of the story.

The Hen and the Golden Eggs

A COTTAGER and his wife had a Hen that laid a golden egg every day. They supposed that the Hen must contain a great lump of gold in its inside, and in order to get the gold they killed **it**. Having done so, they found to their surprise that the Hen differed in no respect from their other hens. The foolish pair, thus hoping to become rich all at once, deprived themselves of the gain of which they were assured day by day.

Questions and answers:

1. What did the hen lay?

2. Why did the cottager and his wife kill the hen?

3. What was their surprise?

4. The cottager and his wife supposed that the hen must contain a ….
   of gold inside it.
   A) great egg   B) big hen   C) ring   D) coin

5. The underlined word "it" refers to ……………….
   A) the hen   B) the cottager   C) the wife   D) the lump of gold

6. Give a title to the passage.

7. What would you do if you were the cottager? Explain

8. What would you do if you were the wife? Explain

9. What are the features of respect/ disrespect in this story?

10. Do you know any similar stories to this one? Tell us more about that.

11. Retell the story in your own words

Charles Babbage

Many students in Egypt can use computers and there are now computers everywhere. You can find them in schools, restaurants, hotels, etc. Many scientists have designed and built computers. But the man **whose** ideas were used for computers is someone who is called the "father of computer". He is the mathematician, Charles Babbage. Babbage was born in1791. When he was at university, he was better at math than everyone in his class and better than most of his teachers. He later became a professor of mathematics. Babbage wanted something which could do sums quickly. In 1822, he invented a machine to do easy calculations. It was the first calculator. In 1832, Babbage started to build a second machine to do many mathematical calculations. Babbage planned to use a kind of computer program in it. Although Babbage worked on it for many years, it was not finished when he died in 1871.

Questions on the passage:

1. Who is often called the "father of the computer"?

2. What was his job?

3. Why was his first machine special?

4. Babbage was …………………………………………..
   A) a professor   B) a student   C) a policeman   D) an engineer

5. The underlined word "whose" refers to ……………………

   a.   students' computers   b. scientists' designs
        c. Babbage's ideas   d. Babbage's calculator

6. Write a suitable title to the passage.

7. Does Babbage deserve to be respected? Why?

8. What would you do if you were better than your teacher when you talk to him/her?

9. Mention any signs of respect/disrespect you can find in this story.

10.   Do you know any similar stories to this one? Tell us more about that.

11.   Retell the story in your own words

Nasreddin and the Beggar

One day, Nasreddin was up on the roof of his house, mending a hole in the tiles. He had nearly finished, and he was pleased with his work. Suddenly, he heard a voice below call "Hello!" When he looked down, Nasreddin saw an old man in dirty clothes standing below.

"What do you want?" asked Nasreddin.

"Come down and I'll tell you," called the man. Nasreddin was annoyed, but he was a polite man, so he put down his tools. Carefully, he climbed all the way down to the ground."What do you want?" he asked, when he reached the ground. "Could you spare a little money for an old beggar?" asked the old man. Nasreddin thought for a minute. Then he said, "Come with me." He began climbing the ladder again. The old man followed him all the way to the top. When they were both sitting on the roof, Nasreddin turned to the beggar. "No," he said.

Questions and answers on the passage:

1- Why was Nasreddin on the roof of his house?

      A.   ?   He was looking at the view.

      B.   ?   He was waiting for the old man.

      C.   He was fixing the roof.

2- Who was the old man?

      A. a beggar

      B. Nasreddin's friend

      C.   a roof-mender

3- Why was Nasreddin angry?

      A.   It was a hot day.

      B. He knew the beggar only wanted money.

      C. It was a long way to go down the ladder.

4- Why did Nasreddin go down the ladder?

      A. He wanted to get away from his work.

      B. Because the beggar asked him to.

      C. He wanted to speak to the beggar.

5- Why did Nasreddin make the beggar climb up the ladder?

        D. He wanted to show him the view from the roof.

        E.   He wanted to get his revenge on the beggar.

        F. He wanted the beggar to help him fix the roof.

6- What does the word beggar mean?

7- Do you agree with what Nasreddin had done with the old man?

8- What would you do if you were Nasreddin?

9- What would you feel if you were the old beggar?

10-Discusswith your group the behavior of Nasreddin and that of the beggar and show situations which reflect RESPECT and situations which reflect DISRESPECT.

    1-   Retell the story in your own words
    2-   Do you know any similar stories to this one? Tell us more about that.

    3-   Draw a picture of the story.

Nasreddin Goes Shopping

Before Reading:
What do you think the story is about?
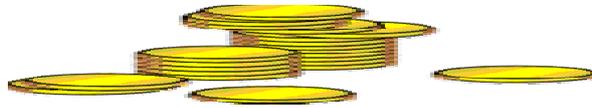
One day Nasreddin went to town to buy new clothes. First he tried on a pair of trousers. He didn't like the trousers, so he gave them back to the shopkeeper. Then he tried a robe which had the same price as the trousers. Nasreddin was pleased with the robe, and he left the shop. Before he climbed on his donkey to ride home, the shopkeeper and the **shop-assistant** ran out.

"You didn't pay for the robe!" said the shopkeeper.
"But I gave you the trousers in exchange for the robe, didn't I?" replied Nasreddin.
"Yes, but you didn't pay for the trousers, either!" said the shopkeeper.
"But I didn't buy the trousers," replied Nasreddin. "I am not so stupid as to pay for something which I never bought."

Answer the following Questions:

1. How did Nasreddin get to the shop?

   A. on foot   B. by camel   C. by donkey   D. the story doesn't say

2. What did Nasreddin do first in the shop?

   A, He tried on some trousers.   B. He tried on a robe.

   C. He tried on a hat.   D. He greeted the shopkeeper.

3. What did Nasreddin try on next?

   A. a robe   B. a pair of trousers   C. a hat   D. Nothing

4. Why was the shopkeeper angry when Nasreddin left?
   A. He didn't take the trousers.
   B. He didn't pay for the robe.
   C. He didn't say goodbye.

5. What did Nasreddin actually pay for?

   A. Nothing   B. the robe   C. the trousers   D. the hat

6. What does the word shop assistant mean?
7. Do you agree with what Nasreddin had done at the shop?
8. What would you do if you were Nasreddin?
9. What would you do if you were the shopkeeper?
10. Discuss with your group the behavior of Nasreddin and that of the shop-keeper and show
11. Retell the story in your own words.
12. Do you know any similar stories to this one? Tell us more about that.
13. Draw a picture to the story..

Nasreddin and the Pot

One day Nasreddin borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasreddin. "While your pot was staying with me, it had a baby."Sometime later Nasreddin asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasreddin had still not **returned** the pot. Finally Ali lost patience and went to demand his property. "I am sorry," said Nasreddin. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?" "Well," said Nasreddin, "you believed me when I told you that your pot had had a baby."

Questions on the passage:

1. Who was the owner of the pot?

    A. Nasreddin   B) Ali   C) the baby

2. How many times did Nasreddin borrow the pot?

    A. once   B. twice   C. three times

3. How many pots did he give back the first time?

    A. none   B. one   C. two

4. Why was the neighbor happy to lend his pot a second time?

    A. He was greedy.   B. He was a good neighbor.   C. He had lots of spare pots.

5. What probably happened to the pot?

    A. It died.   B. The neighbor took it back. C. Nasreddin kept it.

1. What does the word **returned** mean?

2. Do you agree with what Nasreddin had done to his neighbor?

3. What would you do if you were Nasreddin?

4. What would you do if you were the neighbor?

5. Discuss with your group the behavior of Nasreddin and that of the neighbor and show situations which reflect RESPECT and situations which reflect DISRESPECT.

6. Retell the story in your own words Do you know any similar stories to this one? Tell us more about that.

7. Draw a picture to the story.

Nasreddin's Visitors

Before Reading:
What do you think the story is about?

One day a visitor came to Nasreddin's house. "I am your cousin from Konya," he said, "and I have brought you a duck to **celebrate** the visit." Nasreddin was delighted. He asked his wife to cook the duck, and served the visitor a fine dinner. The next day another visitor arrived. "I am the friend of the man who brought you the duck," he said. Nasreddin invited him in and gave him a good meal. The next day another visitor arrived, and said he was the friend of the friend of the man who had brought the duck. Again Nasreddin invited him in for a meal. However, he was getting annoyed. Visitors seemed to be using his house as a restaurant

Then another visitor came, and said he was the friend of the friend of the friend of the man who had brought the duck. Nasreddin invited him to eat dinner with him. His wife brought some soup to the table and the visitor tasted it. "What kind of soup is this?" asked the visitor. "It tastes just like warm water." "Ah!" said Nasreddin, "That is the soup of the soup of the soup of the duck."

Questions on the passage:

1. How many visitors came to see Nasreddin?
   A.) 2   B) 3   C) 4
2. How many of the visitors brought a duck?
   A) 1   B) 2   C) 3
3. Did Nasreddin know the first visitor?
   A.) Yes   B) No   C) Not in the passage
4. Why did Nasreddin get angry?
   A. He did not like eating duck.   B. His cousin didn't bring him a duck.
      C. The first visitor brought a duck, but the others didn't bring anything.
5 . How did Nasreddin solve the problem?
   A. He served soup which tasted of nothing, so that no more visitors would want to come to his house.
   B. He served excellent soup, so that everyone would want to eat at his house.
   C. He opened a restaurant.
6. What does the word **celebrate** mean?
7. Do you agree with what Nasreddin had done to his visitor?
8. What would you do if you were Nasreddin?
9. What would you do if you were one of the visitors?
10. Discuss with your group the behavior of Nasreddin and that of the visitors and show situations which reflect RESPECT and situations which reflect DISRESPECT.
11. Retell the story in your own words
12. Do you know any similar stories to this one? Tell us more about that.

Nasreddin and the Smell of Soup

15.

One day, a poor man, who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup, so the steam from the soup went into the bread, and gave it a good smell. Then he ate the bread.

The restaurant owner was very **angry** at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Nasreddin, who was a judge at that time. Nasreddin thought about the case for a little while.

Then he took some money from his pocket. He held the coins next to the restaurant owner's ear, and shook them, so that they made a jingling noise. "What was that?" asked the restaurant owner. "That was payment for you," answered Nasreddin."What do you mean? That was just the sound of coins!" protested the restaurant owner.

"The sound of the coins is payment for the smell of the soup," answered Nasreddin. "Now go back to your restaurant."

Questions on the passage:

1. What food did the poor man have?

   A) soup   B) bread   C) nothing

2. What kind of food did he see in the restaurant?

   A) bread   B) meat   C) soup

3. Why did he hold the bread over the soup?

   A.   )So the steam from the soup would go into the bread.

   B.   ) So he could warm his hand.

   C.   ) So the restaurant owner would get angry.

4. Why did the restaurant owner take the poor man to Nasreddin?

   A.   ) Because Nasreddin was a judge.

   B.   ) So that Nasreddin could pay for the soup.

   C.   ) Because Nasreddin was the man's relative.

5. What did Nasreddin do with the coins?

A.) He gave them to the restaurant owner.

B.) He made a noise with them.

C.) He gave them to the poor man.

D.) He made a noise with them.

E.) He gave them to the poor man.

6. What was the payment for the smell of the soup?

A) the sound of money   B.) a few coins   C) there was no payment

7. What does the word **angry** mean?

    ----

8. Do you agree with what Nasreddin had done in this case?

    ----

9. What would you do if you were Nasreddin?

    ----

10. What would you do if you were the restaurant owner?

    ----

11. Discuss with your group the behavior of Nasreddin , the restaurant owner and that of the poor man and show situations which reflect RESPECT and situations which reflect DISRESPECT.

    ----

12. Retell the story in your own words

13. Do you know any similar stories to this one? Tell us more about that.

14. Draw a picture of the story.

Bedtime Stories

The Big Match:

Once, a group of boys decided to play a proper football game. Each one of them would bring something used in professional matches. So one would bring the ball, another the whistle, another the goalposts, others the goalkeeper gloves, the corner flags, etc...

But before the game started, while they were picking the teams, there was a slight argument. They decided that the boy who had brought the most important object would get to pick the teams. Well, now they couldn't decide which had been the most important object, so they thought it would be best to just start playing, using all the objects, and gradually get rid of what people had brought, to see which things were truly indispensable.

The first thing they got rid of was the whistle, because the referee could just shout instead. Then they tossed the goalkeeper gloves; they managed to save the ball just as well without them. Neither did they really notice when they stopped using the corner flags, nor when they replaced the goalposts with a couple of bins. And so they continued, until finally they replaced the football with an old tin, and managed to keep playing...

While they were playing with the tin, a man and his son passed by. Seeing the boys playing like that, the man said to his son: "Look, son. Learn from those kids over there. Without even a ball they're managing to play football, even though they're never going to be able to improve playing that way." The boys heard him say this, and realized that because of their excessive pride and egotism, what could have been a great match had turned into a shameful display, which they were hardly enjoying at all. That moment, they decided to put their selfish opinions to one side, and they agreed to start playing the match again, from the start, and with all the proper equipment. It really was a great game. No one thought about who was playing better or worse. Rather, they just concentrated on having fun and improving their game.

Jemima the Nosy Giraffe

In Chipper Jungle, everything was peaceful and happy until Jemima turned up. Jemima was an extremely tall giraffe, with a long bendy neck like some rubber plant. She got on everyone's nerves because she was just the nosiest and most gossipy animal anyone had ever known. What made it worse was that, thanks to her height and her long, bendy neck, there was no den or nest beyond her reach. There she'd be, always sticking her head in.

She observed everything, and made sure everyone knew what was going on. This annoyed so many animals that they had a meeting and decided to teach her a lesson. At that time Big Bongo, the most important of all the monkeys, decided to move to an old abandoned den, and he did the place up until it was the coziest home in the whole jungle. Jemima couldn't help her curiosity, and one night she tiptoed over there and approached the bedroom window. The window was open and she stuck her head inside. She was just on time to see Big Bongo leaving the bedroom. So, Jemima pushed her neck further in so that she could follow him to the next room. It was dark inside and she couldn't see very well, but she followed him down a corridor, and then into another bedroom, and then another...

Until at last Jemima couldn't follow him anymore. She had run out of neck. Big Bongo had run all around his house, and now Jemima's neck was in one enormous tangle.

Then all the other animals, who were in on the trick, came over to the house to let Jemima know what they thought of her irritating nosiness. She felt so embarrassed that she decided from then on that she would use her long neck for more constructive tasks than poking into the lives of others.

The Respectful Prince and the Dwarves

Once upon a time, the King's two Princes were playing in a forest, and - meeting one at a time -, they came across four dwarves who asked them to be more careful.

The first dwarf had a headache and he asked them not to shout. The second dwarf was painting a landscape, and he asked the children to move away because they were blocking out the light. The third dwarf was doing a giant jigsaw puzzle in the middle of the road, and he asked the children not to tread on it. The fourth dwarf was watching a butterfly and he asked them not to frighten it away.

The Prince who respected others did as the dwarves asked, but the disrespectful Prince ignored the dwarves´ pleas, and kept bothering them. In the evening, both boys had become separated and lost. They needed to get back to the palace quickly. Each of them separately came across the four dwarves again, and asked for their help. They refused to help the disrespectful Prince, but with the respectful Prince they did whatever they could to help, and took him along some secret tracks which led right to the palace.

The other Prince arrived much later, and was punished for it. He now understood that it's much better to respect everyone if you want to have friends

Session#

The Tree and the Vegetables

Once upon a time, there was a lovely vegetable patch, on which grew a very leafy tree. Both the patch and the tree gave the place a wonderful appearance, and were the pride and joy of the garden's owner. What no one knew was that the vegetables in the patch and the tree couldn't stand each other. The vegetables hated the tree's shadow, because it left them only just enough light to survive. The tree, on the other hand, resented the vegetables because they drank nearly all the water before it could get to him, leaving him with just enough to survive.

The situation became so extreme that the vegetables got totally fed up and decided to use up all the water in the ground so that the tree would dry up. The tree answered back by refusing to shade the vegetables from the hot midday sun, so they too began to dry up. Before long, the vegetables were really scrawny, and the tree's branches were drying up.

None of them suspected that the gardener, on seeing his vegetable patch deteriorating, would stop watering it. When he did that, both the tree and the vegetables really learned what thirst was. There seemed to be no solution, but one of the vegetables, a small courgette, understood what was going on, and decided to resolve it. Despite the little water available, and the unforgiving heat, the little courgette did all he could to grow, grow, grow... He managed to grow so big that the gardener started watering the patch again. Now the gardener wanted to enter that beautiful big courgette in some gardening contest.

And so it was that the vegetables and the tree realized that it was better to help each other than to fight. They should really learn how to live in harmony with those around them, doing the best they could. So they decided to work together, using both the shade and the water in the best combination to grow good vegetables. Seeing how well they were doing, the gardener now gave the best of care to his vegetable patch, watering and fertilizing it better than any other patch for miles around.

The Origin of Happiness

"There was once a boy who hardly had any toys or money.
Nevertheless, he was a very happy little boy. He said that what made him happy was doing things for others, and that doing so gave him a nice feeling inside.
However, no one really believed him; they thought he was loopy.

He spent all day helping others, dispensing charity to the poorest, and looking after abandoned animals. Very seldom did he ever do anything for himself. One day, he met a famous doctor who thought the boy's case was so peculiar that he decided to investigate him. So, with a complex system of cameras and tubes, the doctor managed to record what was happening inside the boy. What he discovered was surprising. Each time the boy did something good; a thousand tiny angels gathered around the boy's heart and started tickling it. That explained the boy's happiness, but the doctor continued studying until he discovered that we all have our own thousand angels inside us. Unfortunately, he found that, as we do so few good things, the angels spend most of their time wandering about, bored. And so it was that the secret to happiness was discovered. Thanks to that little boy we now know exactly what we have to do to feel our hearts being tickled."

The Boy who Made a Country Smile

"There was once a truly miserable land where everyone was depressed. There was no reason for this to be so: the people were normal, and they led normal lives, but they were very sad.

One day, a baby boy was born. He was a really good child; always thinking of others, always clean and tidy, always quick to do as he was told... he was equally good in all such matters.

As a result, the boy managed to cheer up everyone around him. People saw him and wanted to be like him, so they behaved cheerfully, and, in turn, cheered up others. The boy travelled the whole land, bringing smiles to people's faces, and happiness to their hearts. He ended up transforming the entire country from one of sadness and depression to one which could even be called Happy land."

The Tool Box

Tools to Be Used During Each Reading Session:

Worksheet for Roles in Reading Circles

Literature// Reading Circles Role
1- DISCUSSION DIRECTOR

> Your job as the "Discussion Director" is to ask questions to increase comprehension and to introduce your mates to the rest of the classroom

Name: _____ **Book/ Topic Title:** _____
Date Due: _____ **Pages:** _____ to _____

Good morning my friends. My name is…… I am the discussion director of Group………… We have read……. . I hope you will enjoy our presentation. Now let's start with …… the Word Finder

1. Why do you think the author had_____ happen in the story?

2. How is _____ alike /different from
   _____?

3. If you had been _____, how would you have
   _____?

4. How did you feel about _____?

5. What do you think caused _____?

6. How would the story have been changed if the author had not let
   _____ happen?

7. Tell a short summary of _____.

8. Predict: _____.

9. How?   10. Why?   (RC D D 1)

Literature/ Reading Circles Role

2-Word Wizard/ Word Finder/ Vocabulary Enricher

Your job is to search for words in this section of the book/ topic that you (or others in your group) might not know. After you find challenging words, tell where they are used in the story and look up the selected words in the dictionary to learn their correct definitions.

Name: _____ Book/ Topic Title: _____

Date Due: _____ Pages: _____ to _____

When you discuss with your group:

First, share the challenging word you found. Show them where it is in the story. Then, have each person try to predict the definition. After everyone has shared their definitions, you can tell them the real meaning of the word.

PAGE# PARAGRAPH#	WORD	SENTENCE FROM BOOK	DEFINITION	PLAN

PLANS:

1. Group finds words and figures out meaning from context.
2. Group chooses correct definition from dictionary.

(R C. W W 2)

Literature/ Reading Circles Role
3-Story Connector/ Inventor (S C)

> **Your job:**
>
> Your job is to find parts from this section of the story that remind you of things that happened in another story you've read or in real life. Then, describe how the two stories/ incidents/ situations are alike. When you describe the real-life connection, give as many details as possible. If you do not find connection you can invent a similar story with your group.

Name: _____ **Book/ Topic Title:**

_____

Date Due: _____ **Pages:**_____ to _____

When you discuss with your group:

Describe the event from the story you're reading and tell how it connects to another story/life experience you have read, or heard about before. Describe the similarities to the group. Then, ask if anyone else can make other story connections.

Event from this story:

_____
_____
_____
_____
_____
_____

Something similar happened in another story/ real life situation when:

_____
_____
_____
_____
_____
_____

(R C. S C 4)

Literature/ Reading Circles Roles:
4- CHECKER (C)

Your job:

The Checker "checks" for completion of assignments, evaluates participation,

Helps monitor discussion for equal participation.

Name: _____ **Book/ Topic Title:** _____
Date Due: _____ **Pages:** _____ to _____

NAME	JOB	DONE?	PARTICIPATE/ COOPERATE	READ ASSIGNMENT

PARTICIPATION:

+ = given for other contributions and cooperative behaviors

- = given for interrupting, distracting, goofing off

READ ASSIGNMENT

+ = appears to have read

- = little if any proof

EVALUATION OF OUR GROUP:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

(R C. C 5)

Literature/ Reading Circles Role

5- Story Summarizer (S S)

Your job:

Your job is to write a summary that describes what happened in this section of the book/ topic. Be sure you include important and necessary details. Be aslo sure to mention the main ideas of the passage or story.

Name: _____ **Book/ Topic Title**: _____

Date Due: _____ **Pages:**_____ to _____

When you discuss with your group:

You will read the summary to the group. Ask them to tell you about other

Important parts you may have missed. Have each person tell you about their

Favorite part.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

(R C. S S 3)

Literature/ Reading Circles Role

6- Creative Artist (C A)

Your job:

Your job is to draw a picture which expresses your understanding of the topic. You can write a couple of sentences beside your drawing.

Name: _____ **Book/ Topic Title**: _____

Date Due: _____ **Pages:** _____ **to** _____

When you discuss with your group:

You will show the drawing to the group. Ask them to express their thoughts about your drawing.

WRITE YOUR ACTIVTY HERE

(R C. C A 6)

Simplified Reading Circles Worksheet

Name: ………………………..…   Role: ……………………………
Group: …………………….…   Date: ……………………………

WRITE YOUR ACTIVTY HERE

Group File:

Literature/ Reading Circles Group Packet

Group name: _____

Book / Topic-Title: _____

Author: _____

People in my group: (Name & Role)

1. ——————————————
2. ——————————————
3. ——————————————
4. ——————————————
5. ——————————————

(RC Group File)

FUNCTIONAL ROLE	FUNCTIONAL ROLE
Time Keeper : **Keeps an eye on time and warns others about time constraints.** **He/she Keeps looking at watch/ clock** **holds sign/ makes signals that time is about to finish.**	**Leader** **The leader directs the action for the day once the teacher has given the instructions. reads instructions and directs participation** **Read the instructions** **Call for speakers/Take turns** **Call for votes/Count votes** **State agreed position** **gives compliments related to how the group is working, such as "That was a great answer**

FUNCTIONAL ROLE	FUNCTIONAL ROLE
Checker **This member checks and hands in the work for the group.** **Corrects mistakes** **Watch for spelling** **Assures accuracy**	**Reporter/Spokesperson** **This member reports the group's work to the other groups or to the teacher.**

Functional Role	Functional Role
Scribe/ Recorder **This group member does the writing for the entire group; he or she uses one sheet, which saves paper** **He or she writes and reports groups ideas;** **Record all ideas** **Write/Report**	**Store Keeper** **He locates, collects and distributes resources** **Gets all the materials for the entire group/ Collects worksheets from the teacher/ Sharpens pencils/Tidies up** **Leave his/her place without teacher permission**

Classroom Signs

Chart of Honor

Name	Date	Why Honored

Ground Rules Chart

Keep with the Group Include Everyone Share ideas and Feelings Stay on Task Encourage Others Six Inch Voices	Group Participation Rules

Group names &Members' roles

Group Name	Members	Social Roles	Reading Roles	Slogan
		Discussion Director	Group Leader	
		Word Wizard	Time Keeper	
		Creative Artist	Store Keeper	
		Summarizer	Reporter/Spokesperson	
		Connector	Scribe/ Recorder	
		Checker	Checker	

Group Name	Members	Roles	Slogan

Other related charts

How to Present Sessions Template

Step No.	Topic	Remarks
	Session# No. & Title	
1	Objectives: Social Skill (s) Critical Reading Skill (s)	It is advised to concentrate on one or two skills from each type per session
2	Revision of Previous Session	5 Minutes
3	Warm up Introduction to the new / Role or topic	10 Minutes
4	Material used: Worksheets from the tool box: Role Sheets (Cooperative Learning Functional Roles, Literature/ reading Circle Roles, Peer Assessment Chick list, Self Reflecting Tool) Reading Text from Student's Manual/ Teacher's Manual	Available in the Tool Box Section
5	Teacher Modeling targeted skill/ role	15 Minutes
6	Students' Practice & presentations	30 Minutes
7	Peer Assessment and comments on Presentations	10 Minutes
8	Self Reflection Tool	10 Minutes
9	Open Discussion & Closure	10 Minutes

How to Present Social Skills' Sessions Template

Step No.	Topic	Remarks
	Session# No. & Title	
1	Objectives: Social Skill (s)	It is advised to concentrate on one skill from per session
2	Revision of Previous Session	2 Minutes
3	Warm up Introduction to the new social skill	2 Minutes
4	Material used: Worksheets from the tool box: Respect Builder Notebook	Available in the Tool Box Section
5	Teacher Modeling targeted skill/ role	5 Minutes
6	Students' Practice & presentations	5 Minutes
7	Self Reflection Tool	2 Minutes
8	Open Discussion & Closure	4 Minutes

Ground Rules

Watch the speaker

Make eye contact

 Nod the head

Smile

Take turns

Encourage others

Listen carefully to everyone's ideas

Group Participation Rules

- Respect all property.
- Respect all people.
- Be considerate and raise your hand to share.
- Be positive about other people's work.
- Be cooperative.
- Listen carefully.
- Don't shout.
- Judge people fairly

Our Bill Of Rights

LITERATURE/ READING CIRCLE DEDICATION AWARD

Presented to: _____

For

"Showing Dedication to the Group

and Playing his/ her Role in the

Literature/ Reading Circle"

CONGRATULATIONS!

Teacher's name   School Deputy
 Principal   Signed_____

RESPECT BUILDER NOTEBOOK

PROPERTY OF

Name: ----------------------------
YEAR_____

Respect

It means treating others in a courteous, considerate and polite manner. Valuing yourself and others
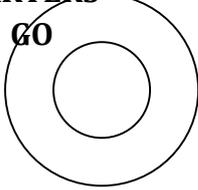
Looks like	Sounds like

RESPECT RULE: Before you say anything, ask yourself:
"Is it kind?" and "Is it necessary?"

RESPECT MOTTO: "Give respect to get respect."

STOPPERS AND STARTERS

Respect:
"To get respect you must give respect"

STOPPERS	STARTERS
STOP	GO

Respect:

Respect means treating others in a courteous, considerate and polite manner. It means valuing yourself and others

(RS2a)

Social Skills Program

Partner A Name _____   Partner B Name_____   Date

Respectful Listener Score Card

Listening Skills	A	B
LEAN IN		
LOOK EYE-TO-EYE		
LISTEN RESPECTFULLY		
Nod/ Smile		

Today's topic was:

Partner A said   Partner B said   .

RESPECT

TO SHOW RESPECT, I TRY TO ACT POLITELY.

RESPECT ALSO MEANS VALUING YOURSELF AND OTHERS.

Respect: Treating others in a courteous, considerate, and polite manner.

(RS1a)

STARTERS

(RS 2 d)

(RS 2e)

Respect Poster

The Behavior of Respect

Looks like	Sounds like
Patting someone on the back Waiting to take a turn listening without interrupting holding the door open for someone Nodding High fives Thumbsup Handshake	"What a great idea! I never thought about it this way." "You should not talk like that about my friend. It is not nice." "I am sorry I offended you." "let me open the door for you." "Please, may I help you carry the groceries?" "Excuse me." "Thank you."

RESPECT PLEDGE

I pledge to the best of my ability to uphold the basic human rights of treating everyone in the classroom, school and world in the same way I would like to be treated respectfully!

Respect Rule: Before you say anything, ask yourself: "Is it kind?" and "Is it necessary?"

Signed _____

Witness (es) _____

Dated _____

Respect Motto: To get respect you must give respect.

(RS 5)

Respect Contract

Respectful Character

1- Draw a picture of your head and cut it out. Or make your silhouette by standing in front of an overhead projector. Have a friend trace the silhouette that appears on a piece of paper taped on the wall.
2- Cut out your silhouette.
3- What kinds of things would a respectful character do? Write or draw at least 8 characteristics of respectful people inside the silhouette.

………....

Put-Ups

1- Make a fist with your hand and hold your thumb up. Have a classmate help you trace your hand around a piece of colored paper.
2- Cut it out and make at least four thumb-up cut-outs.
3- Now print inside each thumbs-up a different respectful put-up statement you could say to someone.
4- Save the thumbs-up to pin up on the THUMBS UP bulletin board.

You need: paper, scissors, and a marking pen.
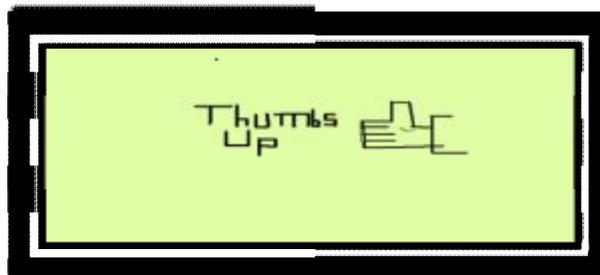
Extinguish Disrespect
No Disrespect Zone

NO DISRESPECT ZONE

Remember to ask yourself before you act:
"Are my actions helpful or harmful?"

....

Sending Compliments

1-Stand or sit straight

2-Hold your head high

3-Look eye to eye

4-Say your compliment like you mean it.

Example:

Student A:
"Thank you for helping me today.
I really appreciated it."

Student B:
"You're welcome."

"I LIKE" Messages

(for sending respectful compliments)
I like + an earned quality.

1- "I like......"

Stand straight, hold your head high.

Look eye to eye.

2- +say an earned quality about the person you respect.

3-   + tell why

....

Receiving Compliments

4 Steps to Receiving a Compliment

5.   Look at the sender.
6.   Hold your head high.
7.   Use a clear voice.
8.   Say "thank you" like you mean it.

Example:
Student A:

" I like your answer".

Student B:

"Thanks"

"Thank you".
"I'm grateful"

....

Partner Sharing

Taking turns to respectfully listen to each other's word

Speaker

Use a calm 6" voice.

Look eye to eye.
Talk about the topic.
Hold your head high.

Listener:

Sit still.
Look eye to eye.
No interrupting.
Think about what is being said.

Companion Reading

Listener:
      1-Listen respectfully.
      2-Check for accuracy.
      3-Encourage your partner.

Reader:
      1-Read!
      2-Try your best.
      3-Say, "Thank you".

………………………………………………………………………………………………

Name: ………………   **Date: ………………**

Pass It On Compliment
For Respectful Compliment: "I like + an earned quality."

Write a respectful compliment to the owner of this paper on the first empty line. Now pass this page to the nearest classmate, who adds another compliment and passes it on.

……………………………………………………………………………

I like _____

I like _____

I like _____

Return this paper with a smile to the owner and make sure they say

"Thank you!"

Respect Motto: To get respect you must give respect

A Greeting To: ……………………………
From: …………………………
.**Message:**

Respectful Thoughts (A)

Name_____

Date_____

A Month of Respect

   1. Number the days for this month

   2. Use these ideas as a guide for your daily journal writing.

Sunday	Monday	Tuesday	Wednesday	Thursday
A thought for the day				
------------------- ------------------- -----------------	------------------- ------------------- -------------------	------------------- ------------------- -------------------	----------------- ----------------- -----------------	----------------- ----------------- -----------------
------------------- ------------------- -------------------	------------------- ------------------- ------------------	------------------- ------------------- -------------------	----------------- ----------------- -----------------	----------------- ----------------- -----------------
------------------- ------------------- -------------------	------------------- ------------------- -------------------	------------------- ------------------- -------------------	------------------- ------------------- -----------------	------------------- ------------------- -------------------

   3. Every day write one respectful behavior you have done

Appendix F
Samples of students' work sessions

Appendix "F"

Students' Performance in (Reading Circles)

Teams preparation for presentation (Reading Circle in progress)

Students have finished their work and are ready to present.

Group File:

Literature/ Reading Circles Group Packet
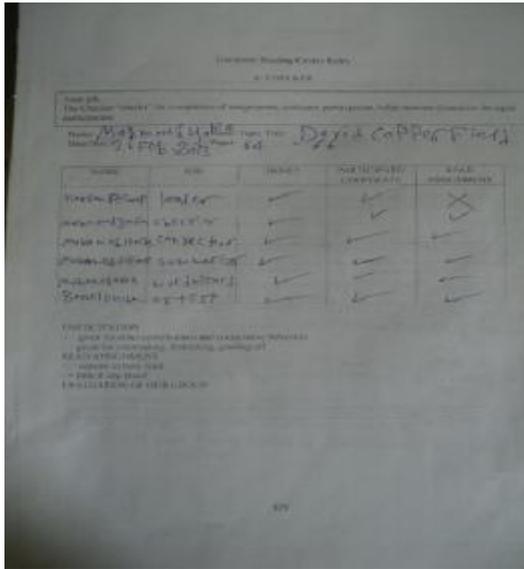Group name: _Loughat Youth_
Book / Topic-Title: _David Copperfield_
Author: _Charles Dickens_

People in my group: (Name & Role)

1. _Alaa AbulHassan Ali "Director"_
2. _Mohamed Salah A. Da Ali · Artist·_
3. _Mina Safa Salah "Summarizer"_
4. _Mina Anis Wanis · Word wizard·_
5. _Marydan El-Ponda "Connector"_
6. _Ziad Osama Nasby · Checker "_

Danger in the sea   David Copperfiled
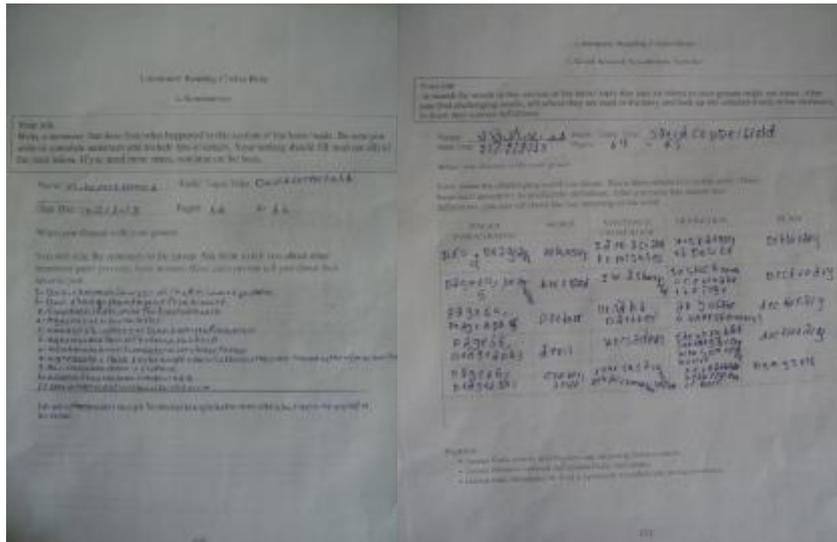
Chapter (3)
1am born

David copperfield was the hero of the story
he was born on Friday at the night at 12 o'clock
and David's mother was very angry when she
begave to gave a birth. Mrs Trotwood aunt of
David's father when she went to David's house
before David mother gave a birth when she
gave a birth mrs Trot wood was very angry
when found the baby was boy because she
loved girls and when the doctor told her that
the baby was a boy she was angry so she
took her hat and hit the doctor head and
never come back again.

RESPECT

BUILDER

NOTEBOOK

PROPERTY OF
Name: Mohamed Salah

YEAR (21) (2012, 2013)

Mohamed Abdelrasoul
Senior English Teacher
School Year 2012/ 2013
[RS1c]

RESPECT PLEDGE

I pledge to the best of my ability to uphold the basic
human rights of treating everyone in the classroom, school
and world in the same way I would like to be treated
respectfully!

Respect Rule: Before you say anything, ask yourself: "Is it
kind?" and "Is it necessary?"

Signed Mohamed Salah

Witness (es) Al Raofa Abu l Hassen.

Dated 18/3/2013

Respect Motto: To get respect you must give respect.

(RS 5)

Respect Contract

STOPPERS AND STARTERS

Respect:

"To get respect you must give respect"

STOPPERS	STARTERS
1. Stop talking in lessons	1. Start studying well
2. Stop shouting at others	2. Start being tolerant
3. Stop telling lie lies	3. Start helping others
4. Stop making fun of others	4. Start telling the truth
	5. Start being positive

Respect

Respect means treating others in a courteous, considerate and polite manner. It means valuing yourself and others

---

STOPPERS AND STARTERS

Respect:

"To get respect you must give respect"

STOPPERS	STARTERS
No shouting	Help People
No Pollution	bring your books
No smoking	do home works
	Keep Class Clean
	Rise while Rationally.

Respect:

Respect means treating others in a courteous, considerate and polite manner. It means valuing yourself and others

Social Skills Program

Partner A Name: Al Baraa Abdul Hassan   Partner B
Name: Mohamed Salah   Date: 13-3-2018

Respectful Listener Score Card

Listening Skills	A	B
LEAN IN	✓	X
LOOK EYE-TO-EYE	✓	✓
LISTEN RESPECTFULLY	✓	✓
Nod/ Smile	X	✓

Today's topic was:

Partner A said: "We must do program for keeping our school clean"

Partner B said: "Yes of course we will start doing it tomorrow"

Respect

It means treating others in a courteous, considerate and polite manner. Valuing yourself and others.

Looks like	Sounds like
today: I was walking in the street and I saw a blind man crossing the street - then a man helped him how to cross it. The blind man thanked him very much	Today, I heard many people telling each other "thank you" so - I became very happy.

RESPECT RULE: Before you say anything, ask yourself: "Is it kind?" and "Is it necessary?"
RESPECT MOTTO: "Give respect to get respect."

A Greeting To: AlBaraa AbuHassan
From: Mohamed Salah
Message: I like your voice

A Greeting To: Mostafa Ayman
From: Mohamed Salah ElDin
Message: I like your being honest

A Greeting To: Ali Ahmed
From: Mohamed Salah ElDin
Message: I like your keeping to be good

Name: Mohamed Salah   Date:

Today's Topic:
Give Respect to get Respect

What I think:

I think that when I give respect to people will respect me

How I feel:

Respectful Thoughts (B)

Name **Mohamed Salah**   Date **1 - 3 - 2013**

A Month of Respect
1. Number the days for this month
2. Use these ideas as a guide for your daily journal writing.

Sunday	Monday	Tuesday	Wednesday	Thursday
A thought for the day	"There can be no more defense like elaborate courtesy." E. V. Lucas	Human beings can alter their lives by altering their attitudes." William James	"Being Cooperative in his group and sharing ideas" Mostafa Ayman	"Doing the social work of the group" Mina Safa
"Telling the truth" Ali "look eye to eye" Kerolos	"Studying well" Be shay "being honar"	"being Positive" Mohamed "listen respectfully"	"helping the others" Amir "Saying thanks"	"Listening without interrupting" Abdullah "Encourage your partner"
"Try his best"	"Don't interrupt"	"Send a Greeting Message"	"standing straight"	"Stop talking in lessons"
"Stop telling the lie"	"Stop shouting at the others"	"Wanting to take a turn"	"Hold the door open to Someone"	"being helpful"

(RS3)

34
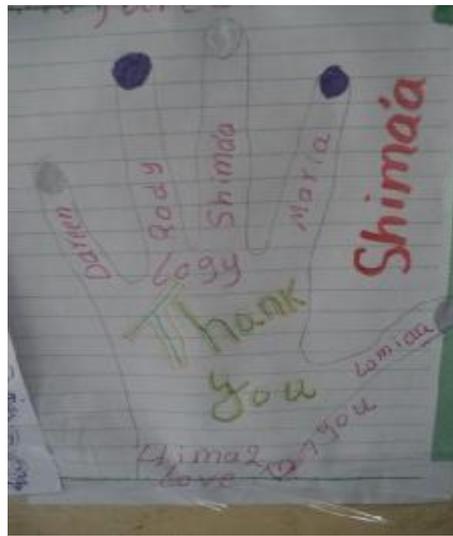
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جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

استخدام دوائر القراءة في تنمية مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب المرحلة الاعدادية

رسالة مقدمة للحصول على درجة الماجستير في التربية
تخصص مناهج وطرق تدريس اللغة الإنجليزية كلغة أجنبية

مقدمة من الباحث
محمد محمود ابراهيم عبد الرسول

إشـــــراف

د/ داليا إبراهيم يحيى

مدرس المناهج وطرق تدريس اللغة الإنجليزية
كلية التربية– جامعة عين شمس

أ.د/ زينب علي النجار

أستاذ المناهج وطرق تدريس اللغة الإنجليزية
كلية التربية – جامعة عين شمس

2014

جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

صفحة العنوان

اسم الباحـــــث   : محمد محمود إبراهيم عبد الرسول

الدرجة العلمية   : ماجستير في التربية

القسم التابع له   : مناهج وطرق تدريس اللغة الإنجليزية كلغة أجنبية

اسم الكليـــة   : كلية التربية

اسم الجامعـة   : عين شمس

سنة التخــرج   : 1992

سنة المنـــح   : 2014

جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

رسالة ماجستير

استخدام دوائر القراءة في تنمية مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب المرحلة الإعدادية

اسم الباحث	:	محمد محمود إبراهيم عبد الرسول
الدرجة العلمية	:	ماجستير في التربية
القسم التابع له	:	مناهج وطرق تدريس اللغة الإنجليزية كلغة أجنبية
اسم الكلية	:	كلية التربية
الجامعة	:	عين شمس

لجنة الإشراف :

1. **د/ زينب على النجار** أستاذ المناهج وطرق تدريس اللغة الإنجليزية كلغة أجنبية   كلية التربية – جامعة عين شمس

2. **د/ داليا إبراهيم يحيى** مدرس المناهج وطرق تدريس اللغة الإنجليزية كلغة أجنبية   كلية التربية – جامعة عين شمس

الدراسات العليا

ختم الإجازة

أجيزت الرسالة بتاريخ   /   /2014

موافقة مجلس الجامعة	**موافقة مجلس الكلية**
/ /2014	/ /2014

ملخص الدراسة باللغة العربية

إن تدريس اللغة الانجليزية كلغة أجنبية في مصر شيء هام وضروري لنجاح الطالب ومسايرته للقرن الحادي والعشرين. وإن اللغة الانجليزية هي من أوسع اللغات انتشارا في العالم اليوم ، فهي لغة التواصل عالميا في مجالات التجارة والسياسة والسياحة، وهي اللغة المرتبطة بالتعليم العالي والبحث العلمي، و إن الإلمام بها هو ضمانة لحياة مزدهرة لأنها توفر فرص عمل أفضل ، كما أنها تمثل معينا خصبا لمن يرغب في مواصلة التعلم مدى الحياة ومن يرغب في الاستمتاع بالأدب العالمي.

وإذا كانت اللغة الانجليزية بهذه الأهمية فإن القراءة هى أداتها وقلبها لأنها مصدر للمعرفة والمتعة وهي إحدى مهارات اللغة الأربع الأساسية (الاستماع والتحدث والقراءة والكتابة) إلا أنها أهمهم لكونها تتضمن الاستماع إلى ما يقوله النص والتحدث مع الشخصيات والكتابة ولو على هوامش النص المقروء , كما أنها تقود إلى تكوين المتعلم المستقل. وهذا ما أكده إلهامي (1997: ص 45)

ولأهمية القراءة باللغة الانجليزية فقد أطلقت الولايات المتحدة الأمريكية أكبر مبادرة فيدرالية على الإطلاق بعنوان القراءة أولا في أكثر من 5880 مدرسة. (نلستون وآخرون، 2009)

وقد اعتبر الرئيس الأمريكي السابق القراءة حقا جديدا يضاف إلى الحقوق المدنية للمواطن الأمريكي. ومما جاء في هذا الشأن " إن القراءة هي حق أساسي من حقوق الإنسان. إن الأمية القرائية ستنعكس بالفشل على الحياة التعليمية والاجتماعية والاقتصادية ، وستخلو حياة الإنسان الغير قادر على القراءة من كل معنى ومن الحرية ومن البحث عن السعادة " مقتبس من الرد على تقرير القراءة في خطر (NASBE,2006,p.4)

والمعرفة التي تعطيها القراءة ذات أثر كبير في تكوين شخصية الفرد الناضجة والمتكاملة، كما أنها وسيلة من وسائل الاستمتاع وأداة من أدوات حل المشكلات وحافز من حوافز التفكير الإبداعي ". (دراسة سعودي ، 2007: ص 2)

وبالنظر إلى معايير تدريس اللغة الانجليزية كلغة أجنبية في مصر لمرحلة التعليم الإعدادي والتي وضعتها الهيئة القومية لضمان جودة التعليم والاعتماد سنجد ما يلي: يتوقع أن يتمكن المتعلمون من القراءة السريعة والقراءة المتأنية للنصوص المختلفة وتحديد المعنى العام للنص وبنيته التنظيمية. وكذلك يتوقع أن يخمن المتعلمون معاني الكلمات الجديدة من خلال السياق العام، و أن يظهر المتعلمون قدراتهم على القراءة المستقلة لأجل المتعة، و أن يظهروا قدرتهم على تحليل المعلومات ليحددوا العلاقة بين الأفكار العامة والتفاصيل المرتبطة بها

والمؤيدة لها. وبنهاية المرحلة الإعدادية يتوقع أن يصبح المتعلمون قادرين على الاستجابة للأسئلة التي تخاطب مهارات التفكير العليا والتي تستحثهم على ربط الموضوعات الجديدة بخبراتهم الشخصية وان يستخلصوا النتائج بأنفسهم من السياق وفهم الأحداث والشخصيات من المواد المكتوبة و أن يقرأوا قراءة ناقدة تمكنهم من ترجمة فحوى النصوص الطويلة وأن يقيموها ويصدروا أحكاما صائبة عليها.

(الهيئة القومية لضمان جودة التعليم والاعتماد، 2009: ص ص 21-23)

وبمراجعة النشرة التوجيهية لتدريس اللغة الانجليزية كلغة أجنبية بالمرحلة الإعدادية والصادرة عن مكتب مستشار اللغة الانجليزية بوزارة التربية والتعليم للعام الدراسي 2009 / 2010 سنجد ما يلي : ينمي المعلمون لدى التلاميذ القدرة على استخلاص المعلومات من خلال النصوص المسموعة والمكتوبة ومن خلال وسائل الإعلام المختلفة. وأن يحسن الطلاب مهارات التفكير الناقد والتفكير العقلي وأن يشاركوا بفاعلية في الحوارات وأن يحترموا آراء الآخرين مثلا خلال احتدام المناقشات. ويتوقع أيضا أن يكتسب الطلاب بعض استراتيجيات التعلم مثل حل المشكلات والتعلم بالاكتشاف والتفكير الإبداعي والقراءة الناقدة. ويتوقع أن ينمي الطلاب بعض المهارات الاجتماعية والقيم الخلقية بتشجيعهم على التسامح والتعاون والعمل بروح الفريق. (التوجيهات الإرشادية للمعلمين بالمدارس الإعدادية العامة، 2009: ص 86)

ولذلك فإن تحسين قدرة المتعلم في مهارات القراءة الناقدة أصبحت من المهام الرئيسة التي يجب أن تُتقن فلا يكفي أن يقرأ الطالب النص بل لابد أن يفهمه ويعرف معنى كلماته والإحالة التي به من ضمائر وكلمات وصل وأن يفرق بين الرأي والحقيقة ويتوقع ما الذي سيحدث في النص ويلخصه ويربط بين الأحداث وبين خبراته السابقة وواقعه المعاش.

ولا يخفى على أحد الحاجة الماسة إلى مهارات اجتماعية مثل الإنصات بين التلاميذ وبعضهم البعض والانتماء والتعاون داخل البيئة الصفية واستخدام أساليب المديح والمجاملة من أجل خلق مجتمع محب ومتسامح. وللدلالة على مسيس الحاجة لتلك المهارات الاجتماعية دراسة بسطا (2011) و محمد (2013) حيث رصد كل منهما وجود سلوك عنف وعدوان لدى طلاب الصفوف العليا بالحلقتين الأولى والثانية من التعليم الأساسي.

إن المربين والمعلمين يدركون أن طلاب المستقبل في حاجة ليصبحوا متعلمين قادرين على التعلم الذاتي المستمر مدى الحياة، ومتعاونين وعقلانيين في حل المشكلات. هؤلاء الطلاب يحتاجون إلى التفكير بطرق تجعلهم يقدرون أنفسهم ويقدرون الآخرين، وأن يعرفوا كيف يكونوا مسئولين عن أنفسهم وعن الآخرين، في ضوء ذلك، اُستُخدم نموذج دوائر القراءة لتنمية بعض

مهارات القراءة الناقدة وبعض المهارات الاجتماعية الضرورية لطلاب الصف الثاني الإعدادي. وتضمنت مهارات التفكير الناقد: التفريق بين الرأي والحقيقة،والتوقع، والمعرفة الكافية بمفردات اللغة، والإحالة اللغوية (كدلالة استخدام الضمائر وكلمات الوصل) والتلخيص والربط بين ما يقرأه الطالب ولأحداث وخبرات حياتية مر بها. وأما المهارات الاجتماعية فقد تضمنت الاحترام كقيمة جوهرية ويتطلب مهارة الإنصات، والانتماء والولاء للمجموعة والفريق، وتقلص السلوك السلبي والدال على عدم الاحترام وزيادة ممارسة السلوك الايجابي.

تحديد مشكلة البحث :

تحددت مشكلة البحث في أن طلاب الصف الثاني الإعدادي لا يستخدمون مهارات القراءة الناقدة في تناولهم للمقالات والقصص والموضوعات المكتوبة باللغة الانجليزية ولا يستخدمون السلوك والمهارات الاجتماعية المناسبة في تواصلهم وتعاملهم مع بعضهم البعض حسب ما أظهرت الدراسة الاستطلاعية. وقد حاولت الدراسة الحالية الإجابة عن التساؤلين الرئيس التالي:

*ما أثر استخدام دوائر القراءة على مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب الصف الثاني الإعدادي؟

وتفرع من هذا السؤال الأسئلة الفرعية التالية:

1- ما واقع مهارات القراءة الناقدة والمهارات الاجتماعية لطلاب المرحلة الإعدادية؟

2- ما الأسس التي يمكن في ضوئها تصميم برنامج لتنمية مهارات القراءة الناقدة والمهارات الاجتماعية لطلاب المرحلة الإعدادية؟

3- ما مواصفات البرنامج الذي يمكن في ضوئه استخدام دوائر الأدب لتنمية مهلرات القراءة الناقدة والمهارات الاجتماعية لطلاب المرحلة الإعدادية؟

4-ما فاعلية البرنامج المقترح لتنمية مهارات القراءة الناقدة والمهارات الاجتماعية لطلاب المرحلة الإعدادية؟

فروض البحث:

حاول البحث الحالي التحقق من صحة الفروض التالية:

1- يوجد فرق ذو دلالة إحصائية عند مستوى دلالة (0.01) بين متوسطي درجات طلاب مجموعة البحث بين التطبيق القبلي والتطبيق البعدي لصالح التطبيق البعدي لمهارات القراءة الناقدة ككل.

2- يوجد فرق ذو دلالة إحصائية لصالح التطبيق البعدي في كل مهارة فرعية من مهارات القراءة الناقدة.

3- يوجد فرق ذو دلالة إحصائية عند مستوى دلالة (0.01) بين متوسطي درجات طلاب مجموعة البحث بين التطبيق القبلي والتطبيق البعدي لصالح التطبيق البعدي للمهارات الاجتماعية ككل.

4- يوجد فرق ذو دلالة إحصائية لصالح التطبيق البعدي في كل مهارة فرعية من المهارات الاجتماعية

مواد البحث:

أعد الباحث مواد البحث التالية:

1- البرنامج المقترح القائم على دوائر القراءة في تدريس القراءة الناقدة وتنمية المهارات الاجتماعية.

2- دليل المعلم لتدريس موضوعات البرنامج المقترح وفقاً لاستراتيجية دوائر القراءة..

3- كتيب الأنشطة الخاص بالطالب

أدوات البحث :

أعد الباحث أدوات البحث التالية:

1- اختبار مهارات القراءة الناقدة لطلاب الصف الثاني الإعدادي.

2- استبيان المهارات الاجتماعية لطلاب الصف الثاني الإعدادي.

3- ثلاث استمارات للتأمل الفردي والجماعي .

عينة البحث:

تمثّلت عينة البحث في (44) طالبا بالصف الثاني الإعدادي بمدرسة اللغات التجريبية بمحافظة سوهاج، تم تطبيق البرنامج عليهم جميعا.

أهمية البحث:

تحددت أهمية البحث فيما يأتي:

1-قد يفيد البحث الحالي في تحسين مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب الصف الثاني الإعدادي.

2- قد يثير انتباه القائمين على تدريس اللغة الإنجليزية نحو أهمية مهارات القراءة الناقدة والمهارات الاجتماعية ودور دوائر وحلقات القراءة في تنميتها.

3- قد يوجه اهتمام مصممي المناهج نحو تخطيط المناهج الدراسية أو أجزاء منها وفقاً لدوائر القراءة وإدراجها كأحد الاستراتيجيات الناجحة في تنمية مهارات تحصيلية واجتماعية وحياتية للطلاب.

4- قد يضيف البحث الحالي ثراءً للمكتبة العربية في مجال مهارات القراءة الناقدة والمهارات الاجتماعية.

إجراءات البحث:

اتبع الباحث الإجراءات التالية في البحث الحالي:

1- الإطلاع على الأدبيات والدراسات السابقة في مجال البحث الحالي.

2- إعداد الإطار النظري للبحث حول دوائر القراءة ودورها في تنمية مهارات القراءة الناقدة والمهارات الاجتماعية لدى طلاب الصف الثاني الإعدادي.

3- إعداد البرنامج المقترح القائم على استراتيجيات دوائر القراءة في تدريس القراءة، وفقاً للخطوات التالية:

أ. تحديد قائمة مهارات القراءة الناقدة والمهارات الاجتماعية .

ب. تحديد الأهداف العامة والإجرائية للبرنامج المقترح.

ج. تحديد محتوى البرنامج.

د. تحديد الوسائل والأدوات التعليمية.

ه. تحديد الأنشطة التعليمية.

و. تحديد طرق واستراتيجيات التدريس (نموذج دوائر القراءة/ حلقات القراءة)

ز. تحديد وسائل التقويم.

4- إعداد دليل المعلم لتدريس موضوعات البرنامج.

5- إعداد أدوات البحث وهي:اختبار مهارات القراءة الناقدة، ومقياس المهارات الاجتماعية لدى طلاب الصف الثاني الإعدادي واستمارات التأمل

6- عرض مواد البحث وأدواته على السادة المحكمين، وعمل التعديلات المطلوبة.

7- تطبيق تجربة البحث الاستطلاعية في الفصل الدراسي الأول على عينة عشوائية بلغ عددها (25) طالب بالصف الثاني بمدرسة اللغات التجريبية الإعدادية بمحافظة سوهاج؛ للتأكد من مناسبة مواد البحث وأدواته لطلاب الصف الثاني الإعدادي، وضبط أدوات البحث إحصائياً.

8- اختيار عينة البحث النهائية (44) طالب غير العينة الاستطلاعية تدرس البرنامج المقترح.

9- تطبيق تجربة البحث النهائية وفقاً لما يأتي:

أ. التطبيق القبلي لأدوات البحث (ختبار مهارات القراءة الناقدة، ومقياس المهارات الاجتماعية) على طلاب مجموعة البحث

ب. تدريس البرنامج المقترح .

ج. التطبيق البعدي لأدوات البحث (ختبار مهارات القراءة الناقدة، ومقياس المهارات الاجتماعية) على طلاب مجموعتي البحث .

10- رصد الدرجات ومعالجتها إحصائياً واستخلاص النتائج وتحليلها وتفسيرها في ضوء فروض البحث.

11- عرض ملخص البحث والتوصيات والمقترحات في ضوء نتائج البحث.

نتائج البحث:

توصل البحث الحالي إلى النتائج التالية:

1- فاعلية دوائر القراءة في تنمية مهارات القراءة الناقدة المختارة (التفريق بين الحقيقة والرأي، والتنبؤ، ومعرفة المفردات اللغوية، والإحالة والعلاقة بين الضمائر وبعض الكلمات، والتلخيص ، والربط بين النص والخبرات السابقة وواقع الحياة) لدى طلاب الصف الثاني الإعدادي.

2- فاعلية لبرنامج المقترح القائم على دوائر القراءة في تنمية المهارات الاجتماعية المختارة (الإنصات، والانتماء والولاء للمجموعة والفريق، وتقليص السلوك السلبي والدال على عدم الاحترام وزيادة ممارسة السلوك الايجابي الدال على الاحترام)

3- أسفر التحليل الكيفي عن أهمية دوائر القراءة في تعزيز التفاعل الاجتماعي والثقة بالنفس ومهارات التأمل والإنصات والولاء للمجموعة لدى طلاب مجموعة البحث .

توصيات البحث

قدم البحث الحالي العديد من التوصيات منها:

1- ضرورة الاهتمام بتنمية مهارات القراءة الناقدة والمهارات الاجتماعية لدى الصف الثاني الإعدادي والمرحلة الإعدادية ككل.

2- تدريب معلمي اللغة الإنجليزية على تدريس القراءة باستخدام دوائر القراءة وكذلك تدريبهم على إعداد أدوات التقويم اللازمة لقياس مهارات القراءة الناقدة والمهارات الاجتماعية.

3- تخطيط دروس القراءة وفقاً للأدوار المختلفة داخل دوائر القراءة كالباحث عن الكلمات والرسام المبدع وقائد المناقشة والمراجع والمدقق اللغوي والباحث عن الروابط والمتذوق للأدب والمؤلف...الخ .

4- تقويم جوانب التعلم المختلفة لدى الطلاب خاصة مهارات القراءة الناقدة والمهارات الاجتماعية وعدم الاقتصار على قياس المستويات المعرفية الدنيا كالتذكر والفهم .

مقترحات البحث:

قدم البحث الحالي العديد من المقترحات منها:

1- ضرورة إجراء بحوث لقياس أثر دوائر القراءة على باقي مهارات اللغة الأخرى مثل الاستماع والتحدث والكتابة لدى المتعلمين بالصف الثاني الإعدادي.

2- ضرورة إجراء بحوث لقياس أثر دوائر القراءة على باقي مهارات اللغة الأخرى مثل الاستماع والتحدث والكتابة لدى المتعلمين بالمراحل التعليمية المختلفة.

3- إجراء بحوث للتحقق من فاعلية دوائر القراءة على طلاب آخرين بمناطق أخرى متباينة بالقطر المصري بالمرحلة الإعدادية ومراحل أخرى.